Unit 6: 1970s to Present Day Through a Domestic Lens

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **3 Weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated

by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on defining domestic events and policies from the 1970s to the present day. Students will understand how the social progress of the 1960s was significant, but not a complete achievement of equality for all groups; as such, efforts continued in the proceeding decades through today. Students will also understand that politically, party alignments play a significant role in shaping domestic measures and setting goals for the nation. By the end of the unit, students will be able to evaluate the accomplishments and shortcomings of the Post-Cold War era and assess how an increasingly globalized society has impacted political decisions, reform efforts, and the lives of everyday citizens.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

6.1.12.CivicsPR.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.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.

6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic

participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.RH.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2 - [Progress Indicator] - Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3 - [Progress Indicator] - Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in

which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display

information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.WHST.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information

clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

PFL.9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to

achieve societal goals and provide individual services

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent did the social movements based around racial, gender and LGBTQIA+ equality and environmental justice post-1970 continue to achieve their objectives?

- How did technological changes, including the internet and social media, fundamentally change US democracy?

Enduring Understandings:

- The struggles of the 1960s did not end with the Voting Rights Act, but continue today as people of color, women, Indigenous groups, and the LGBTQIA+ community continue to achieve progress and face additional challenges.

- The creation of the internet and increased globalization post-Cold War have altered the US economy and society creating challenges for citizens and those in power alike.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): President Richard Nixon, "Southern Strategy", Watergate Scandal, anti-busing legislation, Creation of the Environmental Protection Agency, Clean Air Act, Alaska Native Claims Settlement Act, Women's Rights Movement, Title IX, Billie Jean King vs. Bobby Riggs (Battle of the Sexes), Equal Rights Amendment, President Jimmy Carter, stagflation, Three Mile Island, New Conservatism, New Right, televangelism, President Ronald Reagan, Reaganomics, supply side economics, "trickle down" economic theory, General Agreement on Tariffs and Trade, World Trade Organization, amnesty, War on Drugs, Nancy Reagan, AIDS crisis, Sandra Day O'Connor, President George Bush, Section 504, Judith Heumann, Americans with Disabilities Act, Harvey Milk, "Don't Ask, Don't Tell", School to Prison Pipeline, LA Riots, Rodney King, President Bill Clinton, impeachment, Internet age, globalization, Election of 2000, Al Gore, George W. Bush, No Child Left Behind, September 11th Attacks, PATRIOT Act, Department of Homeland Security, Hurricane Katrina, Stop and Frisk, 2008 recession, wealth inequality, Silicon Valley, President Barack Obama, Affordable Care Act, Supreme Court Justice Sonia Sotomayor, Supreme Court Justice Elena Kagan, Dakota Access Pipeline, Black Lives Matter, Me Too Movement, Women's March, Marriage Equality Act, Obergefell v. Hodges

- President Nixon's conservative programs had the goals of returning to a more stable domestic atmosphere after the Vietnam War and Era of Activism.

- Nixon's Southern Strategy interfered with integration efforts throughout the South.

- The United States' dependency on foreign oil was a factor to consider when discussing the economy of the 1970s.
- The executive branch's role expanded due to the Great Depression, World War II and Cold War policies providing context for Nixon's presidency.
- New technology since the 1950s reduced the number of manufacturing jobs while the service sector expanded, changing the job market for the American people.
- While Carter was seen as progressive president when selecting his administration, his executive actions did not reflect his platform.
- The 1970s, in response to economic and technological changes, saw a rise in environmental activism.
- The 1980s were marked by a return to conservatism politically yet focused on health issues, education, drug abuse, and abortion in terms of social issues.
- The conservative movement of the 1980s limited civil rights advancements for Indigenous cultures, Latinos, women and Black Americans; however, strides were made despite these challenges.
- The 1990s were deemed the age of the "Computer Revolution".
- The early 2000s were characterized by the Global War on Terror which led to important changes domestically, such as the Patriot Act and the creation of the Department of Homeland Security.
- President Obama's election marked a clear change in social and political policies within the United States.

Students will be skilled at:

- Defining the characteristics of President Nixon's New Federalism and conservative social programs.
- Defining stagflation and identifying the causes and effects of this situation.
- Determining the causes and effects of the Watergate Scandal to the Republican political leaders and public perception.
- Evaluating President Carter's ability to successfully address the country's economic and energy issues.
- Explaining how Carter's domestic issues impacted affirmative action legislation during the late 1970s.
- Explaining the impact of Rachel Carson's Silent Spring publication on increased awareness of the American people regarding environmental issues.
- Assessing the impact of the creation of the Environmental Protection Agency and Clean Air Act under Nixon.
- Identifying and debating the arguments of the nuclear power industry after the Three Mile Island incident.

