

# Vicksburg Community Schools Proposal Form with Guidance

Please review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed *Proposal Form* and supporting documents to the Curriculum office by March 1<sup>st</sup>.

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Title of Proposal: America Since 1980: Recent American History

Proposal Author(s): Daryl Zartman / Kyle Roberts

Department and Curriculum Area: VHS Social Studies

Building: VHS

Committee Members: Adam Brush, Kyle Roberts, Daryl Zartman

❖ This proposal is for: (put an X next to all that apply)

- Textbook and other teaching resources (requires planned pilot process as part of the proposal request)
  - New courses or course revisions
  - Full program or curriculum area reviews
  - Program or curriculum area modifications
  - Supplemental Instructional/Intervention Resource
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Dates of Anticipated Review and Action: DCILT: 2.18.25 BOE: 3.10.25

Principal's Signature(s): AdamBrush - 2/7/25

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(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 2/7/25

Comments on proposal:

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## RESPONSE:

- Need more information: \_\_\_\_\_
- Proceed as outlined in the proposal

Heil VanDuff  
Director of Curriculum and Instruction

2/20/25  
Date

[Signature]  
Director of Technology

2/20/2025  
Date

**I. Proposal Background & Overview** – Write a narrative that includes *all* of the following:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted Continuous Improvement Goals

*Vicksburg High School currently offers a required US History course to high school freshmen. The intent of this course is to further develop students' understanding of historical events following the completion of the typical US History classes through a varied perspective than your typical history class with a distinct focus on events since 1980.*

*This proposed new high school course gives students an opportunity to earn an elective credit in a social studies class, which is currently only offered through Psychology.*

*Additionally, this course will enhance the alignment of the social studies department by allowing additional content following the completion of the core US History class. This course will address the following concerns/issues:*

- *Lack of opportunity for students to focus on recent history in America in other Social Studies classes*
  - *With so many state standards to cover in a regular US History (or AP US History) class, the amount of coverage given to recent historical events (since 1980) is not as much as we would like, especially given the interest in recent history for students. This class would allow a full semester to truly focus on events in America since 1980, specifically focusing on the related state standards from eras 8 and 9.*
- *Lack of Engagement with History after US/World History Classes*
  - *Currently, once a student has taken US/World History, there are no HISTORY classes. While there are still Social Studies classes (Government, Economics, Psychology, etc.), the only potential history class for students to take after their sophomore year is the recently proposed History Through Film. Students have also expressed increased interest in recent historical events as opposed to those from long before their time.*
- *Difficulty Understanding Complex Historical Events*
  - *This class would expand on the ability of students to comprehend various historical events since 1980.*
- *Challenges with Critical Thinking & improvement of writing and communication skills*
  - *This will allow students with an additional semester to hone their critical thinking, writing, and communication skills as they relate to the course.*

*By addressing these problems and concerns, the proposed course can create a more engaging, inclusive, and effective learning environment for students to build off of the knowledge learned in US History classes.*

***Continuous Improvement Goal***

*Strategy 2.3: Building and district teams will ensure implementation of instructional practices, interventions and supports that are organized along a continuum to meet the academic needs of each and every learner and are aligned to the district curriculum. [MTSS Academic]*

***America Since 1980: Recent American History Course Description***

*This course delves into the complex and dynamic era of American history since 1980. We will explore the significant political, social, economic, and cultural transformations that have shaped the United States in the past four decades. Through a blend of primary sources, historical analysis, and current events, students will develop a deep understanding of the key events, figures, and movements that have defined this period.*

***Prerequisite (High School):*** *Completion of US History (or AP US History)*

**II. Complete Description of Proposed Change(s)** – Write a narrative that includes *all* of the following:

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current standards, course outline, and/or general syllabus.

*Addition of America Since 1980: Recent American History elective class as an option for sophomores, juniors, and seniors in high school who have completed US History (or AP US History).*

*The intent of this course is to further develop students' understanding of historical events following the completion of the typical US History classes with a focus on recent historical events in America. By the end of the course, students will:*

- *Demonstrate a comprehensive understanding of major political, economic, social, and cultural developments in the United States since 1980.*
- *Evaluate the impact of globalization on the United States. This includes understanding the interconnectedness of the global economy, the effects of international relations, and the challenges and opportunities presented by a globalized world.*
- *Assess the changing role of the United States in the world since the end of the Cold War. Students will be able to analyze US foreign policy, its motivations, and its effects on global affairs.*
- *Connect historical trends to current issues facing American society.*
- *Develop critical thinking skills necessary to analyze information and formulate informed opinions.*
- *Improve their communication skills through class discussions, presentations, and written assignments. Students will learn to articulate their ideas clearly and respectfully, engaging in constructive dialogue.*
- *Develop a deeper understanding of their own place in history and their potential to shape the future. Students will be encouraged to reflect on their own values and beliefs and how they can contribute to a better society.*

