

# **September 11 (9-11) to the Present**

## **Grades 11-12**

### **Essential Curriculum**

#### **Approved April 11, 2018**

#### **September 11 (9-11) to the Present – Grade 11-12**

This course is designed to look at the root causes of the attack—the event itself—and how the United States has responded in the decade that followed. Through an examination of these materials, students will gain a deeper understanding of this pivotal event and develop recognition of the role it continues to play in contemporary political discourse and current events.

#### **SS.911P.10 THE PATH TO 9-11**

This unit will begin the process of students examining the path that led to the 9-11 attacks, beginning with the Russian invasion of Afghanistan in 1979, the birth of Al Qaeda, and the dissemination of its philosophy throughout the Middle East in the years that followed. Students will examine the political, philosophical, and religious beliefs that drove the evolution of the Taliban and Al Qaeda and created the motivation for the September 11th attacks. Students will examine how the terrorist network developed and eluded the detection of the intelligence community and local authorities. Using timelines and media-rich source documents, students will examine the events of the day from a historical perspective, as provided from multiple points of view.

##### **SS.911P.10 - The Path to 9-11**

SS.911P.10.01 Identify the causes and effects of the Russian invasion/occupation of Afghanistan in 1979.

SS.911P.10.02 Evaluate the evolution of Al Qaeda as a result of the Cold War.

SS.911P.10.03 Examine the 1990 invasion of Kuwait by Saddam Hussein and its effect on the relationship between Bin Laden, the Al Qaeda network, and the United States.

SS.911P.10.04 Critique the role played by the United States in the fracturing of the Soviet Union, the creation of the break-away republics and the role of political, social and economic instability played in the rise of Al-Qaeda.

SS.911P.10.05 Examine the results and impact of the reactions to the pre-9/11 plots and attacks on the United States by bin Laden and the Al Qaeda Network.

SS.911P.10.06 Analyze how Al Qaeda terrorist cells that planned the 9/11 attack developed.

SS.911P.10.07 Trace the events of September 11, 2001 as they occurred in the air and on the ground by examining the primary and secondary sources that captured the events.

SS.911P.10.08 Examine the activation of the Continuity of Government Plan on September 11, 2001.

SS.911P.10.09 Examine recently unclassified documents to evaluate the potential role in the attacks by Saudi Arabia.

#### **SS.911P.20 OVERVIEW OF GLOBAL RELIGIONS**

This unit will focus on the comparative global religions, focusing primarily on Christianity, Islam, and Judaism. Because religious ideology was a driving force for the attacks, students will develop an understanding of what the three religions have in common, as well as how they differ, and the effect it has on social and political life in the Middle East as well as the West. Students will also examine how radicalized Islam differs from traditional Islam.

##### **SS.911P.20 - Overview of Global Religions**

SS.911P.20.01 Compare the geographic distributions, and demographic features of Judaism, Christianity and Islam.

SS.911P.20.02 Identify the origins of Judaism, Christianity and Islam and key belief systems of each.

SS.911P.20.03 Examine the religious and ideological split in the Islamic faith between Sunni and Shia, and the impact of this schism on the geo-politics of the region.

SS.911P.20.04 Identify the role of key physical and human geographic features important to each religion and the role each plays in global geopolitics and current events.

- SS.911P.20.05 Trace the history of the modern Israeli /Palestinian Conflict from the historical claims of each group through the 1948 creation of the State of Israel, subsequent conflicts and peace settlements to the present.
- SS.911P.20.06 Critique the proposed Two State Solution for ending the Israeli and Palestinian conflict and compare the policies of the current administration to that of previous presidents.

### **SS.911P.30 AMERICAN RESPONDS: AFGHANISTAN AND PAKISTAN**

This is the first unit of two where Students will engage in an examination of the response to 9-11 as carried out by the Bush Administration. The focus on Afghanistan and Pakistan, will provide students with information to learn about the political structure of both countries and the influence of the Taliban and Al Quada networks. They will examine the role played by the tribal regions of each country with a focus on the political and military-led events in Pashtunistan, Waziristan, and the Tora Bora regions.

#### **SS.911P.40 - America Responds: Afghanistan and Pakistan**

- SS.911P.30.01 Examine and evaluate the decision making process and methods used by the Bush Administration to respond to the 9/11 attacks.
- SS.911P.30.02 Determine the causes of the Taliban's rise to power in Afghanistan, and assess the implications of its spread.
- SS.911P.30.03 Analyze the opening phases of the 2001 War in Afghanistan (Operation Enduring Freedom) and critique its efficacy by assessing its successes and failures.
- SS.911P.30.04 Identify key events, people and concepts in the post 9/11 war in Afghanistan from 2001 to the present and debate the effectiveness of key policy decisions by various administrations in their respective use of the military and diplomacy.
- SS.911P.30.05 Analyze events leading to the raid on bin Laden's compound in Pakistan; examine conflicting reports about timeline, people involved, and information gathering.

