

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

Contemporary American History Description:

Contemporary American History is the sophomore history course designed for students to continue their scholarship of American history at the high school level. Students will learn American history from 1960 to modern day. Students will engage in activities and learning opportunities that develop their reading, skimming, scanning, communication, research, analytical, note-taking and responsibility skill set. Students will be building off of their 9th grade experience of American history and build on their knowledge of the Cold War going into the Kennedy presidency and ending with the Biden administration.

Units of Study:

- Unit 1: The Kennedy and Johnson Administrations
- Unit 2: The Civil Rights Movement
- Unit 3: The Vietnam War
- Unit 4: The Era of Social Movements
- Unit 5: The Nixon Administration
- Unit 6: The Conservative Movement Surges
- Unit 7: The Clinton and George W. Bush Years
- Unit 8: The Obama and Trump Administrations
- Unit 9: The Biden Administration

Subject: Contemporary American History

Grade: 10th

Suggested Timeline: 5 weeks

Unit Title:

The Kennedy/Johnson Administrations

Unit Overview/Essential Understanding:

Students will learn about the role and responsibilities of the federal government under the liberal Kennedy and Johnson presidencies of the 1960's. Students will have access to primary source televised debates between Kennedy and Nixon, as well as Kennedy's inaugural address. Students will examine the effectiveness of the programs led by these presidents and analyze their influence in the growing power of the presidency as well as setting the tone for a more liberal government intending on fixing societal ills in the 1960's.

Essential Questions:

- What is the impact of the Cold War on Kennedy and Johnson's foreign policy measures?
- What is the role of science in the Cold War and how does it impact Americans on the homefront?
- How does the drive for civil rights impact the 1960's?

Unit Objectives:

- Students will be able to evaluate the effectiveness of federal government intervention on societal problems.
- Students will be able to analyze the impact of the Kennedy and Johnson presidencies on American foreign policy.
- Students will be able to identify how the 1960 presidential election changed the way presidential candidates ran for office in America.
- Students will be able to analyze the role of the Warren Court on civil rights in America.
- Students will be able to role play and evaluate the impact of civil rights landmark court cases in the 1960's and beyond.
- Students will be able to evaluate the effectiveness of the Kennedy and Johnson administrations to eradicate communism abroad.
- Students will be able to examine the role of the space race and the arms race in fighting the Cold War against the Soviets.
- Students will be able to analyze the impact of the Kennedy assassination the American culture and our consideration of the safety of the presidency forever more.
- Students will be able to examine Johnson's strategies in getting the Great Society legislation passed.
- Students will be able to evaluate the effectiveness of the Great Society in reducing poverty, crime and illiteracy.
- Students will be able to analyze political commercials in the 1960's and discuss the difference between candidate driven elections and policy driven elections.

- Students will be able to evaluate a political map of the United States in the 1960's and determine how and when the political parties shifted.
- Students will be able to examine the legislation of the Great Society and determine which programs are still utilized and analyze why.
- Students will be able to write a film review on the Cuban Missile Crisis and evaluate Kennedy's role in reducing Cold War tensions.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 5.1.U.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.U.F - Analyze the role political symbols play in civil disobedience and patriotic activities
- 5.2.U.B - Analyze strategies used to resolve conflicts in society and government
- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy

Misconceptions:

- Americans seem to think that Kennedy was beloved by all, in truth he barely squeaked out a victory against Nixon in 1960 and it was in large part due to his imagery in the televised political debates and his father's money that helped buy him the election.
- Kennedy was a liberal civil rights leader, which is not widely discussed in either his folk lore or in his inaugural speech for reasons of political convenience.

- The Great Society was paid for by American tax dollars, and had been working, until Johnson redistributed all the money to Vietnam. The war in Vietnam was what really destroyed the Great Society dream.

Concepts/Content:

- The election of 1960
- The success and setbacks of the Kennedy administration
- Warren Court reforms
- Containing communism abroad
- The Cold War in space
- Cold War proxy wars
- The assassination of JFK
- The Johnson presidency
- The Great Society

Competencies/Skills:

- Evaluating televised political debates
- Analyzing the messages hidden in inaugural addresses
- Researching governmental programs and what they offer
- Writing a film review to analyze the role of the U.S. in foreign policy
- Participating in class debate over the efficiency of governmental control of societal problems

Description of Activities:

- Viewing the 1st Kennedy/Nixon debate in 1960, taking notes, discussing as a class.
- Kennedy's 1961 Inaugural speech and taking notes.
- Viewing the film "13 Days" and writing a film review.
- View images of the construction of the Berlin Wall.
- Listing and researching the Great Society programs.
- Debating the role of a hands-on government's approach to societal problems.
- View an image of the 1960's electoral maps and examine how the political parties have flipped their demographics during this time period.

Assessments:

- The Kennedy/Johnson multiple choice unit test.
- Quiz on the Great Society programs.

Interdisciplinary Connections:

- ELA connections include landmark court case discussion in 10th grade English.

Additional Resources:

- District approved textbook
- District approved online resources such as: MillerCenter.org; YouTube
- District approved supplemental resources such as: The film "13 days"; soundtrack to Broadway show "Camelot", The

	<p>Zapruder film of the Kennedy assassination; Image of 1969 walk on the moon</p>
--	---



Subject: Contemporary American History

Grade: 10th

Suggested Timeline: 5 weeks

Unit Title:

The Civil Rights Movement

Unit Overview/Essential Understanding:

Students will be learning about the Civil Rights Movement in America during the tempestuous 1960's. Students will explore the various men and women such as Martin Luther King Jr., John Lewis, James Meredith, Malcolm X and Fannie Lou Hamer whose lives and leadership continue to serve as inspiration in American history. Students will view primary source material in the way of images and video of individuals who led and supported the movement. Students will produce a Civil Rights documentary to be shared in class to help deepen student's personal knowledge of the movement and provide their peers with an in-depth examination of the influence of events and individuals. Students will also ultimately debate the idea of racial equity and equality in America, whether it existed in the 1960's or even if it exists today. Students will take a multiple-choice test to reflect their knowledge of events and leaders in America during the Civil Rights Movement.

