

Course Title:	Ethnic Studies: America's Social Change
Grade Level(s):	10-12
Length of Course:	One semester or Equivalent Term
Credit:	5 Units
Prerequisite:	Priority enrollment will be given to students in grade 11 or 12
Co-requisite:	None

Course Description:

Ethnic Studies: America's Social Change is a one trimester elective course in Social Science that will examine the origins, nature, challenges and achievements of civil rights and social movements in America after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes. Major emphasis will be placed on extensive reading, writing, and primary sources.

Schools Offering:	Granada High School Livermore High School Del Valle High School Vineyard High School
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Meets University of California Entrance Requirements:	UC/CSU "a" Social Science Requirement
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Meets California State University Entrance Requirements:	UC/CSU "a" Social Science Requirement
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Board Approval:	<i>Pending Board Approval</i>
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Course Materials:	A Different Mirror for Young People: A History of Multicultural America; Takaki, Ronald; Seven Stories Press, 2012 ISBN-13: 9781609804169
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Supplemental Materials:	America: A Concise History, Combined Volume 6th Edition; Henretta et al;
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Bedford St. Martin's, 2015
ISBN-13: 978-1457648625

Rights and Protest: IB History Course Book;
Clinton, Peter;
Oxford 2016
ISBN-13: 978-0198310198

History for the IB Diploma Paper 3: Civil Rights and
Social Movements in the Americas Post-1945;
Stacey, Mark & Scott-Baumann, Mike;
Cambridge University Press, 2017
ISBN-13: 978-1316605967

Access to History for the IB Diploma: Civil Rights and
social movements in the Americas post-1945 2nd
edition;
Sanders, Vivienne;
Hodder Education, 2016
ISBN-13: 978-1471841316

They Called Us Enemy;
Takei, George; Eisner, Justin; Scott, Steven;
Top Shelf Productions, 2019
ISBN-13: 978-1603094504

A Young People's History of the United States:
Columbus to the War on Terror (For Young People
Series);
Zinn, Howard; Steffoff, Rebecca (adapter);
Triangle Square, 2009
ISBN-13: 978-1583228692

A Queer History of the United States For Young
People;
Bronski, Michael; Chevat, Richie (adapter);
Beacon Press, 2019
ISBN-13: 978-0807056127

An Indigenous Peoples' History of the United States
for Young People (ReVisioning History for Young
People) Paperback – Illustrated;
Dunbar-Ortiz, Roxanne; Mendoza, Jean (adapter);
Reese, Debbie (adapter);
Beacon Press, July 23, 2019
ISBN-13 : 978-0807049396

EbscoHost Research Database

InThinking: Subscription

InThinking is an innovative educational service which provides web-based resources for IB World Schools.

Stanford History Education Group: Reading like an Historian

Online resources, www.sheg.stanford.edu

Gilder Lehrman Institute of American History

Online Resources- <https://www.gilderlehrman.org>

Facing History and Ourselves

Online Resources- <https://www.facinghistory.org/>

Teaching Tolerance

Online Resources- <https://www.tolerance.org/>

Ethnic Studies: America's Social Change

COURSE CONTENT:

This course examines the origins, nature, challenges, and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes. Groups to be explored: Indigenous peoples, Black Americans, Latino Americans, Women/LGBTQ, and Asian Americans.

Unit 1: Identity & Civil Rights

In this introductory unit, students will explore the meaning of words such as race and ethnicity as they pertain to individuals and communities. Students will learn the process of identity formation as individuals, communities, states, and as a nation. Students will examine the idea of American citizenship and how hyphenated Americans get defined and/or redefined. Students will evaluate how images, often stereotypes, can be used to marginalize an individual and/or groups. Students will analyze human nature and consider what motivates individuals to take action. They will examine the difference between Civil Rights versus Human Rights and Civil Rights versus Civil Liberties. Students will be introduced to the topics of activism and the role of the 14th Amendment as well as the level of scrutiny the Supreme courts uses in cases of violations of equal protection. Lastly, the concept of privilege will be explored and dissected and communal agreements will be created for a safe and secure learning community.

Summary of Key Assignment and/or Activity:

Students will be creating a social map of students' own school (Perceptions of other students) and answering questions of Race/Documentary: Are You Biased? The documentary questions will be answered and discussed. Students will read, discuss, and explain concepts in the Facing History and Ourselves Chapter 1 short stories relating to concepts such as stereotypes. Students read The Bear that Wasn't and create an identity chart on themselves. Teacher discusses the difference between invisible and visible identity. Students will read about Ethnocentrism and the Nacirema and the class will answer questions, leading to a Socratic seminar discussion. Student will participate in a Step Above privilege activity adapted and modified from University of Houston and deloreshuerta.org.

Unit 2: African American Experience and Movement

This unit explores the experience of African Americans both historically and in terms of contemporary issues, with an emphasis on the post-WWII Civil Rights Movement. The unit will look at the situation for African Americans during the Jim Crow era and the ways in which the institution of slavery still lingered socio-culturally, politically, and economically. This unit will analyze the concept of white supremacy (including institutional racism, racial hierarchy, and oppression). Attention will be paid to various acts of aggression and discriminatory laws towards black communities as well as the various civil rights groups that fought for change. The last part of the unit will examine the roles of Martin Luther King Jr. and Malcolm X in shaping the Civil Rights Movement.

