

Winslow Township School District

United States History II

Unit 7: Contemporary US: International Policies (1970-Today)

Overview: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 7</u></p> <p>Contemporary United States: International Policies(1970-Today)</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPI.14.a • 6.1.12.CivicsPI.14.b • 6.1.12.CivicsPI.14.c • 6.1.12.CivicsPI.14.d • 6.1.12.CivicsCM.14.b • 6.1.12.CivicsPD.14.a • 6.1.12.CivicsPD.14.a • 6.1.12.GeoPP.14.a • 6.1.12.GeoPP.14.b • 6.1.12.GeoHE.14.a • 6.1.12.EconNE.14.a • 6.1.12.GeoNE.14.a • 6.1.12.EconET.14.a • 6.1.12.EconET.14.b • 6.1.12.EconEM.14.a • 6.1.12.HistoryCA.14.a • 6.1.12.HistoryCA.14.b • 6.1.12.HistoryCA.14.c • 6.1.12.HistoryCC.14.a • 6.1.12.HistorySE.14.a • 6.1.12.HistorySE.14.b • 6.1.12.HistorySE.14.c • 6.1.12.HistoryCC.14.b • 6.1.12.HistoryCC.14.c • 6.1.12.HistoryCC.14.d • 6.1.12.HistoryCC.14.e • 6.1.12.CivicsPR.15.a • 6.1.12.CivicsHR.15.a 	<ul style="list-style-type: none"> • Analyze Nixon's New Federalism policies, steps to battle stagflation, and visits to China and the Soviet Union • Explain why the House Judiciary Committee voted to impeach Nixon and analyze the impact of Watergate on American politics • Summarize Ford's efforts to confront economic problems and handle foreign policy • Analyze Jimmy Carter's achievements and failures in foreign policy matters and economic problems • Identify key environmental issues of the 1970s • Analyze the emergence of Reagan and Bush as conservative leaders • Summarize Reagan's economic programs • Identify national concerns about education, drug use, health issues, and urban problems • Describe political, economic, and social gains achieved by women, the LGBT and minority communities • Identify changes in the Communist world that ended the Cold War • Describe the events leading up to the Iran- Contra scandal • Identify reasons for a rise of Terrorists Organizations 	<ul style="list-style-type: none"> • What was Nixon's New Federalism plan? • How did Nixon address welfare, Southern Democrats, desegregation, stagflation, and judicial reform? • How did Nixon's philosophy of realpolitik differ from the idea of containment? • What events led to Nixon's potential impeachment and resignation? • What was the political result of Ford's pardon of Nixon? • How successful was Carter in dealing with the nation's economic problems, Congress, and civil rights? • Why did Iranian revolutionaries take Americans hostage? • How did the environmental movement change after the 1970s? • What were conservative's platforms and concerning issues? • What was Reagan and Bush's appeal to voters? • How did the Reagan and Bush appointees change the direction of the Court? • What actions did Reagan take to cut back on government regulations? • What challenges did most American cities face in the 1980s? • What were the legislative issues for which women campaigned? • What political changes did the LGBT and minority communities make? • What caused the end of the Cold War?

Winslow Township School District

United States History II

Unit 7: Contemporary US: International Policies (1970-Today)

	<ul style="list-style-type: none"> • 6.1.12.EconNE.15.a • 6.1.12.HistoryCC.15.a • 6.1.12.HistoryCC.15.b • 6.1.12.HistoryCC.15.c • 6.1.12.HistorySE.15.a • 6.1.12.HistorySE.15.b • 6.1.12.HistorySE.15.c • WIDA 1,5 		<ul style="list-style-type: none"> • How did Reagan and Bush strengthen anti-communist forces and attempt to weaken leftist governments? • What was the Iran- Contra scandal? • Describe the events of 9/11 • How should the U.S. respond to foreign conflicts? • What is necessary for the U.S. to succeed in a foreign conflict?
<p><i>Unit 7: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • U.S. Steps In Vietnam • Involvement and Escalation • Fighting in the Jungle • A Nation Divided • End of War and Legacy • Richard Nixon's New Federalism • Nixon's Foreign Policy during the Cold War • Watergate • Gerald Ford's economic and foreign policies • Jimmy Carter's achievements and failures • Environmental Activism • Accident at Three Mile Island • Persian Gulf War • Conservatism • Ronald Reagan and George H. W. Bush's Conservative Policies • Reaganomics • Social Concerns of the 1980s • End of the Cold War • Post-Cold War Foreign Policy • Terrorism 	<ul style="list-style-type: none"> • How did the Vietnam War divide the nation? • Why has controversy continued over the Vietnam War? 	

