

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**American Studies II, Honors**

Course # 251

Grade(s) 10

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 123

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering:  required  elective

Credit: 1.0

Adopted: \_\_\_\_\_

Developed by:

Pete Haja  
Pam Hunter  
Karen Sharkazy

## Description of Course

### Course Title:

American Studies II, Honors - # 251

### Description:

This course is for selected sophomores who wish to participate in an in depth study of the history of the people and culture of the United States, starting with the election of Woodrow Wilson in 1912 to the present. A chronological approach will be used and historical themes will be traced across time periods. Some thematic examples are: war and the Home Front, the isolationism vs. internationalism debate in foreign policy, the development of Civil Rights, economic turning points such as the Great Depression and the dealings with OPEC, political developments such as the Imperial Presidency and its fall, social activism and reform vs. social passivity, the Cold War and the fall of communism, and the development of a Middle Eastern Policy.

### Goals:

- To explore the cause and effect relationship of historical events
- To master facts and chronology
- To develop note taking skill through the use of outlining
- To participate in individual and small group work
- To develop oral skills through class participation and oral reports
- To develop writing skills through the use of in class and outside essays
- To utilize opportunities for independent research
- To develop logical thought, objective analysis, and creative expression

### Requirements:

Students must have successfully completed American Studies I and have the recommendation of their counselor and social studies teacher based on high academic achievement.

### Text:

Kennedy, Cohen, and Bailey, The American Pageant, 13<sup>th</sup> edition, McDougal Littell, 2006