Essential Questions:

- What is the difference between civil liberties and civil rights?
- What strategy is best utilized in an attempt to protest for rights?
- Does violence have a role in protesting for rights?
- Was the civil rights movement successful in uniting all people's of color together in the same fight for civil rights?
- Was the civil rights movement successful?

Unit Objectives:

- Students will be able to research a topic in the Civil Rights Movement in the library, using both primary and secondary sources.
- Students will be able to utilize Noodletools to cite their information sources.
- Students will be able to write a script, using their research, exploring their Civil Rights Movement topic.
- Students will be able to research images that reflect their topic.
- Students will be able to cite their images in Noodletools.
- Students will be able to produce a Civil Rights Movement documentary using their scripts and images.
- Students will be able to analyze peer produced documentary's about the Civil Rights Movement and take notes.
- Students will be able to discuss and evaluate the role of varying Civil Rights persons of interest and events in class.

- Students will be able to evaluate the effectiveness of the Civil Rights Movement in pursuing its goals.
- Students will be able to watch and analyze YouTube video clips of speeches of important and relevant members of the Civil Rights Movement such as King, Carmichael, Hamer and Malcolm X.
- Students will be able to debate the effectiveness of the Civil Rights Movement with one another in a class debate reflecting on the contemporary Black Lives Matter movement.
- Students will be able to examine the federal governments role in shaping Civil Rights policy in the 1960's.
- Students will be able to evaluate the reasons why southern state governments refused to support federal civil rights policies.
- Students will be able to evaluate why the Civil Rights movement began peacefully but ended brutally.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 5.2.U.C - Examine political leadership and public service in a republican form of government
- 5.2.U.D - Evaluate and demonstrate what makes competent and responsible citizens
- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments

Misconceptions:

- Students will have a notion in their heads that the Civil Rights movement was easily won, when in truth many innocent people were killed brutally or harassed or tormented for demanding their equal rights.

- Students also have the false idea that only Blacks were involved in the movement when in fact many white people joined organizations such as SNCC to support the movement. Students are also amazed then, that white people would hate and be violent towards other white people who supported the Civil Rights movement.
- Additionally, students might, for the first time be encountering the concept of “affirmative action”, which we will dispel the myths and discuss the thought process behind it.

Concepts/Content:

- Rosa Parks and the Montgomery Bus Boycott
- The murder of Emmett Till
- Brown v. Board of Education, 1954
- The Little Rock Nine
- The Southern Christian Leadership Committee (SCLC)
- The Greensboro Four
- The Student Nonviolent Coordinating Committee (SNCC)
- Stokely Carmichael and Black Power
- James Meredith and the March Against Fear
- The Black Panther Party
- Malcolm X and The Black Muslims
- The Freedom Rides
- Freedom Summer
- The Civil Rights Acts of the 1960’s

Competencies/Skills:

- Research a civil rights topic in the library using both primary and secondary sources and take adequate notes in a binder
- Cite sources for their research using a digital platform, such as Noodletools
- Produce a documentary of images and recorded script using We Video
- Debate the impact and success of the Civil Rights Movement

Description of Activities:

- Support student research in the library, helping them access texts and online sources.
- Support student note taking and citation by illustrating the best way to utilize those skills.
- View student made documentaries in class and discuss while watching them the impact of those people and events on the movement.

<ul style="list-style-type: none"> • The Selma March • The Watts Riots • The assassinations of MLK Jr. and Bobby Kennedy in 1968 		
<p>Assessments:</p> <ul style="list-style-type: none"> • Civil Rights Movement WeVideo documentary • Civil Rights Movement multiple choice test • Civil rights movie “choose your own adventure” film review – students choose from a bank of film selections that reflect the Civil Rights Movement and watch it at home and write a film review about it. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • ELA and any of their social justice/civil rights reading assignments, i.e. “To Kill a Mockingbird”, “The House on Mango Street”, “Beloved”, “Night”, any others that may apply. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental resources such as: PBS Eyes on the Prize series for information and films 	

Subject: Contemporary American History

Grade: 10th grade

Suggested Timeline: 5 weeks

Unit Title:

The War in Vietnam

Unit Overview/Essential Understanding:

Students will learn about how the Vietnam War was another proxy war in the Cold War fight between the United States and the Soviet Union. Students will examine the failures and successes of the maximum military action taken by the United States in its attempt to keep communism from spreading to Southeast Asia. Students will engage in primary source analysis of music, images and texts that supply a rich history of the anti-war movement's agenda and thesis. Students will debate in class against one another on the merits and values of the U.S. strategic presence in Vietnam, arguing for and against the actions taken by the U.S. government and military. Students will ultimately evaluate if the need for containment was valid and if it was fruitful.

Essential Questions:

- What is the role of containment in America's pursuit of war in Vietnam?
- Should the President of the United States be able to pursue war without Congressional approval?
- What is the moral argument that could be made regarding types of warfare utilized against a people?
- How does a foreign war impact the homefront?
- Should foreign wars be pursued in the name of ideological arguments?

