

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Contemporary American Studies

Curriculum writing committee:

Thomas Bailer

Grade Level:

11-12

Date of Board Approval: ____2024_____

Grading scale for Contemporary American Studies: Total Points Earned

| | |
|--|----------------------------|
| Unit Tests (Approximately 2 per marking period) | 100 points per test |
| Homework/Classwork (weekly): | 5 – 20 Points |
| Quizzes (Approximately 4 per marking period) | 25 points |
| Projects | 50 points |
| Essays | 50 points |
| Class Participation: | 30-40 points |

Curriculum Map

Overview:

The Contemporary American Studies course is an elective history course designed to provide an in-depth study of the major topics in modern American history. Content units will include: *The Vietnam War*, *The Changing American Social and Political Landscape (1960s and 1970s)*, *Modern American Conservatism (1980s and 1990s)*, and *Into the 21st Century (2000-the present)*. Current events and their connection to contemporary historical events will also be an emphasis within all units and daily lessons. This course will develop communication skills (reading, writing, speaking) critical thinking and reasoning skills. Students will also integrate technology in their research, collaboration, and presentations.

Time/Credit for Course: Semester course ½ year; meeting daily for two marking periods for 46 minutes/0.5 credit

Goals:

Marking Period One/Three:

- The Vietnam War - 20 days
 - President Kennedy's Efforts to Win the Cold War
 - Containment
 - Domino Theory
 - Flexible Response
 - Escalation in the Vietnam War
 - The American Anti-War Movement
 - Selective Service
 - College Protests
 - The Media and the "Credibility Gap"
 - The 26th Amendment
 - Turning Points in the War
 - The Tet Offensive
 - The Election of 1968
 - The End of the War and Effects
 - Peace Talks
 - Vietnamization
 - Cambodia
 - My Lai
 - Pentagon Papers
 - Kent State
 - Returning Veterans
 - War Powers Act
 - Economic Effects

- The Changing American Social and Political Landscape (1960s and 1970s) - 25 days
 - Modern Women’s Rights Movement
 - National Organization for Women
 - Equal Rights Amendment – Supporters and Opponents
 - Civil Rights Act of 1964
 - Title IX
 - Other Equality Movements
 - The Nixon Presidency
 - Cold War Policies
 - China
 - Soviet Union
 - Domestic Policies
 - New Federalism
 - Welfare Policy
 - Economic Issues
 - Politics and elections
 - Southern Strategy
 - Civil Rights
 - Watergate

Marking Period Two/Four:

- Modern American Conservatism (1970s, 1980s and 1990s) - 25 days
 - The Ford Presidency
 - Domestic Issues
 - Foreign Policy Challenges
 - The Carter Presidency
 - Domestic Issues
 - Foreign Policy Challenges
 - Cultural Changes of the 1970s
 - Reagan and the New Right
 - Modern Conservatism
 - Domestic Issues of the Reagan Presidency
 - Foreign Policy
 - Fighting the Cold War
 - The Middle East
 - The George H.W. Bush Presidency
 - Domestic Issues
 - Foreign Policy
 - Persian Gulf War
 - The Clinton Presidency
 - Election of 1992
 - Foreign Policy
 - The Middle East
 - Domestic Policy

- Changing Technology and Changing World
- Into the 21st Century - 20 days
 - The George W. Bush Presidency
 - 2000 Election
 - Domestic Policy
 - Hurricane Katrina
 - Financial Crisis of 2008
 - Foreign Policy
 - September 11, 2001
 - Domestic Effects of 9/11
 - Foreign Policy Effects of 9/11
 - The Obama Presidency
 - 2008 Election
 - Domestic Policy
 - Healthcare Reform
 - Foreign Policy
 - The Trump Presidency
 - 2016 Election
 - Domestic Policy
 - COVID-19 Pandemic
 - Foreign Policy
 - 2020 Election
 - The Biden Presidency and Current Events
 - Build Back Better
 - Southern Boder Migration
 - The War in Ukraine
 - Israel vs. Hamas

Big Ideas:

Big Idea #1: Historical context is needed to comprehend time and space.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Big Idea #3: Perspective helps to define the attributes of historical comprehension.

Big Idea #4: The history of the United States continues to influence its citizens, and has impacted the rest of the world.