### **SS.911P.40 AMERICAN RESPONDS: IRAQ**

This second unit on the Bush response will require students to examine how the decision to invade Iraq was developed by the White House and the role weapons inspectors played in the process. Students will develop an in-depth understanding of how the war was executed and the contributions of various key officials. Students will also look at the regional influence of the war and parts played by Iran, Saudi Arabia, and Jordan. The descent into sectarian violence by Shiites and Sunnis and the ensuing insurgency will also be examined. In addition, students will examine the role the war played in the eventual evolution of ISIS following U.S. withdrawal.

#### **SS.911P.40 - America Responds: Iraq**

- SS.911P.40.01 Analyze and critique the decision making process leading to the 2003 invasion of Iraq by the United States and coalition forces and the evidence presented to support the invasion.
- SS.911P.40.02 Identify key events, people and concepts in the post 9/11 war in Iraq from 2001 to the present and debate the effectiveness of key policy decisions by each US administration as well as regional leaders and the international community.
- SS.911P.40.03 Investigate the effects of the wars in Afghanistan and Iraq on American soldiers and their families, and the impact the wars have had on Afghan and Iraqi civilians.
- SS.911P.40.04 Examine the exportation of Al Qaeda to Iraq after the 9/11 attacks, its growth and eventual split and evolution into the Islamic State in Iraq and Syria (ISIS).

### **SS.911P.50 THE EVOLUTION AND USE OF DRONES**

This unit will focus on the how drones were used in the preceding two wars and how they are used today. Students will develop an understanding of what drones are, how they are operated, and how they differ from traditional warfare. An examination of the "Disposition Matrix"—the flow chart used by the President to determine how and when drones will be used, will follow. Students will debate the ethics and Constitutionality of drone use and debate whether drone use is defeating terrorism or fueling it.

**SS.911P.50 - Use of New Methods for Engagement in the Region**

SS.911P.50.01 Examine how drones (unmanned aerial vehicles) work and develop an understanding of how their use differs from traditional forms of warfare.

SS.911P.50.02 Examine the evolution of the Disposition Matrix, and debate the ethics of its use for decision making.

SS.911P.50.03 Examine the constitutionality of drone strikes and debate the consequences of drone use.

**SS.911P.60 HUMAN RIGHTS**

In the unit on Human Rights and Enhanced Interrogation, students will examine and debate what we now know was the methodology used by the intelligence community to extract information from high value detainees. This includes the use of “enhanced interrogation” or what some reports define as torture.

Students will examine the practices of “extraordinary rendition” and the establishment of “black sites” throughout the world. A history of Guantanamo Bay (GITMO) will be offered as well as a look at how it operated after 9-11. Students will examine the findings of the U.S. Select Committee on Intelligence Report on the CIA’s Detention and Interrogation Program as declassified in 2014 and the various responses of CIA and government officials.

**SS.911P.60 - Human Rights**

SS.911P.60.01 Trace the evolution of human rights throughout the world and evaluate the role of a variety of human rights activists, political leaders and organizations in this evolution.

SS.911P.60.02 Examine and critique the development and use of initial policies created by the Bush Administration for dealing with post 9/11 terrorist threats to the United States and compare to subsequent policies by other administrations.

SS.911P.60.03 Examine the development and use of rendition, interrogation and detention programs and debate the ethics associated with each.

SS.911P.60.04 Examine the legislative and judicial reaction to rendition, interrogation and detention programs used by each administration.

**SS.911P.70 GOVERNMENT SURVEILLANCE**

In this unit students will examine the expanded role of the intelligence community, focusing on the practices of the National Intelligence Agency (NSA). This includes the initial warrantless wiretapping programs established by the Bush Administration and later overseen by the FISA (Foreign Intelligence Surveillance Act) Court, the growth of these programs and determining the scope and breadth of such operations. Students will examine the role of Edward Snowden and will debate the Constitutionality of the NSA programs when compared to the Fourth Amendment of the Constitution.

**SS.911P.70 - Government Surveillance**

SS.911P.70.01 Identify the key surveillance programs (and their origins) instituted after the 9/11 attacks, and debate the constitutionality, ethics, and efficacy of each.

SS.911P.70.02 Examine the impact of Edward Snowden, other whistleblowers, and journalists in revealing classified national security information and debate the ethics and constitutionality of releasing this information.

SS.911P.70.03 Examine the data collection methods of various administrations, legislative and judicial reaction to these programs.