- Defining the goals of the New Right in the early 1980s and how this tied with the conservative movement.
- Evaluating Reagan's theory of economics, supply-side economics and the "trickle down theory" for the upper, middle and lower classes.
- Analyzing to what extent Reagan and Bush remained conservative through events such as the Americans with Disabilities Act.
- Examining the role of the Supreme Court in protecting women's rights as the Congress did not put the Equal Rights Amendment into law.
- Identifying the impact of misconceptions and stereotypes associated with the AIDS epidemic to the LGBTQIA+ community and the progress of the Gay Rights Movement.
- Establishing the effects of the "War on Drugs" on the poor and underrepresented communities.
- Determining the significance of the landmark Supreme Court decision of Roe. v. Wade.
- Comparing and contrasting this unit's presidents' policies and legislation regarding education initiatives.
- Analyzing the demographic makeup of urban cities in connection to economic and social factors.
- Defining President Clinton's economic plans, including reduction of spending and reforming welfare.
- Examining the impeachment process in relation to President Clinton's perjury accusations.
- Analyzing the effects of new computer technology, the Internet and "World Wide Web," and online consumer based shopping for the US economy, workers, and social-cultural impact.
- Comparing and contrasting the push and pull factors, as well as experiences of the immigrant groups throughout the decades of the 70s to present day.
- Discussing the significance of the Election of 2000 election results and controversy.
- Evaluating the measures of George W. Bush during the war on terror.
- Comparing and contrasting George W. Bush's wartime measures and the limitation of civil liberties with other eras and presidents.
- Discussing how the aftermath of Hurricane Katrina exposes racial and economic inequalities within the southern United States in the 21st century.
- Comparing and contrasting the Great Recession of 2008 with the Great Depression of the 1930s for causes, methods of rectification, and impact to various groups.
- Identifying the ways in which the government assisted citizens during the recession.
- Identifying and explaining the significance of the executive initiatives and decisions of Obama's terms in office including the Affordable Care Act, the repeal of "Don't Ask, Don't Tell," the DREAM Act, and the Marriage Equality Act.

- Determining the causes and effects of the Me Too and Black Lives Movement in a modern era of activism.
- Examining the Dakota Access Pipeline's violation of the Fort Laramie Treaty and Dakota tribe land claims.
- Evaluating the social, economic, and political arguments and defenses of the creation of the Dakota Access Pipeline.
- Assessing the impact of the internet's reliability and effectiveness disseminate information quickly and accurately to citizens.
- Examining, analyzing and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This learning plan includes but is not limited to the following learning strategies:

- **Rise and Fall of Nixon:** Students will examine through primary sources how Nixon rose to the presidency through the use of the "Southern Strategy/Silent Majority" and the language used by Nixon to promote his campaign. Students will then work in groups to examine Nixon's presidency through key events and legislation such as the Clean Air Act, Creation of EPA, visiting China, bussing, and the Watergate Scandal. Students will reflect as a class on the legacy of Nixon and how he should be remembered in a full class discussion.
- **Second Wave Feminism Inquiry-Based Lesson**: Students will address the question, "How did women challenge their previously-perceived role in society?" by investigating major events of second-wave feminism. Students will look at primary and secondary sources related to the creation of Title XI, Roe v. Wade, the ERA Amendment, and the "Battle of the Sexes" tennis tournament and analyze how women challenged 'traditional' roles in American society.
- **LGBT and Disabilities Rights Movements Comparative Analysis:** Students will watch excerpts from Milk and Crip Camp. They will then compare tactics used by both groups and the extent to

which they resemble those used during the civil rights movement. Students will also see that the success of these groups depended on support from other groups that formed coalitions.

- **Economic Cycles:** Students will look at photographs, read first-hand accounts, and read secondary sources on stagflation during the Carter administration to assess how economic downturn can impact Americans' everyday lives. Students will then compare and contrast government policies in Carter's presidency to other times of economic downturn to make connections that cut across eras.

- **Reagan and "Trickle-Down" Economics**: Students will investigate charts, graphs, and speeches from Reagan to analyze the ways in which "trickle-down" economics impacted wealth distribution and tax brackets. Students will assess whether or not Reaganomics was a successful approach to economic issues facing the nation, and the long term impacts it had on the wealth distribution gap.

- **War on Drugs Inquiry Based Lesson**: Students will address, "What is the legacy of the War on Drugs?" by analyzing infographics that explain differences between crack and powder cocaine, reading first person narratives of how the War on Drugs impacted Black and Latino communities, and by watching a video on how the War on Drugs led to mass incarceration from nonviolent drug offenses. Students will address how the War on Drugs disproportionately impacted Black and Latino-Americans and assess the effectiveness of the program in eliminating illegal drugs in the United States.

