SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1k

Meeting Date: July 16, 2015

Subject: Course of Study Approval: U.S. History: Public Health 1P, 2P

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for U.S. History: Public Health 1P, 2P

Background/Rationale: "U.S. History and Public Health" is a course with an emphasis on the history of wartime medicine and public health in America. Students analyze major historical events, trends and concepts within the context of the U.S. History standards. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the Enlightenment, the Civil War and the Great Depression. The course focus is on the History of Medicine and Public Health in America from its founding to the present and aligns with the California Content Standards for Social Studies 11, Common Core Standards for Literacy in Content Areas, and CTE standards.

Financial Considerations: None F79E0Fions F79E0P Tc G3(a)oC.1na(siration4

SECTION ONE — GENERAL INFORMATION

U.S. History and Public Health

COURSE DESCRIPTION

U. S. History and Public Health is a course with an emphasis on the history of wartime medicine and public health in America. Students analyze major historical events, trends and concepts within the context of the U.S. History standards. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the

Upon completion of this course, students will be able to:

- Analyze the significant events in founding of the nation
- Identify the important documents of American Democracy- The Declaration of Independence and the U.S. Constitution
- Show the impact of the Enlightenment on the rise of democratic ideas in America
- Trace the history of Public Health in America
- Create a History of Medicine Timeline
- Explain the cause and course of the Civil War
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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.

Grade 11 Standard 5:

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

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
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.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
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).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Grade 11 Standard 6:

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

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
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.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
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.

Grade 11 Standard 7:

Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
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 Comb <</MCID 64222

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

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
    a. The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
    b. The Truman Doctrine
    c. The Berlin Blockade
    d. The Korean War
    e. The Bay of Pigs invasion and the Cuban Missile Crisis
    f. Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
    g. The Vietnam War
    h. 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).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Grade 11 Standard 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

17. Title: The History of Medicine "1800-1850"
    Publisher: Wellness Directory of Minnesota
    URL Resource(s): www.mnwelldir.org/docs/history/history03.htm
18. Title: Check Up! "A guide to the special health care needs of ethnic religious minority communities”
    URL Resource(s): www.diversiton.com/downloads/checkup.pdf
19.

32. Publication: Scientific American: Guest Blog
33. When Religion Collides With Medical Care: Who Decides What is Right for You?
    URL Resource: http://blogs.scientificamerican.com/guest-blog/2012/04/02/molecules-to-medicine-when-religion-collides-with-medical-care-who-decides-what-is-right-for-you/

Additional URL Resources:

34. National Association of Public Hospitals and Health Systems (NAPH)
35. http://www.naph.org/Homepage-Sections/explore/History/1860.aspx
36. http://womenshistory.about.com/od/civilwar/p/ussc_civil_war.htm

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit I ……. Democracy and Healthcare in America	4 weeks
Unit II.....Civil War Medicine-Triage and Nursing	2 weeks
Unit III.....Industrial Revolution-Life and Death	3 weeks
Unit IV .....Progressivism and Public Health	3 weeks
Unit V .....World War I and Trench Warfare-Injuries and Diseases	4 weeks
Unit VI .....Great Depression-Government's role in health and welfare	2 weeks
Unit VII .....WWII - Technology and Medicine	3 weeks
Unit VIII .....Cold War-DNA, Medical Imaging	4 weeks
Unit IX ……. Civil Rights-Healthcare Disparities-Medicare/Medicaid	3 weeks

SECTION TWO — COURSE UNITS

UNIT I: Democracy and Healthcare in America

This unit provides an introduction to democracy and the significant events in the founding of the nation. The unit focuses on the ideological origins of the American Revolution, the Founding Fathers' philosophy of unalienable natural rights, the debates on the drafting and ratification on the Constitution and Bill of Rights. With a focus on patient's rights, students will determine whether or not the founding fathers should have included health care in the Bill of Rights. Students will ask and answer if the Declaration of Independence should have read, " Life, Liberty, Health and the Pursuit of Happiness." They will then write their own Declaration of Health Care Independence, creating a list of patient's right, using the Patient's Rights Act of 1996 as a guideline.