Big Idea #5: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Textbook and Supplemental Resources:

Berry, D. R., Broussard, A. S., Glover, L., McPherson, J. M., & Ritchie, D. A. (2023). *United States history*. McGraw Hill. ISBN 978-0-07-902313-4

Curriculum Plan

Unit 1: The Vietnam War

Time/Days: 20 Days

History and Social Studies Standards (by number): 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

- **Reading, Writing, Speaking, and Listening Anchors:** R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Objectives: (Students will be able to)

1. Identify President Kennedy's strategy for fighting the Cold War (DOK – Level 1).
2. Classify President Kennedy's strategies as either a passive foreign policy or aggressive foreign policy (DOK – Level 2).
3. Differentiate Kennedy's Cold War strategies from Eisenhower's strategies (DOK – Level 3).
4. Summarize American geopolitical interests in Southeast Asia during the Cold War (DOK – Level 2).
5. Assess the causes and effects of the escalation of U.S. involvement in the Vietnam War during the Lyndon Johnson administration (DOK – Level 3).
6. Analyze the effectiveness of the anti-war movement in the United States (DOK – Level 4).
7. Compare and contrast the anti-war movement in the United States with the Civil Rights movement that occurs during the same time period (DOK – Level 2).
8. Assess the turning points of the Vietnam War (DOK – Level 3).
9. Investigate the causes and effects of the end of the Vietnam War (DOK – Level 3).

Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- Read assigned textbook section and complete a guided reading assignment on the Cold War and Kennedy's strategies to fight it.
- Complete a graphic organizer that differentiates between Kennedy's passive and aggressive efforts to win the Cold War.
- Complete a graphic organizer that identifies the causes and effects of the Cuban Missile Crisis.

- Write a response to a Short Answer Question (SAQ) on the Domino Theory and how it helps to lead the U.S. into war in Southeast Asia.
- Complete a “Change and Continuities over Time Chart” where students will explain American policy in Vietnam before the Gulf of Tonkin incident and after.
- Primary Source Analysis Assignment – Read and analyze a letter from Bobbi Lou Pendergrass (February, 1963) to President Kennedy questioning American involvement in Vietnam and Kennedy’s response (March, 1963).
- Read assigned textbook section and complete a graphic organizer that compares American tactics and NVA/Vietcong tactics and strategies.
- Read assigned textbook section on the antiwar movement and write a letter to the editor in support of the antiwar movement or criticizing the antiwar movement.
- Read an assigned textbook section and design an informative presentation about the various factors that brings about an end to American involvement in Vietnam.
- Primary Source Analysis Assignment – Read and analyze an account of a Vietcong Guerilla Fighter (Tran Thi Gung) and of American soldier Peter Swisher.

Assessments:

- **Diagnostic:**
 - Group projects and presentations, class discussions, selected primary sources, video excerpts.
- **Formative:**
 - Graphic Organizers comparing and contrasting, tracking changes over time, unit terms, class discussion, brainstorm, various video excerpts, short writing assignments.
- **Summative:**
 - Group projects, Multiple Choice Test, Essay Test
- **Extensions:**
 - Connection to veteran’s issues today
 - Research the Department of Veteran’s Affairs, local veteran’s services, local war memorials, DV’s Veteran’s dinner.
- **Correctives:**
 - Research family history on Vietnam and possibly interview members of your family.
 - Create a short music video that displays the major themes of the Vietnam era of American history.

Unit 2: The Changing American Social and Political Landscape (1960s and 1970s)

Time/Days: 25 Days

History and Social Studies Standards (by number): 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Reading, Writing, Speaking, and Listening Anchors: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Objectives: (Students will be able to)