Unit Objectives:

- The students will be able to evaluate the actual reasons versus the propagandized reasons as to why the U.S. government becomes involved in the Vietnam Conflict.
- The students will be able to analyze the value of the U.S. military effort in Vietnam in achieving containment.
- The students will be able to examine primary source material and evaluate America's handling of the war in Vietnam.
- The students will be able to describe the change in American involvement in Vietnam between the Eisenhower, Kennedy and Johnson administrations.
- The students will be able to analyze the military tactics and strategies utilized by the U.S. military and the Viet Minh/Viet Cong in their fight for control of Vietnam.
- The students will be able to examine the widening credibility gap growing in America between what the government said and what it did.

- The students will be able to explore the growing anti-war movement via primary source images and texts.
- The students will be able to analyze why the youth in America were more actively anti-war in comparison to more established, older generation Americans.
- The students will be able to examine the social/economic differences and compare and contrast the Hawks and Doves.
- The students will be able to demonstrate their understanding of the role of the youth in Vietnam by engaging in class debates over the issues Americans were struggling with during the Vietnam War.
- The students will be able to examine the events of 1968 and how they reflected the tumultuousness of the 1960's era.
- The students will be able to evaluate the policies of the American government to end the war in Vietnam and their effectiveness.
- The students will be able to analyze the effects of America's role in the war in Vietnam and evaluate the successes and failures of their involvement.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 5.1.U.A - Apply examples of the rule of law as related to individual rights and the common good
- 5.1.U.D - Compare and contrast the basic principles and ideals found in significant documents
- 5.1.U.F - Analyze the role political symbols play in civil disobedience and patriotic activities

<p>Misconceptions:</p> <ul style="list-style-type: none"> • Students will come into this unit thinking that they know everything about the war in Vietnam from watching movies like “Forrest Gump” and playing video games like “Call of Duty”. What they are not prepared for is how devastating the war’s impact is on the home front to the cultural landscape and how it also impacts the twin social justice reckoning of the Civil Rights Movement. • Students might also have a misconception about who actually supported the war in Vietnam, and are at times surprised by the fact that while working class Americans were sent to die in the jungles of Vietnam, they were also among the loudest supporters of the war on the homefront. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Vietnam’s war for independence from France • The defeat at Dien Bien Phu • The Geneva Accords • America enters the Vietnam Conflict • The anti-war movement • Hawks v. Doves • 1968: The Pivotal Year • Vietnamization • The Domino Effect • The Legacy of Vietnam 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Primary source evaluation • Group collaboration and analyzing data • Debating peers in the classroom • Music analysis relating to the anti-war movement 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Vietnam War classroom debates about U.S. strategies in the war, the successes, and failures of the venture in Vietnam. • Analysis of the anti-war movement’s imagery, music and rhetoric listening to musicians such as Joan Baez, Bob Dylan and CCR. • Reading primary source material such as the My Lai letters and analyzing what they reveal about the events in Vietnam. • Examination of primary source images such as the Kent State shooting photo and what it reflects about the war.
<p>Assessments:</p> <ul style="list-style-type: none"> • Classroom debates about the strategies employed by the U.S. in the Vietnam War. • Multiple choice test. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • ELA and any short stories or novels about war. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources such as: PBS; YouTube • District approved supplemental resources such as: “I Want You So Bad/She’s So Heavy” scene from the film “Across the 	

	<p>Universe" illustrates what the anti-war draft dodgers experienced</p>
--	--

Subject: Contemporary American History	Grade: 10th	Suggested Timeline: 5 weeks
Unit Title: Era of Social Change		
Unit Overview/Essential Understanding: Students will explore the twin social justice movements of the Feminist movement, Native American movement, the Counterculture movement and the Latino movement during the 1960's and 1970's Civil Rights Movement. Students will analyze primary source material and evaluate the successes and failures of these social movements in extracting justice and gaining equity in America. Students will also examine the legacy of these social movements and evaluate if their challenges and triumphs still resonate in the contemporary era and whether or not they promoted a third wave of social justice today.		
Essential Questions: <ul style="list-style-type: none"> • What is the role of protests in administering civil rights to peoples? • How successful are peaceful protests in demanding civil rights? • What is the role of women in social movements in America? • Why is there a separate movement for women outside of the movements for ethnic groups? • What factors determine a social movement's success? 		
Unit Objectives: <ul style="list-style-type: none"> • The students will be able to describe how the student movement challenged the political and social status quos. • The students will be able to analyze the debate over the passage of the Equal Rights Amendment. • The students will be able to outline reasons for the immigration of Latinos to the U.S. during the 20th century and the types of discrimination that many faced. • The students will be able to compare the gains made by African Americans, Native Americans, and people with disabilities during the 1970's. • The students will be able to examine the Native American movement in the 20th century and how it displayed resilience in the face of constant genocide and removal. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events. 		

- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 5.1.U.A - Apply examples of the rule of law as related to individual rights and the common good
- 5.1.U.D - Compare and contrast the basic principles and ideals found in significant documents
- 5.1.U.F - Analyze the role political symbols play in civil disobedience and patriotic activities
- 5.2.U.C - Examine political leadership and public service in a republican form of government
- 5.2.U.D - Evaluate and demonstrate what makes competent and responsible citizens
- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments

Misconceptions:

- Students have this preconceived notion that women have always been equal to men, but in this unit they learn about the long road of feminism and the irony of Native Americans and Latino Americans having to fight for equality in land that they once outright owned.