California Content Standard for Social Studies Addressed
11.1, 11.1.1, 11.1.2,y8u dentnesn 6(ght)2(5.1(e)-5(d)]TJ 0 Tc 0 Tw ( )Tj 85(s)b 2,y)17C.15 Tght[6(1

- VIDEO-Obama's Deal-Frontline, PBS

Suggested Assessment

- Unit test-Holt textbook
- Argument letter to Congress on states' rights
- On-going vocabulary tests

UNIT II: Civil War Medicine-Triage and Nursing

In this unit, students will examine the effects of the Civil War and Reconstruction on Public Health. They will analyze and explain huge demographic shifts and the emergence of the United States in the late nineteenth century as a world power. This unit provides the students with the understanding of public sanitation and how it is related to general health and hygiene. The students will follow the birth of Public Health in America.

California Content Standard for Social Studies Addressed
11.1, 11.1.4

Common Core Standards for Literacy in History/Social Studies, 11-12
CCSS R.1, R.7, R.
CCSS W.1e, W.2a, b, e

CTE Standards - 3, 5, 8

Instructional Objectives

Students will be able to:

- Examine the effects of the Civil War and Reconstruction
- Follow the history of the industrial revolution
- Produce and reenact a battlefield triage scene from the Civil War

Suggested Activities

- Read the Civil War chapter in the textbook
- Work in a group to create a Civil War battlefield triage reenactment scene
- Watch excerpts from *Glory* and Ken Burns' Documentary *The Civil War* and compare the medical technology and hygiene to battlefield settings today
- Read Holt Textbook, Chapter on Civil War
- Complete textbook and workbook vocabulary and section assessments
- Watch Civil War Medical Station reenactments on YouTube and take notes to get ideas for group reenactment scene

Suggested Assessment

- Write a five paragraph letter from a Civil War doctor home to his family describing the horrid conditions of trying to perform surgery on the battlefield.
- History of Medicine Timeline

UNIT III: Industrial Revolution-Life and Death

Students will analyze the relationship among the rise of industrialization, large-scale urban-to-rural migration, immigration from Europe, and the health issues related to urban crowding. They will also investigate the working conditions in factories during the Industrial Revolution and the role unions played in improving conditions.

Standards Addressed
11.2, 11.2.1, 11.2.3, 11.2.4, 11.2.5, 11.2.6, 11.2.7,

Common Core Standards for Literacy in History/Social Studies, 11-12
CCSS R.1, R.2, R.4, R.7
CCSS W.2, a, d, e, W.7, W.8

CTE Standards - 3, 4, 6, 7

Instructional Objectives

Students will be able to:

- Follow the history of the industrial revolution
- Read excerpts from Upton Sinclair's novel, The Jungle, and explain the effects of industrialization on working conditions.
- Compare the horrors of the meat packing industry then to5(g i)2. of2he11ed-12.6(o)10nTj E8-parc
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- PowerPoint presentation showing the living or working conditions during this time period
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UNIT IV: Progressivism and Public Health

Students will be able to identify, define, and recognize key elements of Progressivism. They will analyze how the progressive movement impacted the health, safety and welfare of urban Americans around the turn of the century. The students will apply this knowledge by examining several articles and videos regarding the Progressives and urban squalor. They will understand the importance of the balance between government regulation and public health and safety. Students also examine the roles

- x School Sanitation promotion poster
- x Public Health Vocabulary book
- x World History Timeline

- Create a dynamic PowerPoint that shows the medical stations on the battlefields of WWI. Explain the entire medical process for an injured soldier.
- Group project-

UNIT VI: Great Depression-Government's Role in Health and Welfare

Touching on the major political, social, economic, technological and cultural developments of the 1920's, this unit explores the Roaring 20's, Women's Suffrage, the Harlem Renaissance, the Stock Market Crash of 1929, and the Great Depression. Following America through prohibition and the good times in the 1920's, students will be able to explain how the stock market crash was inevitable. Also examined are the changing roles of women and the 19th Amendment, the KKK, the ACLU, the Anti-Defamation League, Presidents Harding, Coolidge, and Hoover. Students will end the unit by examining the impacts of the New Deal and the growing role of the Federal Government in public health affairs. They will explain why FDR was not able to put a health care insurance component in the New Deal Students will also watch a video on President F.D. Roosevelt and his struggle with effects of Polio on the Presidency.

