

US II Unit 3

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Contemporary US Part 1

Duration: 10 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: What were the causes and effects of the Watergate scandal?

EQ2: How did Ford and Carter respond to energy and economic challenges?

EQ3: What were the goals of the African Americans, Native Americans, and Americans with disabilities when they organized?

EQ4: What conditions did the environmental movement address?

EQ5: What stops government abuse of power?

EQ6: How did you think conservative ideas appealed to more Americans in the 1980s?

EQ7: How did you think conservative ideas have changed society?

EQ8: Are American politics characterized by conflict or cooperation?

EQ9: What are the greatest social problems in the United States today?

EQ10: What areas of problems do president's face?

EU1:

Students will be able to...

- Identify how President Nixon was able to help develop a better relationship with the People's Republics of CHina and the Soviet Union.
- Analyze how the Watergate scandal led to a distrust of government that began during the Vietnam War.
- Explain how a weak economy and a worsening energy crisis labeled the presidential terms of Ford and Carter.
- Determine how minority groups organized themselves to fight discrimination and gain better access to education and jobs.
- Describe how environmentalists helped increase awareness of environmental issues which inspired grassroots campaigns.
- Examine why so many Americans were lured to the appeal of conservatism in the 1980s.
- Assess the rate of success of President Reagan's use of his "Reaganomics"/supply side economics to assist the American economy from stagflation.
- Identify the impact of Sandra Day OConnor's appointment to the SUPreme Court in 1981 and her decision making.
- Explain how achievements in technology during the 1980s represented optimism in the economy, such as VCRs, video games, and Sony walkmans.
- Analyze the impact of the collapse of the Soviet Union and the end of the Cold War in the United States.
- Identify how the computer changed the workplace and the way people communicate.
- Describe President Clinton's domestic agenda to assist families, cut the federal deficit, improve health care, and increase gun control.
- Evaluate how changes in immigration laws in the 1990s up to present day have allowed more people to immigrate to the United States.
- Identify how we live in an interdependent world.
- Explain the impact of American involvement with NAFTA (North American Free Trade Agreement).

Evidence of Learning/ Assessment

- Unit 3 Competency 1 & Evaluation
 - Social Movements Presentation
- Unit 3 Competency 2 & Evaluation
 - Vietnam War DBQ

Formative Assessments

- [Formative Assessments - Digital Choices](#)
- Quizzes
- Essays
- Oral Reports/Presentations
- Cooperative Group Projects/Activities
- Research Papers/Reports
- Homework Assignments
- Role Playing/Simulations
- Portfolios
- Journals
- Debates/Mock Trial
- Timelines/Posters

Instructional Design/Learning Plan

Suggested Sequence for Learning

Suggested Learning Activities

- TBD

Unit Materials

US II Resources and Materials

Achieve 3000

InfoBase

Flocabulary

DBQ Project

Standards Covered

*Social Studies NJSL

SOC.6.1.12: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.8: Postwar United States (1945 to early 1970s)

- **SOC.6.1.12.D.12: History, Culture, and Perspectives**
 - **SOC.6.1.12.D.12.c: Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.**

SOC.6.1.12.9: Contemporary United States (1970-Today)

- **SOC.6.1.12.A.14: Civics, Government, and Human Rights**
 - **SOC.6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.**
 - **SOC.6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.**
 - **SOC.6.1.12.A.14.c: Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.**
 - **SOC.6.1.12.A.14.d: Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.**
 - **SOC.6.1.12.A.14.h: Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.**
- **SOC.6.1.12.A.15: Civics, Government, and Human Rights**
 - **SOC.6.1.12.A.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.**
 - **SOC.6.1.12.A.15.b: Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.**
 - **SOC.6.1.12.A.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.**
 - **SOC.6.1.12.A.15.d: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.**
 - **SOC.6.1.12.A.15.e: Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.**
 - **SOC.6.1.12.A.15.f: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.**
- **SOC.6.1.12.B.14: Geography, People, and the Environment**
 - **SOC.6.1.12.B.14.a: Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.**
 - **SOC.6.1.12.B.14.b: Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.**
 - **SOC.6.1.12.B.14.c: Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.**
- **SOC.6.1.12.C.15: Economics, Innovation, and Technology**
 - **SOC.6.1.12.C.15.a: Relate the role of America's dependence on foreign oil to its economy and foreign policy.**

Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

Resources:

1. Unit 3 Reflection US II

Additional Properties

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