---

### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Woodrow Wilson and the Domestic Policy	1	Students will explain the significant issues of the election of 1912.	U	<ul style="list-style-type: none"> <li>Lecture on the election of 1912</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	8.1.12 C
	2	Students will explain the Wilsonian version of progressivism and his emphasis upon economic reform.	U	<ul style="list-style-type: none"> <li>Question/answer sessions on the progressive policies of Roosevelt, Taft, and Wilson</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	6.2.9 C 6.2.12 C 6.4.12 C 8.1.12 C
	3	Students will define moral diplomacy.	L	<ul style="list-style-type: none"> <li>In pairs, students will compare and contrast dollar and moral diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student comparisons</li> </ul>	8.1.12 D
	4	Students will assess the impact of the Progressive Era.	U	<ul style="list-style-type: none"> <li>Brainstorm activity involving impact of Progressive Era.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	8.1.12 C
	5	Students will discuss and evaluate the causes of World War I.	U	<ul style="list-style-type: none"> <li>Lecture and discussion of militarism, nationalism, imperialism and alliances</li> <li>Brainstorm why they contributed to World War I</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	7.3.12 E 8.1.12 A 8.1.12 C 8.4.12 D
	6	Students will discuss an overview of military strategy during World War I and cite the significant battles during the war.	U	<ul style="list-style-type: none"> <li>Discuss strategies and weapons of World War I as well as which nations utilized them and why</li> <li>Chart the World War I battles in chronological order including highlights, significance, and victors(s)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of chart</li> </ul>	8.1.12 A 8.3.12 B 8.4.12 D
	7	Students will explain America's first reaction to WWI.	L	<ul style="list-style-type: none"> <li>Students will make a timeline in order to understand the logical progression to war</li> <li>Role play the various points of views concerning the merits of declaring war on Germany</li> <li>Student will use Internet and CD Roms to research actual viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of timeline</li> <li>Evaluation of research/role playing by students</li> </ul>	8.1.12 C
	8	Students will explain the significance of unrestricted submarine warfare and freedom of the seas.	U	<ul style="list-style-type: none"> <li>Create timeline in order to understand the logical progression of war</li> <li>Role play the various points of views concerning the merits of declaring war on Germany</li> <li>Internet and CD Roms research on actual viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of timeline</li> <li>Evaluation of research/role playing by students</li> </ul>	8.1.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	9	Students will list the reasons why the U.S. declared war on Germany.	U	<ul style="list-style-type: none"> <li>• Make a timeline in order to understand the logical progression of war</li> <li>• Role play the various points of views concerning the merits of declaring war on Germany</li> <li>• Internet and CD Roms research on actual viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of timeline</li> <li>• Evaluation of research/role playing by students</li> </ul>	8.1.12 C 8.3.12 D
	10	Students will give the chronology of the important events leading us into war.	L	<ul style="list-style-type: none"> <li>• Make a timeline in order to understand the logical progression of war</li> <li>• Role play the various points of views concerning the merits of declaring war on Germany</li> <li>• Internet and CD Roms research on actual viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of timeline</li> <li>• Evaluation of research/role playing by students</li> </ul>	8.1.12 A
	11	Students will cite some examples of Wilson’s idealism during and after WWI.	U	<ul style="list-style-type: none"> <li>• Class discussion on the meanings of idealism and pragmatism</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion</li> </ul>	8.3.12 B
	12	Students will note American military contributions to the war effort.	L	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	8.1.12 A 8.1.12 D
	13	Students will discuss Wilson’s role in the post-war talks.	L	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	8.3.12 A
	14	Students will explain why the Treaty of Versailles failed to gain American approval.	U	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	8.3.12 B
	15	Students will explain the impact of this disapproval upon the effectiveness of the League of Nations.	U	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	8.1.12 C
	16	Students will evaluate Wilson’s goals, idealism, and accomplishments in foreign policy.	R	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Discussion on Wilson’s legacy</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	8.3.12 A
<b>The Twenties</b>	17	Students will discuss Harding’s policy of Normalcy.	L	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	8.3.12 A
	18	Students will cite the major political scandals of the 1920s.	L	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	8.1.12 A
	19	Students will note the reaction to immigration.	L	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	8.3.12 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	20	Students will explain the Red Scare.	U	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	8.2.12 A 8.3.12 D
	21	Students will discuss the growing racism in America.	R	<ul style="list-style-type: none"> <li>Class discussion on the racial strife in the 1920s.</li> <li>Class discussion on Rebirth of the Klan</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	8.3.12 D