Concepts/Content:

- The Youth Movement
- The Counterculture Movement
- The Feminist Movement
- The Equal Rights Amendment
- The Latino Movement

Competencies/Skills:

- Primary source analysis
- Debating the need for the ERA
- TDA reading of important secondary text sources

Description of Activities:

- Mock social media websites produced to advocate for the following organizations:
- Feminist movement: W.I.T.C.H. and New York Radical Women and the Lavender Menace

<ul style="list-style-type: none"> • The Native American Movement 	<ul style="list-style-type: none"> • Data analysis of women’s income gap • Timeline creation of Native treaty rights lost • Image analysis of the Brown Berets and A.I.M. foot soldiers 	<ul style="list-style-type: none"> • Latino Movement: The Brown Berets, UFWOC and La Raza Unida • Native American Movement: American Indian Movement (A.I.M.) • The Counterculture Movement • Music and art analysis of the counterculture movement.
<p>Assessments:</p> <ul style="list-style-type: none"> • Mock social media website project. • Music and art literary analysis of the counterculture movement. • An Era of Social Change multiple choice test. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Music and art classes, when the curriculum is focused on social justice. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental resources such as: <ul style="list-style-type: none"> ○ Music by Joan Baez and Bob Dylan ○ Art and fashion of the hippie movement ○ Texts for the Feminist Movement: <ul style="list-style-type: none"> ▪ “feminism is for everybody” by bell hooks ▪ “A Voice and Not an Echo” by Phyllis Schlafly ▪ “Ms. Magazine” by Gloria Steinem ▪ “The Feminine Mystique” by Betty Friedan ○ Text for the Latino and Native American movement: <ul style="list-style-type: none"> ▪ Howard Zinn’s “A People’s History of the United States” ▪ Cesar Chavez’s speeches to UFWOC ○ “Harvest of Dignity” video about migrant farm workers in America ○ Poet John Trudell’s poetry about the Native American protest at Alcatraz Island ○ Native writer Joy Harjo’s literature excerpts 	

Subject: Contemporary American History	Grade: 10th	Suggested Timeline: 5 weeks
Unit Title: The Nixon Administration		
Unit Overview/Essential Understanding: Students will examine how the liberal 1960's protest movements led to the Nixon administration which promoted law and order and stability to white conservative Americans looking for an end to the social unrest in the nation. Students will explore how the Nixon presidency sought to end the Vietnam War securing "peace with honor". Students will examine how the Nixon administration took advantage of the political power that the executive branch garnered between WWII and the 1970's in each president's attempt to fix social, economic and political problems. Students will be able to describe how the Nixon administration enjoyed the "Imperial Presidency" in its attempts to resolve problems, yet that power led them to make poor choices ending in the Watergate scandal. Ultimately, students will examine how the Watergate scandal represents the dark side of American politics and serves as a political talking point in how presidents can fail. Students will also examine how Nixon attempted to roll back liberal social welfare policies to benefit lower income Americans.		
Essential Questions:		
<ul style="list-style-type: none"> • How should political criminals in the federal government be treated by the justice system? • How does the growth of executive power over the course of modern American history lead to a POTUS engaging in criminal activity? • What is the role of Congress in holding executive branch members accountable for their illegal behavior? • What is the role of media in exposing corruption in American government systems? • What changes in the government are necessary to make in order to eliminate the future abuse of power by a POTUS? • What impact on American morale would occur if a POTUS would be sent to prison? 		
Unit Objectives:		
<ul style="list-style-type: none"> • The students will be able to explain why U.S. relations with China and the Soviet Union improved during the Nixon administration. • The students will be able to evaluate how Nixon's conservative view of government led it to try to eliminate social programs like Welfare and food stamps. • The students will be able to identify and define Nixon's strategies for reducing the growth of big government. 		

- The students will be able to describe how the power of the Imperial presidency came to be by the time Nixon came to power.
- The students will be able to sequence the events of the Watergate scandal and its aftermath.
- The students will be able to list some of the environmental protection initiatives begun during the 1960's and 1970's.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 6.1.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States
- 6.4.U.A - Explain how specialization contributes to economic interdependence on a national and international level

Misconceptions:

- Students know the word Watergate as it is part of the cultural vernacular, but they have no real idea what the crimes were.
- Students also do not truly understand how Nixon was capable of so many illegal activities and they all seemed to fall under the scope of presidential prerogative - students do not grasp the idea easily that politicians can commit illegal crimes and get away with it.
- Students also always wrongly think that Nixon was one of the few U.S. presidents who have been impeached.

<p>Concepts/Content:</p> <ul style="list-style-type: none"> • New Federalism • Détente • Camp David Accords • Affirmative action • The creation of the EPA • Earth Day 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Role play in a whodunit-mystery game in class regarding the Watergate scandal • Data analysis of family's today who use welfare and government assistance compared to the 1970's • TDA of Rachel Carson's text "Silent Spring" • Map analysis of nations involved in the Camp David Accords 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Classroom Watergate mystery game, each student wears a name on the back of their shirt, and students are only allowed to ask yes and no questions from their peers to try to guess who they are/what they are (i.e. The Saturday Night Massacre) in pertaining to the Watergate scandal. • Close classroom reading of Rachel Carson's "Silent Spring". Students will explore the EPA's website and examine data regarding pollution levels in the U.S. Students will also bring in empty common household items and we will examine the ingredients and use the EWG.org link to find what chemicals, metals, etc are in our common household items such as cleaners, face wash, makeup, deodorant, etc and discuss the impact of chemicals. We will also watch the film "Food Inc" and examine the unseen underbelly of the food industry in the U.S. and explore how pesticides, chemicals, treatment of our food is probably making Americans sick, as Carson predicted.
<p>Assessments:</p> <ul style="list-style-type: none"> • Nixon administration multiple choice test • "Food Inc." film review • "All the Presidents Men" film review 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Environmental science, APES 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook 	

