

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

American Studies II, GP

Course # 210

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:

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Description of Course

Course Title:

American Studies II, GP - # 210

Description:

This is a full year course and the second part of the American History curriculum. Through a chronological approach, students will examine the history and culture of modern America starting with the election of Woodrow Wilson in 1912 to the present. The cause and effect relationships of historical events will be emphasized as well as the everyday application of historical principles and concepts.

Goals:

To appreciate the political, economic, and social conditions in the United States with reference to international affairs.

Requirements:

Students must have successfully completed American Studies I (9th grade).

Text:

Appleby, Brinkley, Browscard, McPherson, and Ritchie, The American Vision, Glencoe/McGraw Hill, 2003

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
World War I	1	Students will evaluate and explain how President Taft dealt with the following: tariffs, banking, and business regulations.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz Evaluation of discussion 	8.3.12 A
	2	Students will identify and explain the candidates, issues, and strategies of the 1912 presidential election.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 A
	3	Students will evaluate the European alliances prior to 1912.	L	<ul style="list-style-type: none"> Internet research Video Chart 	<ul style="list-style-type: none"> Evaluation of chart 	8.3.12 D
	4	Students will identify the causes of W.W. I and the “spark” that began the war.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	5	Students will analyze Germany’s plan for victory and its failure.	U	<ul style="list-style-type: none"> Chart activity 	<ul style="list-style-type: none"> Evaluation of chart 	8.3.12 D
	6	Students will evaluate the early months of the war in terms of trench and naval warfare.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of discussion and/or worksheet 	8.3.12 D
	7	Students will analyze the role of U.S. neutrality in early W.W. I.	L	<ul style="list-style-type: none"> Lecture and discussion Worksheet 	<ul style="list-style-type: none"> Evaluation of discussion and/or worksheet 	8.3.12 A
	8	Students will describe events leading to U.S. entry into W. W. I.	L	<ul style="list-style-type: none"> Lecture and discussion Zimmerman letter 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	9	Students will describe steps the U.S. government took in mobilizing our economy for war.	L	<ul style="list-style-type: none"> Lecture and discussion Worksheet 	<ul style="list-style-type: none"> Evaluation of discussion and/or worksheet 	8.3.12 D
	10	Students will analyze how the labor force changed in W.W. I.	L	<ul style="list-style-type: none"> Charting activity Make posters (propaganda) 	<ul style="list-style-type: none"> Evaluation of posters 	8.3.12 D
	11	Students will evaluate U.S. government attempts to stifle dissent and rally support for our war efforts.	U	<ul style="list-style-type: none"> Lecture and discussion Write “war songs” to rally support 	<ul style="list-style-type: none"> Evaluation of discussion Evaluation of songs 	8.3.12 D
	12	Students will identify and evaluate the role U.S. “Doughboys” played in winning the war for the Allies.	U	<ul style="list-style-type: none"> Show clips of <u>All Quiet on the Western Front</u> and write letters home 	<ul style="list-style-type: none"> Evaluation of discussion and letters. 	8.3.12 D
	13	Students will summarize the closing events of the war including the armistice.	L	<ul style="list-style-type: none"> Timeline Small group activity 	<ul style="list-style-type: none"> Evaluation of timeline 	8.3.12 D
	14	Students will summarize Wilson’s peace plan and compromise.	L	<ul style="list-style-type: none"> Chart activity 	<ul style="list-style-type: none"> Evaluation of chart 	8.3.12 A
	15	Students will analyze the purpose and components of the Treaty of	U	<ul style="list-style-type: none"> Map activity Worksheet 	<ul style="list-style-type: none"> Evaluation of map 	8.3.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		Versailles.		<ul style="list-style-type: none"> • Discussion 		
	16	Students will identify why U.S. Senate rejected the Treaty of Versailles and evaluate.	L	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • Quiz • Take home essay 	8.3.12 B
	17	Students will describe the impact the war had on Europe and the Middle East.	L	<ul style="list-style-type: none"> • Map activity 	<ul style="list-style-type: none"> • Evaluation of map • Teacher made unit test 	7.3.12 E
	18	Students will analyze the impact of war at home including economy, Palmer Raids, Red Scare, and the Sacco & Vanzetti case.	L	<ul style="list-style-type: none"> • Lecture and discussion • Primary source reading 	<ul style="list-style-type: none"> • Quiz • Evaluation of discussion 	8.3.12 C
