

Winslow Township School District
United States History II
**Unit 8: Contemporary US: Interconnected Global Society (1970-
 Today)**

Overview: Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 8</u></p> <p>Contemporary United States: Interconnected Global Society (1970-Today)</p>	<p>6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b</p>	<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 	<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?
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<i>Unit 8: Enduring Understandings</i>	<ul style="list-style-type: none">• 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 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
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Curriculum Unit 8	Performance Expectations		Pacing	
			Days	Unit Days
Contemporary United States: Interconnected Global Society (1970- Today)	6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.	1	10
	6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies	1	
	6.1.12.GeoHE16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.	1	
	6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.	1	
	6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.	1	
	6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	1	
	6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.	1	
	6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	1	

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	6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society	1	
	Assessment, Re-teach and Extension		1	

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Unit 8 Grade 11	
Core Idea	Performance Expectations
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles	6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
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.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies
Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.	6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
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 without interruption.	6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship. 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

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	6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society
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Unit 8 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 	Alternative Assessments: <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"> • Nixon's Policies Graphic Organizer Chart • Watergate Timeline • Unemployment and Inflation, 1970-1980 Graph examination • Middle East, 1978-1982 Map examination • Chapter 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 • Presidential Election of 1980 Map examination • Conservative Issues Graphic Organizer Web • Reaganomics Economic Policies/Examples Graphic Organizer Chart • 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

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| | <ul style="list-style-type: none"> • The Persian Guld 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> |
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Instructional Best Practices and Exemplars

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

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

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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/>

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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

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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

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Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

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Integration of Computer Science and Design Thinking 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.

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