Standards Addressed
11.6, 11.6.1, 11.6.2, 11.6.3, 11.6.4, 11.6.5

Common Core Standards for Literacy in History/Social Studies, 11-12
CCSS R.3, R.7, R.9, R.10
CCSS W.1a, c, e, W.2, W.7, W.8, W.10

CTE – 2, 3, 4, 6

Instructional Objectives

Students will be able to:

- x Explain how the New Deal fundamentally changed the role of the federal government
- x Understand the explanations of the principal causes of the Great Depression
- x Explain the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the crisis
- x

- Holt Textbook Chapter Test on the Great Depression
- Related Workbook pages
- History of Medicine Timeline

- x Watch History Channel show on Japanese-American Internment Camps-take notes
- x Write letter old neighbors as an interned Japanese-American asking them to take care of your house while you are gone

Suggested Assessment

- x

UNIT VIII: Cold War-DNA, Medical Imaging

This unit explores the origins of the Cold War and its impact on U.S. foreign policy in combination with the economic boom and social transformation of post-World War II America. While following the major events of the cold war, students will reflect on the many social changes in society: Truman Doctrine, Korean War, Berlin Blockade, Vietnam War, Berlin Wall, Bay of Pigs and the Cuban Missile Crisis. The medical emphasis will be the effect of Agent Orange on Vietnamese cit

- x PowerPoint on a Cold War conflict
- x Cold War Map
- x Cold War Vocabulary Book
- x Group poster on the history of medical imaging

UNIT IX: Civil Rights-Healthcare Disparities-Medicare/Medicaid

This unit explores how various social issues have resulted in huge disparities for healthcare services in America. Students will read several articles to understand the background of discrimination and the Civil Rights movement, using this as a backdrop to discuss how prejudice and discrimination impact healthcare services for some Americans.

Standards Addressed
11.10, 11.10.1, 11.10.2, 11.10.3, 11.10.4, 11.10.5, 11.10.6, 11.10.7

Common Core Standards for Literacy in History/Social Studies, 11-12
CCSS R.3, R.4, R.5, R.8
CCSS W.1, W.2a, W.6, W.7, W.8

CTE – 3, 4, 6

Instructional Objectives -

Students will be able to:

- Explain how the demands of African Americans helped produce a stimulus for civil rights
- Examine and analyze the key events, policies, and court cases in the evolution of civil rights
- Explain how the advances achieved by African Americans influenced the agendas, strategies , and effectiveness of the quests of American Indians Asian Americans, and Hispanic Americans for civil rights and equal opportunities
- Dred Scott v. Sandford, Plessey v. Ferguson, Brown v. Board of Education
- Examine segregation and Jim Crow laws in the South
- Discuss civil rights advocates and their role in passing the civil rights Act of 1964
- Read about the Voting Rights Act of 1965
- Discuss the Women's rights movement and the ERA and changing roles of women
- Read about Affirmative Action and state your viewpoint
- Read about how Prop 209-banned Affirmative Action in California
- Research the impact of prop 209 on higher education in the state.
- Explain the origins of Medicare and Medicaid
- Discuss how our nation's history of discrimination still impacts healthcare equality

Suggested Activities – Students will

- Read Civil Rights chapter in textbook
- Create a civil rights timeline
- Read about healthcare disparities
- Discuss how we can still have disparities in our country
- Debate the role of health care professionals in closing the disparity gap
- Examine how Obama Care will impact health care disparities
- Create a PowerPoint explaining prop 209 and

- x Watch video on Medicare and Medicaid
- x List civil rights leaders and their contributions to the movement

Suggested Assessment

- x Civil Rights Vocabulary Test
- x Holt Chapter test on civil rights
- x Workbook pages
- x Quick Write- Explain what healthcare “disparities” are
- x PowerPoint on Prop 209
- x Write a letter to the Governor arguing either for, or against Affirmative Action

UNIT X: 1970's-1980's Modern Public Health Epidemics

This unit discusses domestic economics and politics in the 1970's and 80's. With a focus on the energy crisis and Watergate, students will follow the shift from post WWII prosperity to the backlash against the government in the 1960's and 70's. Students will continue to follow the civil rights movement, the women's movement and America's struggle to regain economic prosperity. The unit also has a lesson on government scandals since Watergate. The unit will end with an overview of America's role as a global healthcare leader.