Jazz Age	19	Students will explain the reasons for the rise of black nationalism.	L	<ul style="list-style-type: none"> • Internet research 	<ul style="list-style-type: none"> • Evaluation of research 	8.3.12 C
	20	Students will identify leaders of the black nationalism movement.	U	<ul style="list-style-type: none"> • Discussion and research • Virtual tour of Black Experience by Smithsonian 	<ul style="list-style-type: none"> • Worksheet evaluation 	8.3.12 C
	21	Students will identify reasons for the revival of the KKK.	L	<ul style="list-style-type: none"> • Video: KKK 	<ul style="list-style-type: none"> • Video worksheet 	8.3.12 C
	22	Students will evaluate how women's behavior changed in the 1920s.	L	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • Quiz 	8.3.12 D
	23	Students will evaluate how work habits, automobiles, and consumerism changed the life of workers in the 1920s.	U	<ul style="list-style-type: none"> • Lecture and discussion • Internet research 	<ul style="list-style-type: none"> • Evaluation of reports 	8.3.12 A
	24	Students will identify popular entertainment and sports heroes of the 1920s.	L	<ul style="list-style-type: none"> • Biography: Babe Ruth • Lecture and discussion • Radio days 	<ul style="list-style-type: none"> • Video worksheet 	8.3.12 A
	25	Students will identify and evaluate African-American contributions to the Harlem Renaissance.	L	<ul style="list-style-type: none"> • Internet research • Primary source excerpts from Literature and Art 	<ul style="list-style-type: none"> • Evaluation of research 	8.3.12 A
Roaring 20s	26	Students will explain why voters elected W.G Harding in 1920.	L	<ul style="list-style-type: none"> • Internet research • Discussion 	<ul style="list-style-type: none"> • Evaluation of research and/or discussion 	8.3.12 A
	27	Students will summarize the goals of the Harding and Coolidge administration.	L	<ul style="list-style-type: none"> • Internet research • Discussion 	<ul style="list-style-type: none"> • Evaluation of research and/or discussion 	8.3.12 A
	28	Students will identify and analyze the factors which led to an economic boom in the 1920s..	L	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • Evaluation of discussion 	8.3.12 A
	29	Students will evaluate the cause and	L	<ul style="list-style-type: none"> • Chart activity 	<ul style="list-style-type: none"> • Evaluation of discussion 	8.3.12 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
		effect relationship between Coolidge and Hoover’s pro-business approach, and the U.S. economy.		<ul style="list-style-type: none"> Discussion 		
Great Depression	30	Students will identify reasons why Americans invested in the stock market of 1929.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	31	Students will analyze the events that led to the stock market crash of 1929 and the Depression.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	32	Students will evaluate the effect the Depression had on living conditions in rural and urban areas.	U	<ul style="list-style-type: none"> Video: The Great Depression interview: Oral History 	<ul style="list-style-type: none"> Worksheet Evaluation of presentation Quiz 	8.3.12 D
	33	Students will identify entertainment from the depression era.	L	<ul style="list-style-type: none"> Lecture and discussion Audio tape: Radio Program 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	34	Students will evaluate Hoover’s response to the Great Depression, his economic policies, and the election of 1932.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Unit test 	8.3.12 D
New Deal	35	Students will evaluate the New Deal program that aided the following: banks, farmers, unemployed, and the Tennessee Valley.	U	<ul style="list-style-type: none"> Research at New Deal network 	<ul style="list-style-type: none"> Evaluation of research/report 	8.3.12 B
	36	Students will analyze critics of the New Deal and F.D.R.	L	<ul style="list-style-type: none"> FDR archive 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	37	Students will evaluate FDR’s attempts to control the Supreme Court.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	38	Students will evaluate and explain how the New Deal helped labor.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	39	Students will describe effects the New Deal had on African-American, Native American, and the population of the Southwest.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	40	Students will evaluate the New Deal effects on writers, artists, musicians, and other performers.	L	<ul style="list-style-type: none"> FDR archive research Lecture and discussion Chart activity 	<ul style="list-style-type: none"> Evaluation of discussion Evaluation of chart Unit test 	8.2.12 D
Between Wars	41	Students will analyze the isolationist policy of the U.S. after W.W. I.	L	<ul style="list-style-type: none"> Lecture and discussion Worksheet 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	42	Students will evaluate the effect of	U	<ul style="list-style-type: none"> Paraphrase primary sources 	<ul style="list-style-type: none"> Evaluation of work 	8.3.12 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