	22	Students will explain social, religious, and literary changes in America.	U	<ul style="list-style-type: none"> <li>Read poems from the Harlem Renaissance</li> <li>Video: <u>The Twenties</u></li> <li>Internet research – styles and fashions of the 1920s</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student research</li> </ul>	8.3.12 C 8.3.12 D
	23	Students will discuss the economic problems of the 1920s and the government’s reaction.	U	<ul style="list-style-type: none"> <li>Discussion on economics                             <ul style="list-style-type: none"> <li>– How the stock market works</li> <li>– Installment buying</li> <li>– Basic ideas of supply and demand</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	6.1.9 D 8.1.12 C 8.3.12 D
	24	Students will explain and give examples of America’s growing isolationism on the foreign scene.	R	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	8.1.12 A
<b>Hoover and the onset of the Great Depression</b>	25	Students will explain the reasons for the Great Depression.	U	<ul style="list-style-type: none"> <li>Lecture                             <ul style="list-style-type: none"> <li>– Definition of business cycles, particularly depression</li> <li>– Causes of the Great Depression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion or check-up quiz</li> </ul>	8.1.12 A 8.1.12 B
	26	Students will discuss characteristics of the Depression and its impact upon the daily lives of people.	U	<ul style="list-style-type: none"> <li>Video on the Bonus Army and the Thirties</li> <li>Internet research                             <ul style="list-style-type: none"> <li>– Library of Congress</li> <li>– Interviews of FSA photos from Depression</li> </ul> </li> <li>Interview of someone who remembers the 1930s</li> <li>Primary source readings on the Great Depression</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of questions on primary source readings</li> <li>Share interview with the class (most likely several weeks in future)</li> </ul>	6.1.9 D 6.1.12 D 8.1.12 D 8.2.12 D
	27	Students will describe Hoover’s reaction to the Great Depression and evaluate Hoover’s effectiveness.	R	<ul style="list-style-type: none"> <li>Discussion on Hoover’s policies and effectiveness</li> <li>Reading on rugged individualism. How appropriate today?</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	6.1.9 D 6.5.9 E 8.1.12 C 8.3.12 A
	28	Students will outline Hoover’s	L	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	8.3.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		foreign policy, particularly pertaining to events in China and Latin America.		<ul style="list-style-type: none"> <li>– Hoover’s foreign policies</li> </ul>		
<b>FDR and the New Deal</b>	29	Students will compare and contrast the ideas of FDR and Hoover.	R	<ul style="list-style-type: none"> <li>• Lecture                             <ul style="list-style-type: none"> <li>– FDR’s political ideas and goals of the New Deal</li> </ul> </li> <li>• Small group work to compare and contrast ideals of Hoover and FDR</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of group work</li> </ul>	6.1.9 D 6.2.9 I 6.2.12 D 8.3.12 A 8.3.12 B 8.3.12 C
	30	Students will explain the goals of the New Deal.	U	<ul style="list-style-type: none"> <li>• Lecture                             <ul style="list-style-type: none"> <li>– FDR’s political ideas and goals of the New Deal</li> </ul> </li> <li>• Small group work to compare and contrast ideals of Hoover and FDR</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of group work</li> </ul>	6.2.12 I 8.3.12 C
	31	Students will cite the significant pieces of New Deal legislation.	L	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Video on the New Deal</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion</li> </ul>	8.3.12 C
	32	Students will discuss and evaluate the short/long-term impact of the New Deal.	U	<ul style="list-style-type: none"> <li>• Roundtable discussion on the positives, negatives, and short/long-term effects of FDR’s policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion</li> </ul>	6.2.9 H 6.2.12 I 8.1.12 C
	33	Students will explain how FDR created his Roosevelt Coalition and its impact upon the Democratic Party.	U	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	8.3.12 C
	34	Students will note the role of the Supreme Court in the New Deal.	L	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	5.1.12 L
	35	Students will discuss the growth of organized labor.	L	<ul style="list-style-type: none"> <li>• Video on organized labor</li> <li>• Discussion on why unions were pro-FDR</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion</li> <li>• Test</li> </ul>	6.5.12 A 8.3.12 D
	36	Students will cite the New Deal’s effectiveness in dealing with the problems of minorities in the U.S.	L	<ul style="list-style-type: none"> <li>• Discussion                             <ul style="list-style-type: none"> <li>– Role of the Roosevelt’s in furthering the advance of minorities in American society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion</li> <li>• Test</li> </ul>	8.3.12 D
<b>FDR and the Shadow of War</b>	37	Students will contract FDR’s concept of internationalism and American isolationism.	R	<ul style="list-style-type: none"> <li>• Discussion                             <ul style="list-style-type: none"> <li>– Defining internationalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion</li> </ul>	8.3.12 C
	38	Students will discuss the Good Neighbor Policy.	L	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	8.3.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	39	Students will discuss American efforts to remain isolationist and the subsequent shift to involvement.	U	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	8.1.12 C