- **Attack on Welfare**: Students will work in groups to create a timeline that outlines the changes to welfare which occurred during the 1980s and 1990s. Students will use primary and secondary sources to include in their timeline to address how the "welfare queen" stereotype originated, PRWORA, Temporary Assistance to Needy Families, and quotes from Reagan and Clinton on welfare. Afterwards, students will address how this impacted poor families and Black and Latino communities through a reflection response.

- **Societal Changes Gallery Walk:** Students will be assigned one societal change during the 1980s and 1990s, including but not limited to: the AIDS crisis, Working Women, the appointment of Sandra Day O'Connor, Americans with Disabilities Act, "Don't Ask, Don't Tell," the School to Prison Pipeline, and bell hooks and 1990s feminism. Students will create a visual that includes quotes, images, and a description that will be displayed for students to complete a gallery walk. Afterwards, students will discuss how this time period served as an example of the expansion of rights for people with disabilities and white women, while also the increased limitations and discrimination for others including members of the LGBTQIA+ community and Black and Latino Americans.

- **The History of the LAPD**: Students will watch a documentary on the killing of Rodney King and LAPD police brutality to learn about rising public concerns over discriminatory policing. Students will write a reflection on how the case was handled and make past or present day comparisons in their reflection. Students will identify change and/or continuity over time in their written response.

- **Rise of the Internet Mind Map**: Students will create a mind map in groups that illustrates how the creation of the internet impacted American society. Students will note how the internet led to a rise in the "services" industry, the loss of manufacturing jobs, its impact on immigration and predominantly Black and Latino communities, WTO protests, arguments over intellectual property, and globalization. Students will first read and annotate secondary sources on the rise of the internet and then create their mind map.

- **Bush v. Gore Supreme Court Case Mock Trial:** Students will act as justices as they investigate the controversy surrounding the Bush/Gore case. Students will use primary and secondary source materials to create an argument in support of or against Al Gore's claims and use evidence to defend

their argument. Students will take part in a mock trial to outline their stances.

- **2008 Recession Source Analysis**: Students will work in groups to analyze primary and secondary sources relating to the 2008 recession. Students will attempt to address why the recession occurred and how the government responded to the economic downturn through answering analysis questions.

- **Impact of Globalization Carousel:** Students will read and annotate an article about globalization and then discuss in groups how globalization has affected the United States and other nations. Students will then work in groups to move between stations and add information related to globalization and its impacts both domestically and abroad.

- **Hurricane Katrina and Media Literacy:** Students will investigate the impact of Hurricane Katrina on Louisiana and Mississippi through multiple sources, where students differentiate between trustworthy and untrustworthy sources. Students will assess bias and sourcing to draw conclusions on the aftermath of Hurricane Katrina and how sourcing led to those conclusions.

- **Inquiry-Based Lesson:** Students will address "To what extent has America reckoned with its history of inequality?" by investigating present-day movements including protests to the Dakota Access Pipeline, the Me Too Movement, Black Lives Matter, Affordable Care Act, and Marriage Equality Act. Students will create a visual that addresses this question through the lens of their focused movement and then compare and contrast findings with other groups to address the question from a more holistic standpoint. Students will then write a paragraph response to the question using evidence from their findings.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, and Source Analysis

Alternative Assessments:

- 20th Century Time Capsule: Students will use materials from class and outside research to curate a "time capsule" that represents a time period of the late 20th or early 21st century. Students will collect various artifacts that represent major events, policies, and changes which occurred during their chosen time period and provide brief descriptions as to why their artifact was included. Artifacts include newspaper articles, music, art, videos, audio recordings, photographs, and physical artifacts (provided digitally) from the period of study. Students will also write a letter from the perspective of someone living during that time period to describe American culture at the time. Student time capsules should be representative of multiple perspectives of the time period and recognize intersectionality within American culture.

Benchmark Assessment:

Written Responses to Document Analysis Questions

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course:Core Book List

The following are approved resources that teachers can include to further unit related objectives:

History.Com Video: "Here is Why Reaganomics is so Controversial"

SHEG Lesson - Reaganomics

Anti-Defamation League's Lesson - Black Lives Matter: From Hashtag to Movement

Seattle Municipal Archives - World Trade Organization Protests (Documents and Images)

Choices: U.S. Role in a Changing World (Materials/ Readings on Post-9/11 Wars, Globalization, American Exceptionalism)

NAFTA Lesson (SHEG)

Hurricane Katrina Media Literacy (SHEG)

AIDS Crisis SHEG

ABC's The Century

Dakota Access Pipeline: Sioux Perspectives

NPR Dakota Access Pipeline: Key Moments in the Dakota Access Pipeline Fight: The Two-Way

CHOICES: Competing Visions of Human Rights (BLM and Dakota Access Pipeline Materials)

Equal Rights Amendment lesson plan

Excerpts from Milk (scenes and times to be provided by the supervisor)

Excerpts from Crip Camp (scenes and times to be provided by the supervisor)

Excerpts from Being Heumann by Judith Heumann

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.