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

Curriculum Unit 7	Performance Expectations		Pacing	
			Days	Unit Days
Unit 7: Contemporary United States: International Policies(1970- Today)	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.	1/2	26
	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.	1/2	
	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.	1	
	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.	1/2	
	6.1.12.CivicsCM.14.b	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.	1/2	
	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	1/2	
	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.	1/2	
	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.	1/2	
	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.	1	
	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	1	

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

		government policies and agencies in New Jersey and the United States in addressing these decisions.	
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.	1/2
6.1.12.GeoNE.14.a		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.	1/2
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	1
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	1/2
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.	1
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.	1/2
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	1
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.	1/2
6.1.12.HistoryCC.14.a		Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s.	1/2
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	1

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

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	1
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	1/2
6.1.12.HistoryCC.14.b	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties	1
6.1.12.HistoryCC.14.c	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials	1/2
6.1.12.HistoryCC.14.d	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks	1
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	1
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.	1/2
6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers	1/2
6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.	1
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.	1/2
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.	1/2
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.	1/2
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	1

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

		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	1	
	6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	1	
	Assessment, Re-teach and Extension		1	

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

Unit 7 Grade 11	
Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	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.
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	<ul style="list-style-type: none"> • 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. • 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. • 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.
An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.	6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	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
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights	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.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	<ul style="list-style-type: none"> • 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. • 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.

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	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.
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> • 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. • 6.1.12.GeoNE.14.a: 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.
Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.	<ul style="list-style-type: none"> • 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. • 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
The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 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. • 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. • 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.
Chronological sequencing serves as a tool for analyzing past and present events.	6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
Historical sources and evidence provide an understanding of different points of view about historical events.	<ul style="list-style-type: none"> • 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. • 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.

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

	<ul style="list-style-type: none"> 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.
Complex interacting factors influence people’s perspective.	6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	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.
Governments around the world support universal human rights to varying degrees.	6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers
Multiple economic indicators are used to measure the health of an economy.	6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> 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.
Historical sources and evidence provide an understanding of different points of view about historical events.	<ul style="list-style-type: none"> 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.

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

Unit 7 Grade 11	
Assessment Plan	
<ul style="list-style-type: none"> Chapter Graphic Organizer Charts completion and success Timeline completion and success Chapter Guided Reading worksheets completion and success Chapter Graphic Organizer Webs completion and success Chapter Assessment Quiz Graphic Organizer Webs completion and success Chapter Outlines completion and success Chapter Reteaching worksheets completion and success Unit Assessment Test Interpret Map (Ex. Tet Offensive) Create Web, Diagram, or Table (Ex. Table of Tactics for U.S. and Vietcong) Respond to Critical Thinking prompt (Ex. Comparing views about the war) 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> Debate Oral Report Role Playing Think Pair Share Projects Portfolio Presentations Prezi Gallery Walks Escape Rooms Mock Trials Complete activities interpreting various forms of graphic representations (e.g., maps, charts, graphic organizers). Use given primary and secondary sources to create an outcome as directed by the question or task. Analyze cause and/or effect through oral presentations or written or visual work.
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"> Nixon's Policies Graphic Organizer Chart Unemployment and Inflation, 1970-1980 Graph examination Middle East, 1978-1982 Map examination Guided Reading worksheets The Accident at Three Mile Island Diagram examination Concern for the environment grew in the United States Graphic Organizer Web Chapter Assessment Quiz Class Notes and Vocabulary Goals of the Conservative Movement examination worksheet Presidential Election of 1980 Map examination Conservative Issues Graphic Organizer Web Reaganomics Economic Policies/Examples Graphic Organizer Chart Chapter Guided Reading worksheets

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

	<ul style="list-style-type: none"> • Social Issues Outline • Women/Men Earnings Comparison Chart examination • Social Problems/Government Responses Graphic Organizer Chart • Central America and the Caribbean, 1981-1992 Map examination • The Persian Gulf War, 1990-1991 Map examination • Chapter Reteaching worksheets • Unit Assessment Test <p>Minister Farrakhan and Bill Cosby debated points: http://www.njamistadcurriculum.net/history/unit/america-faces-century/content/4563/7637 9/11 Activities:</p>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 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	
<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 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/</p>	

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

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 7: Contemporary US: International Policies (1970-Today)

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 <p>Label Classroom Materials - Word Walls</p>	<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

Winslow Township School District
United States History II
Unit 7: Contemporary US: International Policies (1970-Today)

Interdisciplinary Connections

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.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.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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.

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.

Integration of Computer Science and Design Thinking NJSLS 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.