- | | |
|--|---|
| | <ul style="list-style-type: none">• District approved online resources such as: EPA.org; EWG.org• District approved supplemental resources such as:<ul style="list-style-type: none">○ "All the President's Men" film○ "Food Inc." film |
|--|---|

Subject: Contemporary American History

Grade: 10th

Suggested Timeline: 5 weeks

Unit Title:

The Conservative Movement Surges: From Ford to George H.W. Bush

Unit Overview/Essential Understanding:

Students will experience how America swung from the liberal end of the political pendulum to the right in the late 1970's into the early 1990's. Embattled by the liberal movements of the 1950's, 1960's and 1970's Civil Rights Movement, Feminist Movement, Native American Movement, Latino Movement, and the Anti-War Movement, Americans gravitated back to a desire for stability, economic prosperity, family values and support of a strong armed foreign policy to end communism abroad. Students will be able to analyze the resurgence of a Christian Coalition energized as a backlash movement to the 60's liberalism to bring America back toward a Christian nation. Students will identify, analyze and evaluate the trends present in all three Republican presidents Ford, Reagan and George H.W. Bush to bring America back to the right of the political spectrum and the role of mass media in influencing the conservative base influence. Students will analyze the ways in which Reagan's economic policies helped bring an end to the Cold War and if those ends justify the means of an inherited debt due to deficit spending. Students will also be privy to more modern primary source material in the way of video's and texts that illustrate how the political endeavors of the conservative movement's presidents sought to curb energy spending, relieve a stagnant economy and be successful in foreign interventions. These seeds sown in the Conservative movement will be reflected in the next unit's discussion of how President Clinton was elected by a moderate America looking to maintain the economic success of the 80's while attaining more liberal social freedoms for minorities, women and a move toward socialized medicine.

Essential Questions:

- What is the role of conservative/liberal ideologies in shaping American government?
- How did the social movements of the 1960's and 1970's lead to a backlash conservative government in the following decades?
- What is the impact of American foreign policy maneuvers that strive to control other nation's governments?
- What is the role of the federal government in regulating the economy?
- How does America's role as global police impact relations with other nations?

Unit Objectives:

- The students will be able to analyze the reasons for why President Ford pardoned Nixon for his Watergate crimes.
- The students will be able to evaluate the importance of the Helsinki Accords as Ford's defining foreign policy success and how it relates to the Cold War.

- The students will be able to analyze why WIN was a failing energy policy.
- The students will be able to identify and describe the reasons Americans had for why they elected Carter in the 1970's.
- The students will be able to identify the causes of the Iranian hostage crisis and its effects on the Carter presidency.
- The students will be able to contrast liberalism and conservatism.
- The students will be able to explain the major issues facing the Reagan administration.
- The students will be able to analyze why Reagan isn't held accountable for breaking the Boland Amendment, while Nixon was held accountable for his crimes.
- The students will be able to explain the impact of the Reagan administration on domestic policies and whether they were successful or failures.
- The students will be able to evaluate the Reagan administration's impact on the Cold War.
- The students will be able to analyze political campaign commercials of the 1980's and evaluate their message to the American people.
- The students will be able to describe the Gulf War under President Bush and identify who the enemy was and who won and why.
- The students will be able to understand how entrepreneurs transformed the news and entertainment industries.
- The students will be able to analyze the political and economic reasons for the collapse of the Soviet Union.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 6.1.U.A - Analyze how choices are made because of scarcity

- 6.1.U.C - Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations
- 6.2.U.C - Evaluate the impact of advertising and media on individual and group behavior throughout United States history
- 6.2.U.D - Explain how the laws of supply and demand impacted individuals and groups behavior over time

Misconceptions:

- Students know that the U.S. won the Cold War but they never seem to know why – they fail to grasp how deficit spending catapulted the U.S. to victory against the Soviets.
- Students always have a rosy perspective of Regan, but they only do so because he is regarded as the President who ended the Cold War – they are not familiar with his domestic policies, nor his illegal handling of the Iran-Contra scandal. Oliver North is not in the vernacular of Americans anymore, and people have forgotten the illegal activities of the Reagan administration.

Concepts/Content:

- The dual inflation and oil crises of the 1970's
- Ford's continuation of détente
- The high stakes presidential election of 1976
- Carter's failed economic policies of the 70's
- Carter's "malaise" speech
- Carter's Human Rights based foreign policy destroy détente
- The Camp David Accords, a foreign policy victory
- Liberalism and Conservatism
- The rise of the Sunbelt
- The Religious Right
- The Conservative Coalition
- The 1980 Presidential Election
- Reaganomics
- The Conservative SCOTUS

Competencies/Skills:

- Comparing and contrasting in a Venn Diagram the domestic and foreign policy efforts of the Ford and Carter administrations and in what areas they both struggled
- Debating in class what the beliefs and values of liberals and conservatives are and creating a class diagram
- TDA analysis of Carter's "Malaise speech" and determine.....was he accurate? Why or why not.
- Map analysis of the land Israel owned/took in the 6 Day War and the Yom Kippur War and image analysis of the Camp David Accords photo

Description of Activities:

- Close classroom reading of Howard Zinn's "A People's History of the United States" in reading about the Mayaguez Affair. Answering questions after reading and discussing aloud.
- Creating a political spectrum diagram by having students engage in large group discussion what the beliefs and values are of liberals and conservatives. Students will contribute to a class discussion to disseminate where liberals and conservatives are on the spectrum and create a diagram and write our collective discussions down.
- Watch Pat Robertson of the 700 Club interview President Reagan about deficit spending and the economy of the 1980's.
- Primary source listening and analyzing Reagan's "Tear Down This Wall" speech.