	40	Students will explain reasons for American sympathy to the Allied Cause.	U	<ul style="list-style-type: none"> <li>Video: <u>Democrat and the Dictator</u></li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	8.1.12 C
<b>America on World War II</b>	41	Students will describe the economic and social changes in America during WWII.	U	<ul style="list-style-type: none"> <li>Lecture</li> <li>Student interview with someone who remembers the WWII era</li> <li>Video</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of interviews/video</li> </ul>	6.2.12 I 8.3.12 C
	42	Students will discuss and evaluate the reasons for the internment of the Japanese-Americans.	R	<ul style="list-style-type: none"> <li>Lecture</li> <li>Primary source readings on internment camps</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of summaries of primary source readings</li> </ul>	8.3.12 D
	43	Students will cite the American military contributions to WWII.	L	<ul style="list-style-type: none"> <li>Primary source readings</li> <li>Video on WWII battles</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of summaries of primary source readings</li> </ul>	8.2.12 A 8.3.12 D
<b>FDR and the Shadow of War</b>	44	Students will discuss the chronology, causes, characteristics, and effects of the Holocaust.	L	<ul style="list-style-type: none"> <li>Read a chapter from <u>Understanding the Holocaust</u> and orally summarize it for the class</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of chapter summaries</li> </ul>	8.1.12 A 8.4.12 B 8.4.12 D
	45	Students will discuss and evaluate the causes of WWII.	U	<ul style="list-style-type: none"> <li>Recall the Treaty of Versailles</li> <li>Discussion of the causes stemming from the Treaty of Versailles</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of question and answer session</li> </ul>	7.3.12 E 8.1.12 A 8.1.12 C 8.4.12 D
	46	Students will discuss an overview of military strategy during WWII and cite the significant battles during the war.	U	<ul style="list-style-type: none"> <li>List strategies and weapons of World War II as well as which nations utilized them and why</li> <li>Chart the World War II battles in chronological order including highlights, significance, and victor(s)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of chart</li> </ul>	8.1.12 A 8.3.12 B 8.4.12 D
	47	Students will discuss the impact and implications of dropping the Atomic Bomb.	R	<ul style="list-style-type: none"> <li>Primary source readings</li> <li>Discussion                             <ul style="list-style-type: none"> <li>Reasons for using the "Bomb"</li> <li>Short/long-term implications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of summaries of primary source readings</li> </ul>	7.3.12 E 8.1.12 C 8.1.12 D 8.3.12 B 8.3.12 C 8.3.12 D
	48	Students will identify and explain the importance of the Teheran	U	<ul style="list-style-type: none"> <li>Research/oral presentation of two of the three conferences</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of research/oral presentation of two of the</li> </ul>	8.1.12 C 8.3.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		Conference, the Yalta Conference, and the Potsdam Conference.			three conferences	
<b>Truman and the Cold War</b>	49	Students will cite the economic and social changes in the post-war era (1945-1960).	U	<ul style="list-style-type: none"> <li>Video on the 1950s</li> <li>Internet research                             <ul style="list-style-type: none"> <li>Fads and fashions of the 1950s</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of information found and presentation to class</li> </ul>	8.1.12 A 8.2.12 D 8.3.12 C 8.3.12 D
	50	Students will discuss possible reasons for the Cold War.	R	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion or quiz</li> </ul>	8.1.12 C
	51	Students will explain how WWII drastically altered America's role in the world community.	R	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion or quiz</li> </ul>	6.4.12 E 7.3.12 E 8.1.12 C
	52	Students will explain the containment policy and give examples of this policy, such as NATO, Berlin Airlift, and the Truman Doctrine.	R	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion or quiz</li> </ul>	8.1.12 A 8.1.12 B
	53	Students will discuss the American fear of communist activity, and the subsequent growth of McCarthyism	U	<ul style="list-style-type: none"> <li>Primary source readings on the McCarthy Era</li> <li>View video clips from era illustrating America's obsession and fear of communism</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion or written reactions to the readings</li> </ul>	8.3.12 A 8.3.12 D
	54	Students will discuss the Korean War and its political consequences.	U	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> <li>Test</li> </ul>	8.1.12 A 8.1.12 C
<b>1953 – 1960 The Eisenhower Era</b>	55	Students will explain the basic elements of Eisenhower's foreign policy in Vietnam, Europe, and the Middle East.	U	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question/answer session</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of questions asked by students</li> </ul>	8.1.12 A
	56	Students will describe Eisenhower's reactions to McCarthyism and the early civil rights movement.	U	<ul style="list-style-type: none"> <li>Lecture</li> <li>Primary source documents on McCarthy Army hearings</li> <li>Evaluate the McCarthy Era via small group discussions</li> <li>Primary source readings on civil rights movement, writings of King</li> <li>Video on early civil rights movement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of small group discussions via quiz</li> <li>Evaluation of written reactions to primary source readings</li> </ul>	8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D
	57	Students will explain and evaluate Eisenhower's foreign	U	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> <li>Test</li> </ul>	8.1.12 C