		the war debt and reparation had on Europe after W.W. I.		describing conditions in Germany		
	43	Students will understand how and why Mussolini, Stalin, Hitler, and Franco came to power in their respective countries, and will analyze their importance on 20 th century Europe.	U	<ul style="list-style-type: none"> • Biography – Mussolini • Hitler timeline • Spanish – Civil War worksheet 	<ul style="list-style-type: none"> • Video worksheet 	8.3.12 A
	44	Students will analyze events leading to war in Europe including; the Anschluss, Munich Conference, Non-Aggression Pact, and the Invasion of Poland.	U	<ul style="list-style-type: none"> • Video clip • Discussion 	<ul style="list-style-type: none"> • Evaluation of discussion 	8.3.12 D
	45	Students will analyze events leading up to war in the Pacific/Asia, including Japanese conquests, broken Japanese/American relations, and Pearl Harbor.	U	<ul style="list-style-type: none"> • Map activity • Actual Pearl Harbor footage vs. Hollywood footage 	<ul style="list-style-type: none"> • Evaluation of map 	8.3.12 D
World War II	46	Students will analyze the events leading to W.W. II, and early American involvement in the war despite our neutrality.	L	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • Evaluation of discussion • Unit test 	8.3.12 D
	47	Students will compare and contrast Axis and Allied advantages and disadvantages.	L	<ul style="list-style-type: none"> • Chart activity 	<ul style="list-style-type: none"> • Evaluation of chart 	7.3.12 E
	48	Students will identify and summarize three major battles in the Pacific which halted Japan’s advance.	U	<ul style="list-style-type: none"> • Lecture and discussion • Map activity 	<ul style="list-style-type: none"> • Evaluation of map 	8.3.12 D
	49	Students will identify and summarize the turning points in the European theater of the war.	L	<ul style="list-style-type: none"> • Discussion • Internet research 	<ul style="list-style-type: none"> • Evaluation of discussion and/or worksheet 	8.3.12 D
	50	Students will explain how the U.S. mobilized for war.	U	<ul style="list-style-type: none"> • Internet research 	<ul style="list-style-type: none"> • Evaluation of reports 	8.3.12 D
	51	Students will analyze how W. W. II affected African-Americans, Japanese-Americans, and women.	L	<ul style="list-style-type: none"> • Women came to the Front • Lecture and discussion 	<ul style="list-style-type: none"> • Evaluation of discussion 	7.3.12 E
	52	Students will evaluate and summarize allied success and victory in Europe.	U	<ul style="list-style-type: none"> • Lecture & discussion • Cause and effect chart 	<ul style="list-style-type: none"> • Evaluation of discussion 	7.3.12 E
	53	Students will evaluate and summarize Allied success and	U	<ul style="list-style-type: none"> • Lecture and discussion • Cause and effect chart 	<ul style="list-style-type: none"> • Evaluation of map 	7.3.12 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
		victory in the Pacific.		<ul style="list-style-type: none"> Map activity 		
	54	Students will analyze the human and financial consequences and the costs of W.W. II, including the Holocaust, the Atomic Bomb, and the Potsdam Conference.	R	<ul style="list-style-type: none"> Lecture and discussion Videos: Holocaust, Enola Gay virtual at Smithsonian Holocaust research 	<ul style="list-style-type: none"> Evaluation of discussion and/or worksheets Unit test 	8.3.12 D
Post/Cold War	55	Students will evaluate how Germany and Japan were governed after W.W. II.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	56	Students will describe and summarize the accomplishments of the Nuremberg Trials.	L	<ul style="list-style-type: none"> Video: Judgment at Nuremberg Lecture and discussion Internet research 	<ul style="list-style-type: none"> Video worksheet Quiz 	8.3.12 D
	57	Students will describe the creation and structure of the United Nations and evaluate its effectiveness.	L	<ul style="list-style-type: none"> Internet research Lecture and worksheet 	<ul style="list-style-type: none"> Evaluation of discussion 	7.3.12 E
	58	Students will evaluate the state of the American economy after W.W. II, including its effect on demobilized soldiers and unions.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	59	Students will discuss and summarize Cold War efforts in Europe including Truman Doctrine, the Marshall Plan, atomic energy limitations, and Berlin Airlift.	U	<ul style="list-style-type: none"> Discussion Video clips 	<ul style="list-style-type: none"> Video worksheet 	8.3.12 B
	60	Students will summarize the events and the effects of the 1948 re-election of Harry Truman.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	8.3.12 A
	61	Students will analyze the cause and effects of the Cold War on U.S. society.	L	<ul style="list-style-type: none"> CIA Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of chart 	8.3.12 A
	62	Students will describe and summarize early Cold War conflicts in the Arab-Israeli world, China, and Korea.	L	<ul style="list-style-type: none"> Map activity Korean war homepage Lecture and discussion Internet research 	<ul style="list-style-type: none"> Evaluation of map Unit test 	7.3.12 E