<ul style="list-style-type: none"> • The Reagan Doctrine • Iran-Contra Scandal • “Star Wars” and M.A.D. • “Tear Down This Wall” and the Reagan fight against communism • Glasnost and perestroika • A booming 1980’s economy • The rise of cable news television • The War on Drugs: Just Say No • The AIDS epidemic • New Activist Groups emerge • The collapse of the Soviet Union • Tiananmen Square • Panama • The Persian Gulf War • The slow economy of the 1990’s • The 1992 Election 	<ul style="list-style-type: none"> • Map analysis of where the Sunbelt exists in America and why Americans flock there to live and how their views increasingly became conservative • Data reading of economic trends between the 1970s and 1980s regarding if Reaganomics benefitted Americans or not. • Map examination of where the Contras were in Nicaragua and how they were connected to Iran 	<ul style="list-style-type: none"> • Primary source reading of Lech Walesa’s role in Solidarity Square and the tearing down of communism in Poland, how does what Walesa does in Poland reflect what Reagan is working toward in America? Was Walesa successful? • Close reading of the Reagan Doctrine and the Boland Amendment. What do these ideas represent? What happens as a result of paying homage to them or not? • Diagram of glasnost and perestroika - define these two terms and create a document that compares and contrasts them to capitalism and the Constitution. How are they similar? Different? • Watching CNN and FOX News and examine how they portray the news and how the 24 hour news cycle operates. Students will analyze if this is beneficial or not. • Have students view portions of the Oliver North trial and examine the outcome of this event and how it affected Reagan. Was he a “Teflon president?”
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice/map/short answer test on Ford-Reagan Era • Nearpod checkpoint quizzes at every presidential administration end 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Government and economics courses, ELA for the close reading and TDA connection. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources such as: YouTube • Teacher created resources 	

Subject: Contemporary American History	Grade: 10 th grade	Suggested Timeline: 5 weeks
Unit Title: The Clinton and George W. Bush Administrations: The moderate years.		
Unit Overview/Essential Understanding: Students will examine the Clinton administration's attempts at a moderate government in the aftermath of the 1980's return to "American family values" as a backlash effort to reduce the liberalism of the previous decades. Students will analyze how effective the moderate, middle of the road presidencies of the Clinton and G.W. Bush years served to continue the liberal cultural policies while practicing conservative economic values. Students will examine why president's find it easier to win elections when they walk the middle of the road, like Eisenhower did the 1950's in an attempt to curry favor with both liberals and conservatives. Students will examine the economic impact of the end of the Cold War on American industry and trade deals, such as NAFTA.		
Essential Questions: <ul style="list-style-type: none">• What is the role of conservative/liberal ideologies in shaping American government?• How did the social movements of the 1960's and 1970's lead to a backlash conservative government in the following decades?• What is the impact of American foreign policy maneuvers that strive to control other nation's governments?• What is the role of the federal government in regulating the economy?• How does America's role as global police impact relations with other nations?• What factors lead to homegrown terrorism?• What is the role of religion in global terrorism?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to summarize the major domestic initiatives of the Clinton administration and those proposed by the Contract with America.• The students will be able to analyze whether or not the Clinton administration was liberal, conservative or moderate and why.• The students will be able to evaluate the reasons for the Clinton administration attempted to simultaneously eliminate welfare but provide socialized medicine.• The students will be able to describe how the debate over illegal immigration led to changes in immigration law.• The students will be able to identify how changes in technology and communication have altered the economy on a global scale.		

- The students will be able to analyze how the computer revolution and the Internet revolutionized communication.
- The students will be able to evaluate the effectiveness of trade blocs such as NAFTA, CAFTA and the EU.
- The students will be able to examine how globalization occurred as a result of the introduction of the Internet.
- The students will be able to describe why the presidential election of 2000 was controversial.
- The students will be able to evaluate the necessity of the actions taken by the U.S. government in the wake of The 9/11 attacks.
- The students will be able to compare and contrast the differences between the war in Afghanistan and the war in Iraq.
- The students will be able to summarize the major events of President Bush's second term in office.
- The students will be able to explain how the September 11th terrorist attacks and the wars in Afghanistan and Iraq increased tension between the need for national security and protecting civil liberties.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 6.2.U.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression
- 6.2.U.F - Analyze the impact of private economic institutions on individuals and groups over time
- 6.2.U.G - Compare and contrast various economic systems
- 6.3.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

Misconceptions:

- Students believe that Bill Clinton was a liberal politician, but when they actually examine the policies he tried to set forth, it becomes clear that he was a moderate and more right-leaning in his economic policies than thought.
- Students also know that Clinton was impeached, they nearly always believe it was related to his governmental policies, but rarely do they know it was because he lied on the stand in an attempt to cover his adultery with an intern.
- Students also know about the war in Iraq, but they are not sure why the U.S. entered into a war with Iraq under George W. Bush, and will learn that it was due to falsely claiming they had weapons of mass destruction, giving the U.S. leverage to go in and eliminate Saddam Hussein and his authoritarian regime.

Concepts/Content:

- Clinton's economic agenda of raising taxes, cutting spending
- Hillary Clinton's health care reform
- FMLA created
- Crime and gun control
- Republicans' "Contract with America"
- Homegrown terrorism
- Clinton's Second Term
- Clinton and the Whitewater Scandal
- Clinton's Impeachment
- Clinton's foreign policy: Haiti, Bosnian War, Middle East
- Changes in immigration law
- The rise of the Internet
- The New Global Economy
- Regional trade Blocs (NAFTA, EU)
- WTO

Competencies/Skills:

- Data analysis of trade increase/decrease due to NAFTA passage
- Data comparison of homegrown terrorism today v. the 1990's

Description of Activities:

- Students will watch "The War Room" – a film about Clinton's first presidential campaign. Students will write a film review about what they learned.