*No NEW textbook - course will be guided through the use of the current textbook that is used in US History (and AP US History) classes as needed. This course will also include the use of supplemental materials, primary source documents, and viewing of historical films or videos.*

*Credit: Social Studies Elective Credit (America Since 1980: Recent American History)*

*Prerequisite: US History (or AP US History) for high school.*

**Proposed Topics/Syllabus - HIGH SCHOOL COURSE**

<b>Unit</b>	<b>Unit Title</b>	<b>Unit Overview</b>	<b>Topics</b>
1	<i>Introduction and US History</i>	<i>In this unit, students will be refreshed and reflect on their knowledge of US History before 1980. This will "set the stage" for the remaining units, allowing students to fully understand the reality of American history in 1980.</i>	<ul style="list-style-type: none"> <li>- Post WWII America</li> <li>- The 1970s Recap</li> <li>- America in 1980</li> </ul>
2	<i>The Cold War</i>	<i>In this unit, students will analyze the causes and effects of the effects of the Cold War, the rise and fall of the Soviet Union, the rise of new global powers, and the changing nature of international relations.</i>	<ul style="list-style-type: none"> <li>- Cause/Effect of the Cold War</li> <li>- The Reagan Doctrine</li> <li>- The Soviet Union in the 1980s</li> <li>- Fall of the Berlin Wall</li> <li>- Collapse of the Soviet Union</li> <li>- Legacy of the Cold War</li> </ul>
3	<i>Globalization</i>	<i>In this unit, students will examine the interconnectedness of the world from a societal, economic, and political landscape.</i>	<ul style="list-style-type: none"> <li>- Defining Globalization</li> <li>- Rise of Multinational Corporations</li> <li>- Free Trade Agreements</li> <li>- Examples of Globalization and Nationalism</li> </ul>
4	<i>The Dawn of the Digital Age</i>	<i>In this unit, students will learn about the development of the internet and other technological advances. They will discuss the societal impacts of this technology, including the changing nature of communication, the digital divide, etc.</i>	<ul style="list-style-type: none"> <li>- Development of the internet</li> <li>- Personal Computer Revolution</li> <li>- Dot-Com Boom/Bust</li> <li>- Social Media</li> <li>- Mobile Revolution</li> <li>- Digital Divide and Communication</li> </ul>
5	<i>War on Terror and its Aftermath</i>	<i>In this unit, students will examine the 9/11 attacks, their impact on American foreign policy, domestic security, etc. They will also learn about the causes and effects of the War of Terror and other terrorist attacks since 9/11 both in America and around the globe.</i>	<ul style="list-style-type: none"> <li>- 9/11 Attacks</li> <li>- War in Afghanistan</li> <li>- War in Iraq</li> <li>- Rise of ISIS</li> <li>- Domestic Security</li> <li>- Cause/Effects of the War on Terror</li> </ul>
6	<i>American Culture, Society, and Economic Developments</i>	<i>In this unit, students will examine the changes in American culture, society, and economics from 1980-present day including the changing american economy, the rise of e-commerce, globalization and trade, the evolution of entertainment, sports in America, and more.</i>	<ul style="list-style-type: none"> <li>- Economic Developments</li> <li>- Evolution of Entertainment/culture/sports</li> <li>- Globalization and Trade</li> <li>- Role of Citizens, Legislative Process, and Government Structure</li> </ul>

<b>Grade</b>	<b>New Textbook Title/Instructional Resource</b>	<b>Previous Textbook/Instructional Resource To Be Replaced</b>
10-12	N/A	N/A