	63	Students will evaluate the results of the 1952 election including the outcome of the Korean War.	L	<ul style="list-style-type: none"> Internet research Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.3.12 D
	64	Students will analyze the rise/downfall of Senator McCarthy.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	65	Students will evaluate Eisenhower's role in Iran, Guatemala, Egypt, and	L	<ul style="list-style-type: none"> Internet research Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
		relations with U.S.S.R.				
The 1950s & 60s	66	Students will evaluate the changing climate in the 1950s including suburbs, highways, baby boom, and consumerism.	U	<ul style="list-style-type: none"> 20th century Video clip 	<ul style="list-style-type: none"> Video worksheet 	7.3.12 C 8.3.12 C
	67	Students will analyze cultural changes in the 1950s, baby boom, TV, and changes in the workforce, and music.	U	<ul style="list-style-type: none"> Research project 	<ul style="list-style-type: none"> Evaluation of presentation 	8.3.12 C
	68	Students will summarize how the election of 1960 impacted a changing time.	L	<ul style="list-style-type: none"> Compare Nixon & JFK View debate Discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	7.3.12 D
	69	Students will explain and evaluate JFK's domestic and foreign policy.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.3.12 D
	70	Students will summarize the conflict of the Bay of Pigs, Berlin Crisis, and the Cuban Missile Crisis.	L	<ul style="list-style-type: none"> Internet research Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.12 D
	71	Students will summarize and evaluate the theories of how and why JFK was assassinated.	L	<ul style="list-style-type: none"> Clips from JFK movie Video: Assassination 	<ul style="list-style-type: none"> Video worksheet 	8.3.12 D
	72	Students will list the concerns of the Great Society programs.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 A
	73	Students will evaluate the effects LBJ's foreign programs had on his domestic program.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of reports 	8.3.12 A
	74	Students will evaluate the impact of hippies, the women's movement, and rock music on U.S. society in the 1960s.	L	<ul style="list-style-type: none"> Biography: Gloria Steinem 	<ul style="list-style-type: none"> Video worksheet Unit test 	8.3.12 A
Civil Rights	75	Students will compare and contrast Plessy vs. Ferguson with Brown vs. the Board of Education.	U	<ul style="list-style-type: none"> Chart activity Worksheet on Supreme Court 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.12 C
	76	Students will summarize and evaluate 1950s civil rights issues such as the death of Emmett Till, the Montgomery bus boycott and the Little Rock Nine.	U	<ul style="list-style-type: none"> Small research activity Pictures Discussion 	<ul style="list-style-type: none"> Quiz 	8.3.12 D
	77	Students will analyze tactics of the civil rights movement as seen in Freedom rides, sit down strikes, and other non-violent actions.	L	<ul style="list-style-type: none"> Video: <u>Eyes on the Prize</u> Internet research 	<ul style="list-style-type: none"> Evaluation of discussion Quiz 	8.3.12 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	78	Students will describe and assess the success of the civil rights movement and leaders.	L	<ul style="list-style-type: none"> Debate 	<ul style="list-style-type: none"> Evaluation of debate summaries 	8.3.12 D
	79	Students will analyze why some African-Americans turned against nonviolence and called for Black Power.	L	<ul style="list-style-type: none"> Internet research Discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 B
	80	Students will assess the effect the African-American civil rights movement had on other groups seeking their rights.	U	<ul style="list-style-type: none"> Research project 	<ul style="list-style-type: none"> Evaluation of project 	8.3.12 D
	81	Students will describe how African-Americans, Hispanics, native Americans, women, and Caucasians responded to the civil rights movement of the 1970's.	L	<ul style="list-style-type: none"> Lecture and discussion Internet research 	<ul style="list-style-type: none"> Quiz 	8.3.12 D
Vietnam	82	Students will summarize Vietnamese history pertaining to Chinese and French control and the rise of Ho Chi Minh.	L	<ul style="list-style-type: none"> Reading and discussion Timeline 	<ul style="list-style-type: none"> Evaluation of timeline 	7.4.12 B 8.4.12 A
	83	Students will summarize early U.S. involvement in Vietnam under Truman, Eisenhower, and JFK vs. the LBJ and Nixon approach.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Quiz 	8.3.12 A
	84	Students will evaluate the Gulf of Tonkin resolution.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	85	Students will analyze the horrors and frustrations of U.S. forces on the ground and in the air in Vietnam.	L	<ul style="list-style-type: none"> Lecture and discussion Worksheet 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12.D