Standards Addressed
11.11, 11.11.2, 11.11.3, 11.11.4

Common Core Standards for Literacy in History/Social Studies, 11-12
CCSS R.1, R.2, R.3, R.6, R.10
CCSS W.1b, d, W.6, W.7, W.8, W.10

CTE – 3, 4, 6, 9

Instructional Objectives

Students will be able to:

- Explain American Society in the 1970's
- Compare how attitudes towards government changed in the 1970's
- Identify the causes of the energy crisis in the early 70's
- Explain the impact of the energy crisis on everyday life for Americans
- List major political scandals of the 1970's to the present
- Explore current global health issues and America's role as a global health leader
    - West Nile Virus
    - HINI-Avian Flu
    - Clean Water- history and current status
    - Infrastructure barriers to healthcare in poor countries
    - AIDS in Africa and Thailand
    - Vaccination controversy-Autism-Vaccine for AIDS?
    - MRSA's
    - Eradication of polio and small pox
    - Drug Resistant TB in Honduras
    - Malaria in Africa
    - Discovery of antibiotics

Suggested Activities – Students will

- Read related chapters in textbook
- Create a timeline for the Watergate scandal
- Create a PowerPoint on famous political scandals since 1970
- Explain how President Nixon's resignation affect the country and politics
- Watch Rx For Survival series and complete worksheets
- Play Rx For Survival games

- x Rx For Survival Global Health Challenge-PBS website/video/lesson plan

Suggested Assessment

- x Test on global health
- x PowerPoint on political scandals
- x Students will take a comprehensive test on Watergate and the Energy Crisis
- x All Rx for Survival assessment worksheets

UNIT XI: End of the Cold War, Terrorism, Obama Care

With the fall of the Berlin Wall in 1990, America becomes the sole superpower in the world. Students look at how this will impact U.S. Foreign Policy. The U.S. saw a new threat on September 11th, with terrorism becoming the new foe. A world of politics without the Soviet Union meant big changes. Students also learn about the Affordable Care Act and its journey through Congress. After reading about Obama Care, students will examine the strengths and weakness of the new program. Students will revisit the lessons from the beginning of the year with a better understanding of Obama Care and democracy.

Standards Addressed
11.11, 11.11.6, 11.11.7

Common Core Standards for Literacy in History/Social Studies, 11-12
CCSS R.1, R.2, R.4, R.5, R.7
CCSS W.2b, W.4, W.8, W.9

CTE – 3, 4, 6, 9

Instructional Objectives

Students will be able to:

- Explain the terrorist attacks on September 11th, 2001 and show how they changed American civil liberties and foreign policy
- Discuss the U.S. reaction to the attacks and the wars in Afghanistan and Iraq
- The road to Obama Care- Explain the history of health insurance
- Explain the barriers to passing the Affordable Health Care Act
- Explain the differing views between Democrats and Republicans
- Describe the initial roll out of the website
- Explain how the funding of the plan works and what is necessary for it to be successful
- Explain the financial penalties for opting out
- Talk about how the U.S. is responding to recent Russian violations of the NATO treaty in Crimea
- Suggest a strategy to improve relations in the post-Cold War era for the U.S. and Russia.
- Explain what happened during the Arab Spring and new struggles for democracy in the world

Suggested Activities – Students will

- Sick Around the World-PBS documentary-Compare other health care system to ours
- Sick Around America-PBS documentary
- "Debunking the Myths"- Popular Mechanics History Channel show on Sept. 11th

Suggested Assessment

- Vocabulary test on healthcare insurance terms and Obama Care legislation-related terms

- Students will give a presentation on Obama Care to students in the 9th and 10th grades
- September 11th timeline, causes and recovery
- Test on Afghanistan and Iraq