III. **Implementation Plan** – include *all* of the following:

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- Itemize, in detail, all proposal costs. Include 1<sup>st</sup> year costs and a budget to maintain the proposal after implementation. Include resources needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). *\*Include attachment if needed.*

a. Implementation strategies

<b>Timeline</b>	<b>Action</b>	<b>Person(s) Responsible</b>
Jan. 2025	Write Curriculum Proposal	Daryl Zartman / Kyle Roberts
Jan. 2025	Submit course description in Red Book (for scheduling).	Daryl Zartman / Kyle Roberts
Jan. 2025	Submit Curriculum Proposal and Materials Request for new course	Daryl Zartman / Kyle Roberts
Feb 2025	Proposal to DCILT	Daryl Zartman / Kyle Roberts / Adam Brush
Mar 2025	Proposal to Board of Education	Daryl Zartman / Kyle Roberts / Adam Brush
May 2025	Vertical Alignment PD Session with US History @ VHS / Course Development Work Day	Daryl Zartman / Kyle Roberts
July-August 2025	Summer Course Development Work Day	Daryl Zartman / Kyle Roberts
Fall 2025	Semester long course begins/Start utilizing new course and resources	Kyle Roberts
Winter 2025-26	Evaluation, Curriculum Mapping, and Course Revision Work Day - Year 1	Kyle Roberts
Fall-Winter 2026	Evaluation, Curriculum Mapping, and Course Revision Work Day - Year 2	Kyle Roberts

b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>			
Film/Video Purchases (DVD) - One Time Cost - <i>These films/videos will differ from any currently shown in other Social Studies classes at VHS.</i>	3 @ about \$10	\$30	District General Fund
Supplemental Materials - One Time Cost - may include various materials such as primary source documents, graphic organizers, maps, data sets. etc. <i>- These will primarily be used to bridge any gaps between the current US History/AP US History Textbooks/materials to present day.</i>	\$500 total for various materials	\$500	District General Fund
Cost for Course Development Work Day	1 substitute teacher (148.25 each)	\$148.25	Building Funds
Cost for teacher Summer Work Day	1 day - \$153.00 each	\$153.00	District General Fund
Cost for Evaluations, Curriculum Map and Course Revision Work Days Year 1	1 substitute teacher (148.25 each)	\$148.25	Building Funds
Cost for Evaluations, Curriculum Map and Course Revision Work Days Year 2	1 substitute teacher (148.25 each)	\$148.25	Building Funds
<b>TOTAL</b>		<b>\$1,127.75</b> \$683 \$445	District General Fund Building Funds

**IV. Anticipated/Expected Impact** – include *all* of the following:

- List the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

- Improved understanding in US History
- Increased writing and communication skills
- Improved critical thinking skills
- Improved understanding of recent historical events in the United States

**V. Proposal Evaluation Plan and Student Achievement** – include *all* of the following:

- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

How Proposal Will Be Evaluated (who, process)	Timeline	Data to Be Collected	How Evaluation Will Be Shared/Reported
Analysis of Summative Assessments (classroom) - Daryl Zartman and Kyle Roberts	After each unit/semester	Unit Tests/Projects, Quizzes, and Final Exam	Shared with SS Team and admin
Collect and discuss classroom formative assessments - Daryl Zartman and Kyle Roberts	After each unit	Informal student self assessments and other formative assessments	Shared with SS Team and admin

**VI. PLC Foundation** – Write a narrative that includes responses to *all* of the following questions:

- Is the implementation of this plan consistent with our purpose as a district?
- Will implementing this proposed plan help us become the school/district we envision?
- Are the people responsible for implementing this plan prepared to commit to doing it fully and well?
- Will implementing this plan enable us to achieve our goals as a school district?

*The implementation of America Since 1980:Recent American History is fully consistent with our district's purpose and educational vision. By embracing this proposed plan, we are taking a significant step towards becoming the school/district we envision. The emphasis on increased rigor, improved student understanding, heightened engagement, and enhanced critical thinking aligns perfectly with our goal of providing a rigorous and comprehensive education for our students.*

*The individuals responsible for implementing this plan are not only prepared but also committed to doing it fully and well. The proposal includes professional development opportunities for staff, ensuring that they are equipped to effectively implement the curriculum and utilize innovative teaching methods. This commitment to preparation and support is crucial for the successful implementation of the plan and demonstrates our dedication to providing the best possible education for our students.*

*Implementing this plan will enable us to achieve our goals as a school district by fostering a deeper understanding of historical concepts, leading to improved academic performance, heightened confidence, and better retention of knowledge among our students. Additionally, the integration of real-world applications within the curriculum promotes interdisciplinary connections across the curriculum, aligning with our goal of providing a well-rounded education that prepares students for success in various fields. This holistic approach to education supports our district's mission of preparing students to be college and career-ready by providing them with the skills and knowledge they need to succeed.*

**Prior to submitting this form, review your proposal using the checklist outlined under each section to ensure required information has been provided. Incomplete proposals will be returned.**