<ul style="list-style-type: none"> • Global environmentalism • The 2000 Election • September 11, 2001 • The rise of Al-Qaeda and the Taliban • Homeland Security and The USA Patriot Act • WMD/Iraq and Afghanistan • Security v. Liberty • 2008 Housing Crisis/Economic Crisis 		
<p>Assessments:</p> <ul style="list-style-type: none"> • Includes at least one summative assessment – preferably a performance task • May also include specific suggestions or ideas for formative assessments 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Street law or civics. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources such as: YouTube • District approved supplemental resources such as: <ul style="list-style-type: none"> ○ Film “The War Room” ○ The Living Room Candidate link to examine political campaign commercials ○ 1992 and 1996 Electoral maps 	

Subject: Contemporary American History

Grade: 10th grade

Suggested Timeline: 5 weeks

Unit Title:

Obama to Trump: The Backlash Years to Globalization and Economic Catastrophe

Unit Overview/Essential Understanding:

Students will engage in the most recent presidential administrations and try to make sense of them. Students will examine how the Obama presidency was an attempt by Democrats to introduce universal health care successfully, pull back on big business pollutants, save the economy from total catastrophe, introduce legislation to support women's equity in the workplace and make a stand for minority rights. Students will also examine how the Obama administration strove to regulate the financial sector and create the Dodd-Frank Act. Students will also explore the financial underbelly of how the financial world engaged in highly dubious behavior to make money off of Main Street in the film "Inside Job." Students will also examine and analyze the election of 2016. From there, students will learn how the Trump administration engaged in politics.

Essential Questions:

- What is the role of government in regulating banks?
- How does the government respond to economic crisis?
- What is the role of government in creating economic stability for Americans?
- What factors lead to the expansion of power in the executive branch?
- What is the role of executive orders in setting forth new laws in America?
- What is the role of media in establishing democratic norms and processes?
- How does media shape the American consciousness?
- How does scientific data inform and serve to shape governmental decisions?
- What is the role of good citizenship in social media?
- How do government's become corruptible?
- What is the role of media in exposing corruption in government?
- What is the role of political parties in establishing and supporting democratic norms?
- What legal side effects occur for governmental personnel who break the law?
- How does nationalism invade government rhetoric?
- What is the role of Congress in responding to economic crisis?
- How do majority party powers in Congress affect response to American issues?

- What is the role of the court system in upholding and supporting democratic norms and processes?

Unit Objectives:

- The students will be able to describe the results of the 2008 and 2010 elections.
- The students will be able to analyze the economic factors that combined to create the financial crises of 2008 and 2010.
- The students will be able to examine the leniency of the U.S. economic regulatory organizations policies towards banks and Wall Street permitted the 2008 Housing Crisis to happen.
- The students will be able to identify how Main Street helped bail out Wall Street in order to stabilize the economy.
- The students will be able to evaluate why protests such as the 99% Movement at Wall Street occurred in the aftermath of the Housing Crisis.
- The students will be able to identify TARP and explain how this governmental action was taken to provide relief to homeowners and tax payers.
- The students will be able to examine President Obama's economic strategies to resolve the financial crisis and the high unemployment side effects of the 2008 Housing Crisis.
- The students will be able to identify the domestic policies of the Obama presidency to bring about more equity for women, minorities and LGBTQ+ Americans.
- The students will be able to describe the ways in the which the Obama administration sought to curb greenhouse gas emissions and participate in global environmental initiatives to reduce our collective carbon footprint.
- The students will be able to identify the ways in which the Obama administration sought to increase biomedical jobs, renewable energy opportunities and jobs and increase employment in new fields of energy and science.
- The students will be able to identify and describe Obamacare (The Affordable Care Act) and what it provides Americans and why it was upheld by the U.S. Supreme Court.
- The students will be able to examine the birther controversy movement and how it aimed to bring down President Obama and the racist reasons behind it.
- The students will be able to examine how the economy improved significantly under President Obama in his second term and analyze the reasons why.
- The students will be able to identify the reasons why Donald Trump won the Electoral College vote against Democratic candidate Hillary Clinton in 2016.
- The students will be able to examine the Trump administration's promises made and promises kept to voters.
- The students will be able to examine what President Trump referred to as "Fake News" and why.
- The students will be able to evaluate the role of Twitter in President Trump's attempt to communicate with the American people.

- The students will be able to examine how step by step, the President used Twitter and his rallies to engage the U.S. people in politics.
- The students will be able to examine how Trump's Tax Cuts and Jobs Act benefitted Americans with a larger standard deduction and eliminated exemptions.
- The students will be able to analyze the impact of the Black Lives Matter movement on the equality and equity of Black Americans.
- The students will be able to evaluate the trade war with China; did the U.S. win the war?
- The students will be able to analyze the reasons why the Republican party refused to fund the border wall in 2018, even though it was a major political campaign promise the President made to the party.
- The students will be able to evaluate how the failure of the global economy helped lead to Brexit and the election of Donald Trump.
- The students will be able to analyze how both the Democratic and Republican Party had a reckoning for what their parties stood for.
- The students will be able to evaluate the impact of the Trump presidency on democracy in America.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 6.2.U.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression
- 6.2.U.F - Analyze the impact of private economic institutions on individuals and groups over time

- 6.2.U.G - Compare and contrast various economic systems
- 6.3.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C - Compare and contrast the taxation policies of the local, state, and national governments
- 6.3.U.D - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US

Misconceptions:

- Students will come into this unit with predisposed ideas of what kind of President Obama was based on their upbringing.
- Students will come into this unit with predisposed ideas of President Trump based on their background knowledge. It will be the teacher's job to show students the unbiased facts and help them develop knowledge separate from their predisposed understandings.