Unit	Num	Objective	Level	Content	Evaluation	Standard
		policy regarding the Soviet Union.				
<b>The Stormy Sixties</b>	58	Students will analyze the theory and practice of Kennedy’s doctrine of ‘flexible response’ in Asia and Latin America	U	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	8.1.12 A 8.1.12 C
	59	Students will describe the goals and accomplishments of Kennedy’s New Frontier.	L	<ul style="list-style-type: none"> <li>In pairs, students should list the goals of the New Frontier</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student responses</li> </ul>	8.1.12 A
	60	Students will discuss the course of the black movement of the 1960s, from civil rights to Black Power.	R	<ul style="list-style-type: none"> <li>Video on the civil rights movement in the 1960s</li> <li>Research significant people or groups</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student presentations of information</li> </ul>	8.1.12 A 8.3.12 D
	61	Students will describe Johnson’s succession to the presidency in 1963, his electoral landslide over Goldwater in 1964, and his Great Society successes.	U	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion of relationship between the New Deal and the Great Society</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	8.1.12 A
	62	Students will indicate how Johnson led the U.S. deeper into the Vietnam quagmire.	U	<ul style="list-style-type: none"> <li>Lecture</li> <li>Primary source readings</li> <li>Video: <u>Letters from Vietnam</u></li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student reactions to lecture, readings, and video</li> <li>Test</li> </ul>	8.1.12 C
	63	Students will explain how the Vietnam War brought turmoil to American society and drove Johnson from power in 1968.	R	<ul style="list-style-type: none"> <li>Lecture</li> <li>Primary source readings</li> <li>Video: <u>Letters from Vietnam</u></li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student reactions to lecture, readings, and video</li> <li>Test</li> </ul>	8.1.12 C 8.3.12 D
<b>The Staleated Seventies</b>	64	Students will analyze Nixon’s domestic policies.	U	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	8.1.12 C
	65	Students will describe Nixon’s policies toward the war in Vietnam and Cambodia.	U	<ul style="list-style-type: none"> <li>Discussion                             <ul style="list-style-type: none"> <li>– End of the war in Asia and the domestic quarrels over the war</li> <li>– How does the war change the U.S socially and politically?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	8.1.12 A
	66	Students will discuss the Watergate scandals and Nixon’s resignation, and evaluate the long-term effects upon the country.	U	<ul style="list-style-type: none"> <li>Discussion on Nixon and relevancy to Clinton</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	8.1.12 A 8.1.12 C 8.3.12 A
	67	Students will explain the connection between the Middle	R	<ul style="list-style-type: none"> <li>Student research</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student research</li> </ul>	6.4.12 E 7.3.12 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
		East conflicts and the troubled American economy, and describe the attempts of American administrations of the 1970s to solve both sets of problems.				7.4.12 B
	68	Students will discuss the Iranian crisis and its political consequences for Carter.	R	<ul style="list-style-type: none"> <li>Internet research                             <ul style="list-style-type: none"> <li>Newspaper articles from the time period</li> </ul> </li> <li>Discussion on how public opinion of Carter changed?</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of research</li> </ul>	8.1.12 A 8.1.12 C
	69	Students will analyze the successes and failures of the détente with Moscow and the opening to Peking pursued by the American administrations of the 1970s.	L	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> <li>Test</li> </ul>	8.1.12 C
	70	Students will discuss America’s “New Isolationism.”	R	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> <li>Test</li> </ul>	8.1.12 A
	71	Students will explain the related economic and energy crisis of the 1970s, and indicate how Nixon, Ford, and Carter attempted to deal with the	R	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	6.4.12 E 7.3.12 D 7.3.12 E 8.1.12 C
<b>The Conservative Resurgence</b>	72	Students will evaluate the Reagan Revolution, supply-side economics, and budget deficit problems.	R	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	6.2.9 H 6.5.9 E 8.1.12 C