1. Summarize changes in the role of women in American society after World War II (DOK – Level 2).
2. Identify examples of workplace discrimination faced by women in the United States (DOK – Level 1).
3. Compare the goals and accomplishments of the National Organization for Women with other civil rights organizations of the time period (DOK – Level 3).
4. Summarize the arguments of those that opposed the Women’s Rights movement (DOK – Level 2).
5. Evaluate the effects of the Women’s Rights Movement (including but not limited to the Civil Rights Act of 1964, Title IX, *Roe v. Wade*, and the Equal Employment Opportunity Commission) (DOK – Level 4)
6. Identify the goals of the Latino rights movements (DOK – Level 1).
7. Summarize the goals of the farmworker’s organizations led by Cesar Chavez and Delores Huerta (DOK – Level 2).
8. Evaluate the effectiveness of the Chicano Movement in the United States (DOK – Level 4).
9. Summarize the goals of the American Indian Movement (AIM) (DOK – Level 2).
10. Assess the causes and effects of the Native American protests (DOK – Level 3).
11. Summarize the goals of the Asian American Rights Movement (DOK – Level 2).
12. Summarize the goals of the LGBTQ+ Rights Movement (DOK – Level 2).
13. Evaluate the effects of the 1969 Stonewall riots (DOK – Level 4).
14. Summarize the goals of the Disability Rights Movement (DOK – Level 2).
15. Assess the effects of the Americans with Disabilities Act (DOK – Level 3).
16. Examine the causes and effects of President Nixon’s Southern Strategy (DOK – Level 2).
17. Compare President Nixon’s civil rights policies with President Lyndon Johnson’s policies (DOK – Level 3).

18. Evaluate arguments for and against President Nixon's New Federalism policy (DOK – Level 4).
19. Summarize President Nixon's reforms of the welfare system. (DOK – Level 2).
20. Summarize president Nixon's environmental policies.
21. Assess President Nixon's efforts to end the Vietnam War (DOK – Level 3).
22. Compare and contrast President Nixon's policies toward the Soviet Union and China (DOK – Level 2).

Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- Read assigned textbook section and complete a guided reading assignment on the Modern Women's Rights movement.
- Complete a graphic organizer that compares and contrasts the goals and the accomplishments of the National Organization for Women and other civil rights organizations.
- Complete a graphic organizer that summarizes government actions that resulted from the Women's Rights Movement.
- Write a response to a Short Answer Question (SAQ) evaluating the effects of the Women's Rights Movement.
- Read assigned textbook section and complete a guided reading assignment on the Latino Rights movement.
- Complete a graphic organizer that tracks changes to immigration law during the 20th century.
- Complete a graphic organizer that compares and contrasts Latino organizations and protests.
- Write a response to a Short Answer Question (SAQ) that compares and contrasts the Women's Rights Movement and the Latino Rights Movement.
- Read assigned textbook section and complete a guided reading assignment on the Native American, Asian American, LGBTQ+, and Disability Rights movements.
- Complete a graphic organizer that identifies the goals and opposition to the Native American Rights Movement.
- Complete a graphic organizer that identifies the goals of the Asian American Rights Movement.
- Complete a graphic organizer that identifies the goals and opposition to the LGBTQ+ Rights Movement.
- Complete a graphic organizer that identifies the goals and effects of the Disability Rights Movement.
- Primary Source Analysis Assignment – Read and analyze testimony from Judith Heumann before Congress in 1988 on the Americans with Disabilities Act.

- Read assigned textbook section and complete a guided reading assignment on the Nixon Presidency.
- Complete a graphic organizer that identifies the goals and effects of the Nixon domestic policy agenda.
- Write a response to a Short Answer Question (SAQ) that identifies and compares the Nixon domestic policies with the Kennedy/Johnson policies of the 1960s.
- Complete a graphic organizer that identifies the goals and effects of the Nixon foreign policy agenda.
- Complete a graphic organizer that examines the main points of the Watergate investigation.
- Primary Source Analysis Assignment – Read and analyze several short sources on the Watergate investigation in order to demonstrate an understanding of the underlying crimes, the cover-up, the Congressional reaction, and the resignation of President Nixon.
- Complete a graphic organizer that identifies the goals and effects of the Nixon foreign policy agenda.
- Write a response to a Short Answer Question (SAQ) that compares and contrasts the Nixon administration policies towards China and the Soviet Union.

Assessments:

- **Diagnostic:**
 - Group projects and presentations, class discussions, selected primary sources, video excerpts.
- **Formative:**
 - Graphic Organizers comparing and contrasting, tracking changes over time, unit terms, class discussion, brainstorm, various video excerpts, short writing assignments.
- **Summative:**
 - Group projects, Multiple Choice Test, Essay Test
- **Extensions:**
 - Research the current rights movements, the effectiveness of laws passed that were influenced by protest movements.
- **Correctives:**
 - Research the history of arms reductions treaties since World War I.
 - Create a poster that displays the successes and challenges of the Nixon Presidency.

