

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

Overview: This unit will examine the influence of anti-communist fears in American society, the United States' involvement in the Korean War, and competitions with the Soviet Union resulting in the Cold War. The Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 5</u></p> <p>Postwar US: Cold War</p>	<ul style="list-style-type: none"> • 6.1.12.EconNE.12.a • 6.1.12.EconNE.12.a • 6.1.12.EconEM.12.a • 6.1.12.HistoryCC.12.a • 6.1.12.HistoryCC.12.b • 6.1.12.HistoryCC.12.c • 6.1.12.HistoryCC.12.d • 6.1.12.HistoryCC.12.e • 6.1.12.HistorySE.12.a • 6.1.12.HistorySE.12.b • WIDA 1,5 	<ul style="list-style-type: none"> • Describe domestic economic and social changes brought by WWII • Explain the breakdown in relations between the United States and the Soviet Union after World War II • Describe how the Truman Doctrine and the Marshall Plan deepened Cold War tensions • Explain how Communists came to power in China and North Korea and how the United States reacted • Describe the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the United States • Contrast domestic policy under presidents Truman and Eisenhower • Describe the military policy of the Kennedy administration and how it impacted the Bay of Pigs invasion and Cuban Missile Crisis 	<ul style="list-style-type: none"> • What caused suspicions and disagreement between the United States and the Soviet Union after World War II? • How did the United States influence Western Europe with the Truman Doctrine and Marshall Plan? • How did the NATO and Warsaw Pact alliances affect foreign relations during the Cold War? • Why did the United States enter the Korean War and what was its outcome? • Why were Americans worried about the security of the United States? • What was controversial about McCarthy's tactics and what caused McCarthy's downfall? • How did the Soviet launch of <i>Sputnik</i> affect the United States? • How was the economy affected by the GI Bill, Truman, and Eisenhower? • What caused suspicions and disagreement between the United States and the Soviet Union after World War II?
<p>Unit 5: Enduring Understandings</p>	<ul style="list-style-type: none"> • Communism • Origins of the Cold War • Korean War • Red Scare in America • Brinkmanship and the Space Race • Post-World War II America • "The American Dream" Suburbs • 1950s American culture 	<ul style="list-style-type: none"> • How did the United States influence Western Europe with the Truman Doctrine and Marshall Plan? • How did Communist Cuba pose a threat to Kennedy and the United States? • Why was the Berlin Wall built? 	

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
Unit 5: Postwar US: Cold War	6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	2	20
	6.1.12.EconNE.12.a	Assess the impact of agricultural innovation on the world economy.	1	
	6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability	1	
	6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	2	
	6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East	1	
	6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	2	
	6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations	2	
	6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War	2	
	6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	1	

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

	6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.	1	
Assessment, Re-teach and Extension			5	

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

Unit 5 Grade 11	
Core Ideas	Performance Expectations
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations. 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War
Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

Unit 5 Grade 11	
Assessment Plan	
<ul style="list-style-type: none"> • Class Discussion Question and Answer • Answer prompts to Analyze Political Cartoon • Ch. Test Assessment • Respond to Critical Thinking • Comparison Chart completion and success • Chapter Reteaching worksheets completion and success • Timeline completion and success • Graphic Organizer Web completion and success • Chapter Guided Reading worksheets completion and success • Chapter Assessment Quizzes • Cause/Effect Chart completion and success • Graphic Organizer Webs completion and success • Graphic Organizer Diagrams completion and success • Graphic Organizer Charts completion and success • Venn Diagram completion and success 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> • Ed: Your Friend in Learning • HMH Assessment Workbook • NJ Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Class Notes and Vocabulary • The Iron Curtain Map examination • U.S. Actions/Soviet Actions Comparison Chart • Chapter Reteaching worksheets • Nationalists vs. Communists 1945 Comparison Chart examination • Korean War Map examination • Major Events of the Korean War Timeline • Anti-Communist Fear Gripped the Country Graphic Organizer Web • The Warsaw Pact and NATO, 1955 Map examination • Chapter Guided Reading worksheets • Chapter Assessment Quiz • A Dynamic Economy Chart examination

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

- Postwar Recovery Cause/Effect Chart
- Visual Summary: The Postwar Boom Diagram examination
- A Dynamic Economy Chart examination
- Postwar Recovery Cause/Effect Chart
- Visual Summary: The Postwar Boom Diagram examination

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

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.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint <https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction • Gifted Programming Standards • Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy • REVISED Bloom's Taxonomy Action Verbs
Interdisciplinary Connections	
<p>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.</p> <p>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</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>SL.9-10.4: Present information, findings and supporting evidence clearly, concisely and logically. The content, organization, development and style are appropriate to task, purpose and audience.</p> <p>NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	

Winslow Township School District
United States History II
Unit 5: Postwar US: Cold War

Integration of Technology Standards NJSL 8

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.