Concepts/Content:

- The Election of 2008
- The 2008 Housing Crisis
- The Obama Administration Economic Response to 2008 Housing Crisis
- The Affordable Care Act
- Energy policy and the environment
- 2010 midterm elections
- The Tea Party movement
- Polarized Politics
- The Occupy Wall Street Movement
- Government spending and taxation
- Citizens United SCOTUS case
- The Arab Spring

Competencies/Skills:

- Discussion
- Primary source evaluation
- Electoral map evaluation of the 2016 Presidential Election, leading to a conversation about the validity of the Electoral College
- Examination of President Trump's Twitter

Description of Activities:

- Watch the film "Inside Job" about the 2008 Housing Crisis and how the banking system and government deregulation permitted this crisis to happen. Students will then write a film review.
- Students could view "Knock Down the House" which is about the Progressive movement in the Democratic party. They could also write a film review.
- Students could view a presidential debate and examine what it was about Donald Trump that excited his base. How was his rhetoric a backlash to the recent globalization and the economic hardships experienced by Americans as a result of the 2008 Housing Crisis.



- | | | |
|--|--|--|
| <ul style="list-style-type: none">• The Euro Crisis• The Election of 2012• Hurricane Katrina• The Election of 2016• Trump Campaign promises: MAGA• “Fake News” and Trump Attacks on the Media• “Alternative Facts” and Outright Lies of the Trump Administration• Tax cuts and the “Trump Bump”• Building the Wall and the Omnibus Spending Act• Trump Against Protestors Kneeling in the NFL• Twitter and the Trump Presidency• Republican control of government• Government turnover in the Trump administration• School Choice and Betsy DeVos• The Trade War with China• Subsidizing America’s Farmers• Retooling NAFTA• Eliminating ISIS• U.S./Mexican Border Control and Removal of children from families• The Trump Economy | | |
|--|--|--|

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Conservative Judges appointed to the SCOTUS• The Impeachment of Donald Trump• 2016 Democratic Primary: Moderate v. Progressives• The Squad: Progressive Democrats fight to determine who their party is• The Rise of Nationalist Rhetoric• Casual acceptance of conspiracy groups such as QAnon and White Nationalist groups by the Trump administration• COVID: How the Coronavirus invaded American life• Science v. Liberty: How the Trump administration and state governments handled the Covid outbreak• Trumpism v. the Republican Party: An internal reckoning: The Lincoln Project, Republicans Against Trump, Never Trumpers• Economic support of HBCU's• Black Lives Matter movement• Social Media Giants and the High Profile 2020 Election | | |
|--|--|--|

<p>Campaign Messages: Censorship or Responsibility?</p> <ul style="list-style-type: none"> • 2020 Presidential Campaign Debate rules and changes • The Galvanizing Election of 2020 		
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice test • Short answer or essay portion of test • Film reviews for “Inside Job” and “Knock Down the House” 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • American government. Psychology for the Trump administration. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources such as: YouTube • District approved supplemental resources 	

Subject: Contemporary American History

Grade: 10th grade

Suggested Timeline: 4 weeks

Unit Title:

The Biden Administration

Unit Overview/Essential Understanding:

Students will examine the Biden Administration. They will begin by learning how campaign strategies defeated the Trump campaign. Next, they will discuss the formation of President Biden's cabinet. Key appointments to positions impact domestic and foreign policy. As the cabinet forms, the administration begins to address domestic and foreign affairs. In the height of the pandemic and nationwide unrest, the administrative teams examine which issues to address immediately. Through examination of roles of the president, students will engage in learning how this administration plans to move the United States forward.

Essential Questions:

- How did President Biden select his cabinet members?
- What challenges does President Biden face in his presidency?
- What role might executive order play in the Biden Administration?

Unit Objectives:

- The students will examine the election of 2020.
- The students will examine the impact of the inauguration of President-elect Biden on the nation.
- The students will analyze the selection process of the President Biden's cabinet.
- The students will discuss the roles of the presidency as President Biden takes office.
- The students will analyze the political challenges President Biden faces as he enters office.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- 6.2.U.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression
- 6.2.U.F - Analyze the impact of private economic institutions on individuals and groups over time
- 6.2.U.G - Compare and contrast various economic systems
- 6.3.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C - Compare and contrast the taxation policies of the local, state, and national governments
- 6.3.U.D - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US

Misconceptions:

- Students will come into this unit with predisposed ideas based on their background knowledge.

Concepts/Content:

- Election of 2020
- President Biden's Inaugural Address
- Biden Cabinet
- The Pandemic

Competencies/Skills:

- Discussion
- Primary source evaluation
- Electoral map evaluation of the 2020 Presidential Election discussion on voting fraud
- Examination of President Biden's cabinet selection

Description of Activities:

- Examination of challenges that are facing the United States – students will engage in researching topics and reporting on findings
- Students will view and analyze Biden's policy priorities and what he accomplished in his first 100 days.

Assessments:

- Multiple choice test



- Short answer or essay portion of test
- Research reviews

Interdisciplinary Connections:

- Writing – research

Additional Resources:

- District approved textbook
- District approved online resources such as: YouTube
- District approved supplemental resources