Unit 3: Modern American Conservatism (1970s, 1980s, and 1990s)

Time/Days: 25 Days

History and Social Studies Standards (by number): 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

- **Reading, Writing, Speaking, and Listening Anchors:** R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Objectives: (Students will be able to)

1. Summarize President Ford’s rationale for pardoning President Nixon and the criticisms of this action (DOK – Level 2).
2. Examine the causes and effects of the economic challenges of stagflation (DOK – Level 2).
3. Evaluate foreign policy challenges faced by the President Ford administration (DOK – Level 4).
4. Compare and contrast domestic policy issues faced by both President Ford and President Carter as well as each President’s attempt to solve the issues (DOK – Level 2).
5. Evaluate the President Carter’s relationship with the Soviet Union (DOK – Level 4)
6. Compare and contrast President Carter’s policies in Latin America (specifically Nicaragua, Cuba, and Panama) (DOK – Level 2).
7. Analyze President Carter’s efforts to achieve Middle East Peace (DOK – Level 4).
8. Compare and contrast the beliefs of modern conservatism and modern liberalism (DOK – Level 2).
9. Identify the coalition that made up the New Right and their goals (DOK – Level 1).
10. Compare and contrast domestic policy issues faced by both President Carter and President Reagan as well as each President’s attempt to solve the issues (DOK – Level 2).
11. Compare and contrast Reganomics with New Deal economic policies (DOK – Level 3).
12. Evaluate the economic policies of President Reagan (DOK – Level 3).
13. Examine the goals of new social activism during the Reagan Presidency (DOK – Level 2).
14. Assess the effectiveness of the military buildup under the Reagan Presidency (DOK – Level 3).
15. Summarize the changes over time in U.S. policy towards the Soviet Union during the Reagan administration (DOK – Level 2).
16. Compare and contrast President Reagan’s policies in the Middle East (specifically Libya, Lebanon, and Iran) (DOK – Level 2).
17. Compare and contrast President Reagan’s domestic policy agenda with President George H.W. Bush (DOK – Level 2).

18. Summarize the changes over time in U.S. policy towards the Soviet Union during the G.H.W. Bush administration (DOK – Level 2).
19. Identify U.S. reactions to a changing international landscape (specifically Latin America, China, South Africa, the former Yugoslavia, and East Africa) (DOK – Level 1).
20. Evaluate President G.H.W. Bush’s policies before, during, and after the Persian Gulf War (DOK – Level 3).
21. Identify the meaning of President Bill Clinton’s New Democrat (DOK – Level 1).
22. Summarize the domestic policy initiatives of the Clinton Presidency (DOK – Level 2).
23. Compare and contrast the domestic policy agenda of the Clinton administration and the Contract with America (DOK – Level 2).
24. Evaluate the economic policies of the Clinton Presidency (DOK – Level 3).
25. Summarize the changing technological landscape of the 1990s (DOK – Level 2).
26. Compare and contrast President Clinton’s foreign policies in world hot spots (specifically Somalia, Haiti, the Balkans, Rwanda, and the Middle East) (DOK – Level 2).
27. Compare and contrast Middle East policy of Presidents Carter, Reagan, G.H.W. Bush, and Clinton (DOK – Level 2).
28. Compare and contrast the political scandals of Watergate (Nixon) and Whitewater (Clinton) (DOK – Level 2).

Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- Read assigned textbook section and complete a guided reading assignment on the Gerald Ford administration.
- Complete a graphic organizer that summarizes the causes and effects of the Nixon pardon.
- Complete a graphic organizer that compares the domestic policy issues faced by both President Ford and President Carter as well as each President’s attempt to solve the issues.
- Write a response to a Short Answer Question (SAQ) that identifies President Carter’s relationship with the Soviet Union.
- Complete a graphic organizer that compares President Carter’s policies in Latin America (specifically Nicaragua, Cuba, and Panama).
- Complete a graphic organizer that compares and contrasts modern conservatism and modern liberalism.
- Write a response to a Short Answer Question (SAQ) identifying the goals of the New Right coalition.
- Complete a graphic organizer that identifies the goals of Reaganomics.
- Complete a graphic organizer that compares and contrasts the economic policies of the New Deal and the economic policies of the Reagan administration.
- Read assigned textbook section and complete a guided reading assignment on the activist movements during the Reagan Presidency.