Summary of Key Assignment and/or Activity

Students will review the study of slavery through examining legal documents and refresh on Jim Crow through examining court cases during the Jim Crow era and beyond. With the purpose of perspective taking, students will study the biographies of both MLK and Malcolm X and write an essay that compares the two leaders' ideas, beliefs, and tactics. Students will engage in a study of the Montgomery bus boycott by building a more complex understanding of the causes and context

of the boycott as they analyze four historical documents. In a different lesson, students will engage in DBQ activities to consider the depth of Kennedy's commitment to civil rights by comparing two speeches, from Kennedy and SNCC leader John Lewis. To demonstrate their understanding of the goals and strategies of organizations, students will answer an essay prompt: "The Black Power movement achieved little" To what extent do you agree with this statement?

Unit 3: American Indian Experience and Movement

In this unit, students will study and explore the experience of American Indians both historically and in terms of contemporary issues. Students will evaluate US policy on the American Indian population, including American Indian Boarding schools. Students will then learn the impact of the Second World War American Indians, which will lead into discussions of civil rights movements, focusing on the American Indian Movement and its effectiveness. Finally, students will analyze the present day conditions of American Indian communities, including modern government police and revitalization efforts.

Summary of Key Assignment and/or Activity

Lesson: Structured Academic Controversy (SAC): *To what extent did the Federal Government help improve conditions for Native Americans during this period?* Students will analyze key primary source documents for evidence in support of the position they have been assigned. Students will link the evidence back to a general discussion of the role of the government in improving conditions for Native Americans during the 1960s-70s. The final assessment will ask students to formulate their own argument in the form of an analytical essay.

Unit 4: Hispanic American Experience and Movement

The goal of this unit is for students to continue their in depth study by examining issues affecting Hispanic Americans from the implications of Manifest Destiny (e.g. Mexican American War, Westward Expansion), the impact of the Treaty of Guadalupe Hidalgo, through the experiences of Hispanic peoples in contemporary America. Students will evaluate US immigration policies, including the impact of the Bracero Program. Contributions in WWII will serve as a springboard to the civil rights era, focusing on the Delano Grape Strike, the Raza Unida Party, and the Chicano movement. Special attention will be made to the role of women within the Hispanic American movement and their impact.

Summary of Key Assignment and/or Activity

Students will have already explored how the UFW was co-founded by a woman, Dolores Clara Fernandez Huerta who would subsequently become its President. Students will also explore the Comisión Femenil Mexicana Nacional (National Mexican Women's Commission) and the socio-political element of the Chicano movement called Chicano feminism or Xicanisma in a lesson. Working collaboratively, students will investigate other women who played important roles and create a 4 minute documentary that gives an overview of their contribution to the Hispanic American.

Unit 5: Asian American Experience and Movement

In this unit, students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the US within the Asian minority. Students will analyze push and pull factors that led to immigration to the US as well as the impact of legislation designed to limit Asian immigration. Then students will study the varied impact of both WWII and the Cold War on Asian communities

in the US and analyze legislation passed during both of these eras. Finally, students will evaluate different civil rights movements, including efforts to preserve Asian cultures.

Summary of Key Assignment and/or Activity

Students will conduct research and use material provided from a variety of sources to build a comprehensive understanding of the many ways that Asian Americans were treated, contributed and pushed for equality in America. As an assessment, students will complete an analysis of the *California apologizes to Chinese Americans* secondary and primary source documents as evidence for what they reveal about the historical context for this event as well as a possible political, social, and economic motivation for the apology. Students will work in pairs to complete a graphic organizer that will drive a small group discussion. Students will practice Theory of Knowledge debate/discussion on the role and significance of apologies in history. This lesson will allow students to practice historiography skills as well as Common Core aligned speaking and listening skills

History-Social Science Content Standards for California Public School: Kindergarten Through Grade Twelve United States History

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti monarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.7 Students analyze America's participation in World War II.

3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of the service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9 Students analyze U.S. foreign policy since World War II.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - The Vietnam War
 - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
 7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.10 Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch; the process by which a bill becomes a law.

2. Explain the process through which the Constitution can be amended.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia (VMI)*.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.

3. Discuss reserved powers and concurrent powers of state governments.

7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

8. Understand the scope of presidential power and decision making through examination of case studies such as the passage of Great Society legislation.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

California Standards for English Language Arts & Literature in History/Social Studies, Science, and Technical Subjects ELA/Literacy-Reading History Standards Grades 11-12

RH.11 – 12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11- 12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a Coherent understanding of an idea or event, noting discrepancies among sources.

ELA/Literacy-Writing Standards Grades 11-12

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Instructional Methods and/or Strategies

Strategies would include project based learning, the use of cooperative learning activities.

- Analyzing primary source material
- Socratic dialogues and analysis of primary sources
- Problem-based learning
- Cooperative learning groups
- Debates
- Analytical essay writing
- Research on historical and contemporary women
- Analysis and writing activities on supplemental DVD's that are viewed
- Group and class discussion Assessment Methods and/or Tools
- Exams and quizzes
- Homework
- Informal assessment of participation in class discussions
- Essays

Assessment Methods and/or Tools

Assessment methods will include traditional summative and formative assessments including:

- Multiple choice assessments
- Essay assessments
- Short answer responses
- Presentations
- Short Constructed Responses
- Extended Constructed Responses
- Authentic project based assessments

Assessment Criteria

- A+ > 99%
- 93% < A < 99%
- 90% < A- < 92%
- 87% < B+ < 89%
- 83% < B < 86%
- 80% < B- < 82%

- $77\% < C+ < 79\%$
- $73\% < C < 76\%$
- $70\% < C- < 72\%$
- $67\% < D+ < 69\%$
- $63\% < D < 66\%$
- $60\% < D- < 62\%$
- $F < 59\%$