

10 Contemporary United States: Domestic Policies (1970–Today)

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

General Overview, Course Description or Course Philosophy

United States History II is designed to help students develop an understanding of the political, economic, technological, cultural, and social development of the United States from the post-Reconstruction period to the present.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Differing views on government’s role in social and economic issues led to greater partisanship in government decision making.
- The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.
- Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Social Studies NJSL 2020 Essential Question(s):

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

CONTENT AREA STANDARDS

SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain 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.CivicsPI.14.b	Use case studies and evidence to 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.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
SOC.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.GeoNE.14.b	Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
SOC.6.1.12.GeoPP.14.a	Use data and other evidence to 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.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
SOC.6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush's Iraqi policy with George W. Bush's.
SOC.6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.HistoryCC.14.b	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
SOC.6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
SOC.6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
SOC.6.1.12.HistoryCC.14.c	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)

LA.RH.9-10.1	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	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 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 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.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- LA.RH.9-10.6 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.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- LA.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- LA.RH.9-10.9 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 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.WHST.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- 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.B Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.WHST.9-10.5 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 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 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 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

Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10

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.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand the:

- The domestic policies of President Nixon through President Trump
- The Warren and Burger Decisions
- The effects of the Watergate Scandal on America
- The Rise of the New Right
- Immigration and Migration patterns of the 70s-present
- The development of NJ from the 1970s-present
- The Great Recession
- The role of the federal government under President Nixon through President Trump
- The changing manufacturing, service, science, and technology industries and educational opportunities of the 70s-present
- Actions taken to address poverty and the continuing racial tensions and violence in America from the 70s-present
- The influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
- The ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Procedural Knowledge

Students will be able to:

- Evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- Determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

- Evaluate the impact community groups and state policies have had on increasing the youth vote.
- Explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- Document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- Evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- Determine the causes of the financial collapse of 2008
- Evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- Compare the changing manufacturing, service, science, and technology industries and educational opportunities of the 70s-present to the economy and social dynamics in New Jersey.
- Determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- Assess the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- Compare George HW Bush's Iraqi policy with George W. Bush's.
- Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- Help students track their individual progress toward the learning target
- Students will be asked to explain their progress toward learning targets
- Students will be asked to provide evidence of their progress toward the learning target

Alternative:

- Formative measures such as small map quizzes and exit slips containing multiple-choice questions or other open-ended responses will be used to determine student progress toward learning targets

Summative Assessments

- Students will complete an end of unit test consisting of multiple-choice questions requiring the examining of maps, text, and graphs. Essay questions will include prompts such as:

1. How did the Supreme Court increase and hinder individual rights during the period from 1970-present?
2. How did the Watergate scandal impact politics during the period from 1970-present?

3. How did the September 11 attacks impact America both domestically and in foreign policy?

- Students can select a topic from the 20th century to write a year long research paper. This will help to enhance their understanding of the topic and to further develop their research and writing skills.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

American History. Orlando, Florida: Houghton Mifflin Harcourt Publishing Company, 2017. (CP)

Brinkley, Alan. *American History: A Survey*. 12th ed. Boston: McGraw-Hill College, 2006. (Honors)

Danzer, Gerald A. *The Americans*. Orlando, FL: Holt McDougal Houghton Mifflin Harcourt, 2012. (CP)

National Archives exhibit on Nixon and Watergate – brief and interesting http://www.archives.gov/exhibit_hall/american_originals/nixon.html

Supplemental:

The Secret History of 9-11 Video

Various primary and secondary sources of the time period (i.e. Excerpts from *Silent Spring* and *Love Canal*, Jimmy Carter's *Malaise Speech*, court cases, etc.)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts:

- Information Writing
- Implementation of conventions of Standard English
- Language Acquisition

Technology/Multimedia:

- Google
- Media Literacy

Math:

- Statistics

Career Readiness:

- Use technology to enhance productivity
- Employ valid and reliable research strategies.

Visual and Performing Arts:

- Debates

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented modifications may include:

- Use of Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

For Students with Disabilities, modifications may include:

- Asking students to restate information, directions, and assignments
- Repetition and practice
- Extended time on assessments and classwork
- Providing class notes