- Read assigned textbook section and complete a guided reading assignment on the foreign policy initiatives of the Reagan administration.
- Write a response to a Short Answer Question (SAQ) that identifies the changes over time in U.S. policy towards the Soviet Union during the Reagan administration.
- Read assigned textbook section and complete a guided reading assignment on the foreign policy decisions of President G.H.W. Bush.
- Complete a graphic organizer that compares the policies of President G.H.W. Bush in Latin America, China, South Africa, the former Yugoslavia, and East Africa.
- Write a response to a Short Answer Question (SAQ) that evaluates President G.H.W. Bush's policies before, during, and after the Persian Gulf War.
- Read assigned textbook section and complete a guided reading assignment on the domestic policy initiatives of the Clinton Presidency.
- Complete a graphic organizer that compares and contrasts the domestic policy agenda of the Clinton administration and the Contract with America.
- Complete a graphic organizer that evaluates the economic policies of the Clinton Presidency.
- Read assigned textbook section and complete a guided reading assignment on the foreign policy initiatives of the Clinton Presidency.
- Complete a graphic organizer that summarizes the changing technological landscape of the 1990s.
- Complete a graphic organizer that compares and contrast President Clinton's foreign policies in world hot spots (specifically Somalia, Haiti, the Balkans, Rwanda, and the Middle East).
- Write a response to a Short Answer Question (SAQ) that compares and contrasts Middle East policy of Presidents Carter, Reagan, G.H.W. Bush, and Clinton.
- Complete a graphic organizer that compares and contrasts the political scandals of Watergate (Nixon) and Whitewater (Clinton) (DOK – Level 2).
- Primary Source Analysis Assignment – Read and analyze several short sources on the effects of the newly arrived computing age in order to demonstrate an understanding of the political, social, economic, and cultural changes caused by this new technology.

Assessments:

- **Diagnostic:**
 - Group projects and presentations, class discussions, selected primary sources, video excerpts.
- **Formative:**
 - Graphic Organizers comparing and contrasting, tracking changes over time, unit terms, class discussion, brainstorm, various video excerpts, short writing assignments.

- **Summative:**
 - Group projects, Multiple Choice Test, Essay Test
- **Extensions:**
 - Research the current research on the effects of cell phone and social media use of teens.
- **Correctives:**
 - Research the history of arms reductions treaties since World War I.
 - Create a short video that tracks the U.S. involvement in the Latin America since the Theodore Roosevelt administration.

Unit 4: Into the 21st Century

Time/Days: 20 Days

History and Social Studies Standards (by number): 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

- **Reading, Writing, Speaking, and Listening Anchors:** R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Objectives: (Students will be able to)

1. Summarize the controversies surrounding the Presidential election of 2000 (DOK – Level 2).
2. Evaluate the President G.W. Bush’s domestic policy initiatives (DOK – Level 4).
3. Compare and contrast President G.W. Bush’s policies and reactions to Hurricane Katrina and the Financial Crisis of 2008 (DOK – Level 2).
4. Evaluate foreign policy challenges faced by the President G.W. Bush administration (separate from 9/11) (DOK – Level 4).
5. Identify the causes and effects of September 11, 2001 (DOK – Level 2).
6. Evaluate the President G.W. Bush’s policy in Afghanistan (DOK – Level 4).
7. Identify changes in U.S. domestic policy due to the events of 9/11 (DOK – Level 1).
8. Identify arguments in favor and opposed to the U.S. decision to invade Iraq (DOK – Level 1).
9. Compare and contrast the domestic policies of Presidents G.W. Bush and Obama (DOK – Level 2).
10. Compare and contrast the efforts of Presidents Clinton and Obama to reform the U.S. healthcare system (DOK – Level 2).
11. Compare and contrast President G.W. Bush’s and President Obama’s policy reactions towards the Financial Crisis of 2008 (DOK – Level 2).
12. Identify the goals and policy initiatives of movements such as the Tea Party and Occupy Wall Street (DOK – Level 1).
13. Identify the goals and policy initiatives of social justice movements during the Obama Presidency (DOK – Level 1).
14. Compare and contrast Afghan War and Iraq War policies of the Obama and G.W. Bush Presidencies.
15. Summarize the results of the Presidential election of 2016 (DOK – Level 2).