	73	Students will discuss the revival of the Cold War, and the U.S. military build-up of the 1980s.	R	<ul style="list-style-type: none"> <li>Student research                             <ul style="list-style-type: none"> <li>Goals of Reagan’s foreign policy</li> <li>Examples of actions taken</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of research presented to class</li> </ul>	8.1.12 A 8.1.12 C
	74	Students will explain the growing American involvement in Central America and the Caribbean.	L	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	8.1.12 A 8.3.12 C
	75	Students will describe U.S. policy in the Middle East.	L	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session</li> </ul>	7.3.12 D 8.3.12 C
	76	Students will discuss the renewed emphasis on wealth and	R	<ul style="list-style-type: none"> <li>Research examples of the objective in newspapers and</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of materials found</li> </ul>	6.2.9 H 8.3.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		materialism in the 1980s, including a study of the insider trader scandals.		magazines		
	77	Students will discuss the 1984 election, and the domestic and foreign policy agenda of Reagan’s second term.	U	• Lecture	• Quiz	8.1.12 A 8.1.12 C
	78	Students will analyze the causes and results of the Iran-Contra Affair.	R	• Lecture	• Quiz	8.1.12 C
	79	Students will analyze the causes and results of the Savings & Loan crisis of the late eighties.	U	• Lecture	• Quiz	6.2.9 D 6.2.9 H
	80	Students will trace civil rights in the 1980s.	U	• Discussion on Civil Rights	• Evaluation of discussion	8.3.12 D
	81	Students will evaluate the changing role of women at home and at work in the 1980s.	R	• Discussion on Civil Rights	• Evaluation of discussion	8.3.12 C
	82	Students will evaluate the impact of the Reagan presidency on political, social, and economic issues.	U	• Student research • Roundtable discussion on the impact of the Reagan years • Evaluation of the Reagan years	• Evaluation of discussion • Test	6.2.9 H 8.1.12 C
	83	Students will explain the events leading to the Gulf war and note the impact on foreign policy in the Middle East.	L	• Lecture and discussion • Magazine excerpts	• Evaluation of discussion	7.3.12 D 7.3.12 E 8.1.12 A 8.1.12 B 8.1.12 C
	84	Students will explain the significance of the presidential election of 1992.	L	• Lecture and discussion • Magazine excerpts	• Evaluation of discussion	8.1.12 C
	85	Students will describe and critically evaluate the relationship between the legislative and executive branches during the Clinton years.	U	• Lecture and discussion • Magazine excerpts	• Evaluation of discussion	5.3.9 B 8.1.12 C
<b>American moves into the 21<sup>st</sup> Century</b>	86	Students will cite American response to conflicts in Europe and Middle East following the end of the Cold War.	L	• Class discussions • Internet research	• Evaluation of discussion • Evaluation of research	8.3.12 C 8.3.12 D 8.4.12 D
	87	Students will evaluate Nixon’s impeachment in 1974 and	U	• Primary source readings of impeachment articles	• Evaluation of responses to articles	8.3.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		compare and contrast to Clinton’s impending impeachment.		<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		
	88	Students will recite chronology of controversy of the 2000 presidential election.	U	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Research events in Florida</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	8.1.12 A
	89	Students will describe the Supreme Court case of Bush vs. Gore 2000 and note its impact.	U	<ul style="list-style-type: none"> <li>• Primary source readings</li> <li>• Research legal issues</li> <li>• Class debate on merits/impact of court ruling</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student participation</li> </ul>	8.1.12 C 8.3.12 B
	90	Students will describe events of September 11, 2001 regarding attacks in New York City and Washington, D.C.	K	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Primary source readings of eye witnesses</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of responses to reading assignments</li> </ul>	8.1.12 C 8.3.12 B
	91	Students will explain the impact of 9/11 on domestic and foreign policy.	U	<ul style="list-style-type: none"> <li>• Readings and discussion on topics such as the Patriot Act, foreign policy initiatives, election of 2004, and the War in Iraq</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of class discussion</li> </ul>	6.4.12 E 8.1.12 C 8.1.12 D