

**HPISD CURRICULUM
(SOCIAL STUDIES, UNITED STATES HISTORY)**

EST. NUMBER OF DAYS:10 DAYS

UNIT NAME	UNIT 6A: 21ST CENTURY: AGE OF LIMITS
Unit Overview	Students will understand the political, social, and economic events of the 1970s and the Nixon administration.
Generalizations/Enduring Understandings	<p>Constitutional Government and Federalism Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p>Capitalism and Economic Abundance Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p>

Scientific discoveries and technological innovations shape economic development.

Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.

Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.

Civil Rights and Equality

Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.

The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.

The ideal of individual rights continually competes with the reality of government intervention.

American National Character

In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.

	<p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
Concepts	<p>Economic Opportunity Science and Technology American in World Affairs</p>	
Guiding/Essential Questions	<p>What were the foreign and domestic policy goals of Nixon? How did Watergate affect the political culture of the US? How did the environment become a significant political issue in the 1970s?</p>	
Learning Targets	PERFORMANCE LEVELS	LEARNING PROGRESSION
	<p>PREREQUISITE:</p> <p>The student will be able to list the important political, social, and economic events of the Nixon and Carter administration</p> <p>LEARNING TARGET:</p>	<p><u>Learning Progression (**Decision Point)</u></p> <ul style="list-style-type: none"> • Build a vocabulary from the chapter. • Vocabulary Assessment- Vocabulary Scramble-categorization • Interactive Notebook Entry • Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual

	<p>Students will compare and contrast the political, social, and economic events of the Nixon and Carter administration.</p>	<ul style="list-style-type: none"> • ESPN-Economic, social, political, environmental. • Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it. • Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry. • Exit Ticket-Verbal round-robin about what was learned in today’s lesson.
<p>Formative Assessments</p>		
<p>Summative Assessments</p>		
	<p><i>TEKS</i></p>	<p><i>Specifications</i></p>
<p>TEKS (<i>Grade Level</i>) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested</p>	<p>(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to: (A) describe Richard M. Nixon’s</p>	<p>Richard Nixon attempts to move the country in a more conservative direction and to ease Cold War tensions throughout the world. (HPISD)</p>

	leadership in the normalization of relations with China and the policy of détente;	
	(C) compare the impact of energy on the American way of life over time;	
	(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;	American support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis. (TEKS)
	(E) describe the causes, key organizations, and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and	
	(F) describe significant societal issues of this time period.	
	<p>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</p> <p>(A) analyze the causes and effects</p>	

	<p>of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</p>	
	<p>(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.</p>	
	<p>(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to: (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and</p>	<p>The establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act. (TEKS) Americans begin to address a growing number of environmental concerns. (HPISD)</p>
	<p>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p>	

	<p>(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.</p>	
	<p>(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to: (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;</p>	
	<p>(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).</p>	<p>The Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA). (TEKS)</p>
	<p>(19) Government. The student understands changes over time in the role of government. The student is expected to: (C) describe the effects of</p>	<p>Richard Nixon’s involvement in a cover up of Watergate forces him to resign from office. (HPIISD) Ford and Carter try to restore faith in America’s leadership as they battle</p>

	<p>political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;</p>	<p>economic crisis. (HPISD)</p>
	<p>(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, the USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and</p>	<p>The Community Reinvestment Act of 1977, the USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009. (TEKS)</p>
	<p>(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to: (A) describe the impact of events, such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and</p>	<p>Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government. (TEKS)</p>
	<p>(21) Government. The student understands the impact of constitutional issues on American</p>	<p>Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines , Wisconsin v. Yoder, and White v.</p>

	<p>society. The student is expected to:</p> <p>(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines , Wisconsin v. Yoder, and White v. Regester;</p>	<p>Regester. (TEKS)</p>
	<p>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O’Connor, and Hillary Clinton;</p>	<p>Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O’Connor, and Hillary Clinton. (TEKS)</p>
	<p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe how the</p>	

	characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	
	(C) identify the impact of popular American culture on the rest of the world. over time; and	
	(D) analyze the global diffusion of American culture through the entertainment industry via various media.	
Processes and Skills		
Topics	Richard Nixon New federalism Revenue sharing Family assistance plan Southern strategy Stagflation OPEC Realpolitik Détente SALT I Impeachment Watergate CREEP Saturday Night Massacre Gerald Ford	

	<p>Jimmy Carter National Energy Act Human rights Camp David Accords Ayatollah Khomeini Rachel Carson Earth Day EPA Three Mile Island</p>
Facts	
Language of Instruction	
State Assessment Connections	
National Assessment Connections	
Resources	<p><i>The Americans</i>, Chapter 24 Primary Sources (from InDepth Resources) Newspaper, Men Walk on the Moon “All the President’s Men” “Love Canal”</p>