16. Compare and contrast the domestic policies of Presidents Obama and Trump (DOK – Level 2).
17. Evaluate the immigration policy of President Trump (DOK – Level 3).
18. Evaluate federal, state, and local responses to the COVID-19 pandemic (DOK – Level 3).
19. Identify the causes and effects of the social justice protests of the summer of 2020 (DOK – Level 2).
20. Identify the foreign policy initiatives of the Trump Presidency (DOK – Level 1).
21. Compare and contrast Middle East policies of President Trump and President Obama (DOK – Level 2).
22. Compare and contrast the movements to impeach President Clinton (1998) and President Trump (2019 and 2021) (DOK – Level 2).
23. Summarize the Electoral College challenges and legal debates surrounding the Presidential election of 2020 (DOK – Level 2).
24. Analyze the impact of the COVID-19 pandemic on the election of 2020 (DOK – Level 4).
25. Analyze current events and place them in historical context of contemporary American history (DOK – Level 4).

Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- Read assigned textbook section and complete a guided reading assignment on the 2000 election.
- Complete a case study on *Bush v. Gore*.
- Complete a graphic organizer that identifies President G.W. Bush’s domestic policy initiatives.
- Complete a graphic organizer that identifies the causes and effects of September 11, 2001.
- Write a response to a Short Answer Question (SAQ) that identifies changes in U.S. domestic policy due to the events of 9/11.
- Complete a graphic organizer that compares U.S. policy in Iraq and Afghanistan.
- Complete a graphic organizer that compares and contrast President G.W. Bush’s policies and reactions to Hurricane Katrina and the Financial Crisis of 2008.
- Complete a graphic organizer that evaluates foreign policy challenges faced by President G.W. Bush’s administration (separate from 9/11).
- Read assigned textbook section and complete a guided reading assignment on the Obama Presidency.
- Complete a graphic organizer that compares and contrasts the domestic policies of Presidents G.W. Bush and Obama.
- Complete a graphic organizer that compares and contrasts the efforts of Presidents Clinton and Obama to reform the U.S. healthcare system.
- Write a response to a Short Answer Question (SAQ) that compares and contrasts President G.W. Bush’s and President Obama’s policy reactions towards the Financial Crisis of 2008.

- Complete a graphic organizer that identifies the goals and policy initiatives of protest movements such as the Tea Party and Occupy Wall Street as well as social justice movements.
- Complete a graphic organizer that compares and contrasts Afghan War and Iraq War policies of the Obama and G.W. Bush Presidencies.
- Read assigned textbook section and complete a guided reading assignment on the Trump Presidency.
- Complete a graphic organizer that compares and contrasts the domestic policies of Presidents Obama and Trump.
- Complete a graphic organizer that summarizes the federal, state, and local responses to the COVID-19 pandemic.
- Write a response to a Short Answer Question (SAQ) that identify the causes and effects of the social justice protests of the summer of 2020.
- Complete a graphic organizer that compares and contrasts the Middle East policies of President Trump and President Obama.
- Complete a graphic organizer that compares and contrasts the movements to impeach President Clinton (1998) and President Trump (2019 and 2021).
- Read assigned textbook section and complete a guided reading assignment on the controversies surrounding the Presidential election of 2020.
- Primary Source Analysis Assignment – Read and analyze several short sources on immigration policies in order to demonstrate an understanding of the political, social, economic, and cultural impact caused by modern immigration policies.

Assessments:

- **Diagnostic:**
 - Group projects and presentations, class discussions, selected primary sources, video excerpts.
- **Formative:**
 - Graphic Organizers comparing and contrasting, tracking changes over time, unit terms, class discussion, brainstorm, various video excerpts, short writing assignments.
- **Summative:**
 - Group projects, Multiple Choice Test, Essay Test
- **Extensions:**
 - Research the current events and trace their relevance to historical topics discussed in class.
- **Correctives:**
 - Research the history of international terrorism throughout the world.
 - Create a poster that displays U.S. official responses to major disease outbreaks in the United States.

