

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

**EST. NUMBER OF DAYS:10 DAYS**

<b>UNIT NAME</b>	<b>UNIT 6C: 21<sup>ST</sup> CENTURY: US IN TODAY’S WORLD</b>
<b>Unit Overview</b>	Students will summarize the political and social events of the 1990s and early 21 <sup>st</sup> century.
<b>Generalizations/Enduring Understandings</b>	<p><b>Constitutional Government and Federalism</b> 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><b>Capitalism and Economic Abundance</b> 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.

### **War and Diplomacy**

The failure of diplomacy and compromise often leads to war.

Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.

	<p>Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.</p> <p><b>American National Character</b></p> <p>In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <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>	
<b>Concepts</b>	<p>Economic Opportunity  Science and Technology  Immigration and Migration</p>	
<b>Guiding/Essential Questions</b>	<p>What were the major political issues of the 1990s?  How has new technology affected the economy?</p>	
<b>Learning Targets</b>	<b>Performance Levels</b>	<b>Learning Progression (***)Decision Point)</b>
	Prerequisite Knowledge and Skills:	<ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter.</li> </ul>

Learning Target: Students will summarize the political and social events of the 1990s and early 21<sup>st</sup> century.

- Interactive Notebook Entry
- The Story of US-student viewing guide to be completed
- 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
- 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.
- Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.
- Checks for Muddiest Point in the Unit.- students are asked to write down the area or areas that are unclear.
- Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day.

		<p>Open-ended question. Interactive Notebook entry.</p> <ul style="list-style-type: none"> <li>Exit Ticket-Verbal round-robin about what was learned in today's lesson.</li> </ul>
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		
	<b><i>TEKS</i></b>	<b><i>Specifications</i></b>
<b>TEKS (Grade Level) / Specifications</b> <b>RED</b> = Readiness Standards <b>GREEN</b> = Supporting Standards <b>BLUE</b> = Process Standards <i>Italics</i> = Standards Not Tested	<b>(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:</b> <b>(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;</b>	<p>Bill Clinton is elected and moves the nation's politics toward the center. The second Clinton term is marred by scandal and impeachment. George W. Bush wins the presidency amid controversy over balloting. (HPISD)</p> <p>Demographic changes in the US have significant implications for American society in the 21<sup>st</sup> century. (HPISD)</p>
	<b>(B) identify significant social and political advocacy organizations , leaders , and issues across the political spectrum;</b>	
	<i>(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;</i>	
	<b>(D) analyze the impact of third</b>	

	parties on presidential elections ;	
	(E) discuss the historical significance of the 2008 presidential election; and	
	<i>(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare</i>	
	<p><b>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b></p> <p>(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and</p>	
	<p><b>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</b></p> <p>(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.</p>	
	<b>(18) Economics. The student</b>	Bill Gates, Sam Walton, Estée

	<p><b>understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:</b></p> <p>(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and</p>	<p>Lauder, Robert Johnson, Lionel Sosa. (TEKS)</p>
	<p>(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.</p>	
	<p><b>(19) Government. The student understands changes over time in the role of government. The student is expected to:</b></p> <p>(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;</p>	
	<p>(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's</p>	

	<p>impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;</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>(E) evaluate the pros and cons of U.S. participation in international organizations and treaties.</p>	
	<p><b>(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</b></p> <p>(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.</p>	

	<p><b>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</b></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><b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
	<p><b>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</b></p> <p>(D) identify the political, social, and economic contributions of</p>	<p>Sonia Sotomayor, and Oprah Winfrey (TEKS)</p>

	women, such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey , to American society;	
	<b>(F) discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.</b>	
	<p><b>(28) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations , and the free enterprise system on the standard of living in the United States. The student is expected to:</b></p> <p><b>(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.</b></p>	<p>Cell phones, inexpensive personal computers, and global positioning products. (TEKS)</p> <p>New opportunities arise from technological development, especially computers and communications. (HPISD)</p> <p>Workers face new challenges to their economic security. (HPISD)</p>
<b>Processes and Skills</b>		
<b>Topics</b>	William Jefferson Clinton	

	<p>Ross Perot  Hillary Clinton  NAFTA  Newt Gingrich  Contract with America  Kenneth Starr  Al Gore  George W. Bush  Service sector  Downsize  Bill Gates  Dotcom  GATT  Internet  Genetic engineering  Telecommunications Act of 1996  Urban flight  Gentrification  Proposition 187</p>
<b>Facts</b>	
<b>Language of Instruction</b>	
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	

**Resources**

*The Americans*, Chapter 26  
Primary Sources (In Depth Resources)  
“Contract with America”  
Bill Clinton, “Bridge to the Future”  
Bill Gates, “The Road Ahead”