	86	Students will evaluate the effect of the Tet Offensive on Americans view of their government.	L	<ul style="list-style-type: none"> CNN video disc with clips 	<ul style="list-style-type: none"> Worksheet 	8.3.12 D
	87	Students will describe the 1968 presidential campaign and election.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.3.12 D
	88	Students will evaluate Nixon's Vietnam strategy.	R	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Quiz 	8.3.12 D
	89	Students will analyze why the U.S. was unable to "win" the Vietnam War and instead accepted a cease-fire in 1973.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	90	Students will evaluate the overall effect the Vietnam War had on both U.S. and Vietnam citizens.	U	<ul style="list-style-type: none"> Oral history: Interview through VFW with Vets Internet research 	<ul style="list-style-type: none"> Evaluation of reports 	8.3.12 D
1972 – 1981 Nixon, Ford, and Carter	91	Students will describe and assess Nixon’s conservatism as it applies to the economic side of the 1970s.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.12 A
	92	Students will summarize and analyze the repercussions of the 1970s energy crisis and the growth of the environmental movement.	U	<ul style="list-style-type: none"> Lecture and discussion Research Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	7.4.12 B
	93	Students will evaluate Nixon’s foreign policy goals in China and the U.S.S.R.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	94	Students will analyze and evaluate the events of the Watergate scandal and Nixon’s resignation.	L	<ul style="list-style-type: none"> Clip from <u>All the Presidents Men</u> 	<ul style="list-style-type: none"> Quiz 	8.3.12 D
	95	Students will assess the events of Ford’s short presidency; pardoning Nixon, Economic plans, etc.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 A
	96	Students will evaluate President Carter’s handling of domestic and foreign policy crisis, i.e., energy crisis, Iran hostage crisis, Panama Canal treaty, Camp David Accords.	L	<ul style="list-style-type: none"> Internet research Chart activity 	<ul style="list-style-type: none"> Evaluation of chart 	7.4.12 B
	97	Students will evaluate how new immigrants changed the face of U.S. society in the 1970s.	U	<ul style="list-style-type: none"> Interview with immigrant 	<ul style="list-style-type: none"> Evaluation of research Unit test 	8.3.12 C
Reagan and GHW Bush	98	Students will assess and describe Reaganomics, Reagan’s economic policy.	L	<ul style="list-style-type: none"> Video: <u>Reagan Years</u> Lecture and discussion 	<ul style="list-style-type: none"> Worksheet 	8.3.12 A
	99	Students will analyze Reagan’s alleged role in Nicaragua, El Salvador, and Iran.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	100	Students will summarize the 1984 Presidential election, and the economic and political positions of the late 1980s.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	7.3.12 D
	101	Students will summarize and evaluate social events of the 1980s including: AIDS, Star Wars, Challenger, Just Say No, etc.	L	<ul style="list-style-type: none"> 1980s web quest Video: Biography of Ronald Reagan 	<ul style="list-style-type: none"> Video worksheet 	8.3.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	102	Students will describe the 1988 Presidential election.	L	<ul style="list-style-type: none"> Video: History Channel's Desert Storm 	<ul style="list-style-type: none"> Worksheet 	8.3.12 D
	103	Students will summarize and evaluate GHW Bush's foreign policy (i.e., Panama, Iraq, Desert Storm, and Kuwait).	U	<ul style="list-style-type: none"> Interview/discussion with an adult who remembers these events Chart activity 	<ul style="list-style-type: none"> Evaluation of chart 	8.3.12 D
	104	Students will evaluate individual rights and freedoms in the 1990s (Thomas Hill hearing).	L	<ul style="list-style-type: none"> Reading and discussion Mock debate 	<ul style="list-style-type: none"> Evaluation of debate 	8.3.12 D
Clinton, GW Bush	105	Students will summarize the 1992 and 1996 Presidential election campaigns.	U	<ul style="list-style-type: none"> CNN laserdisc election 	<ul style="list-style-type: none"> Worksheet 	8.3.12 A
	106	Students will assess the failures and successes of Clinton's presidency.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 D
	107	Students will summarize the 2000 and 2004 Presidential elections.	U	<ul style="list-style-type: none"> Chart activity 	<ul style="list-style-type: none"> Evaluation of chart 	8.3.12 A
	108	Students will summarize failures and successes of GW Bush (9/11/terrorism, Afghanistan/Iraq, Patriot Act, Homeland Security).	R	<ul style="list-style-type: none"> Internet research Discussion 	<ul style="list-style-type: none"> Evaluation of presentation 	8.3.12 D
Globalization and Current Events	109	Students will evaluate and analyze current events to discuss.	U	<ul style="list-style-type: none"> Current events project 	<ul style="list-style-type: none"> Evaluation of project 	8.3.12 C
	110	Students will evaluate how past decisions affected present situations.	R	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.12 C