

**Winslow Township School District**

**AP United States History**

**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

**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><a href="#">Unit 7</a></u></p> <p><b>Postwar US: Cold War, Civil Rights, Social Change</b></p>	<ul style="list-style-type: none"> <li>● 6.1.12.EconNE.12.a</li> <li>● 6.1.12.EconNE.12.a</li> <li>● 6.1.12.EconEM.12.a</li> <li>● 6.1.12.HistoryCC.12.a</li> <li>● 6.1.12.HistoryCC.12.b</li> <li>● 6.1.12.HistoryCC.12.c</li> <li>● 6.1.12.HistoryCC.12.d</li> <li>● 6.1.12.HistoryCC.12.e</li> <li>● 6.1.12.HistorySE.12.a</li> <li>● 6.1.12.HistorySE.12.b</li> <li>● 6.1.12.CivicsPI.13.a</li> <li>● 6.1.12.CivicsDP.13.a</li> <li>● 6.1.12.GeoPP.13.a</li> <li>● 6.1.12.GeoPP.13.b</li> <li>● 6.1.12.GeoHE.13.a</li> <li>● 6.1.12.EconNE.13.a</li> <li>● 6.1.12.EconEM.13.a</li> <li>● 6.1.12.EconNE.13.a</li> <li>● 6.1.12.EconNE.13.b</li> <li>● 6.1.12.HistoryCC.13.a</li> <li>● 6.1.12.HistoryCC.13.b</li> <li>● 6.1.12.HistoryCC.13.c</li> <li>● 6.1.12.HistoryCC.13.d</li> <li>● 6.1.12.HistorySE.13.a</li> <li>● 6.1.12.HistorySE.13.a</li> <li>● WIDA 1,5</li> </ul>	<ul style="list-style-type: none"> <li>● Describe domestic economic and social changes brought by WWII</li> <li>● Explain the breakdown in relations between the United States and the Soviet Union after World War II</li> <li>● Describe how the Truman Doctrine and the Marshall Plan deepened Cold War tensions</li> <li>● Explain how Communists came to power in China and North Korea and how the United States reacted</li> <li>● Describe the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the United States</li> <li>● Contrast domestic policy under presidents Truman and Eisenhower</li> <li>● Describe the military policy of the Kennedy administration and how it impacted the Bay of Pigs invasion and Cuban Missile Crisis</li> <li>● Summarize the New Frontier domestic and foreign agendas</li> <li>● Trace the tragic chain of events surrounding Kennedy's assassination</li> <li>● Explain the goals and impact of Johnson's Great Society programs</li> <li>● Identify the reforms of the Warren Court</li> <li>● Explain how legalized segregation deprived African Americans of their rights of citizens</li> </ul>	<ul style="list-style-type: none"> <li>● What caused suspicions and disagreement between the United States and the Soviet Union after World War II?</li> <li>● How did the United States influence Western Europe with the Truman Doctrine and Marshall Plan?</li> <li>● How did the NATO and Warsaw Pact alliances affect foreign relations during the Cold War?</li> <li>● Why did the United States enter the Korean War and what was its outcome?</li> <li>● Why were Americans worried about the security of the United States?</li> <li>● What was controversial about McCarthy's tactics and what caused McCarthy's downfall?</li> <li>● How did the Soviet launch of <i>Sputnik</i> affect the United States?</li> <li>● How was the economy affected by the GI Bill, Truman, and Eisenhower?</li> <li>● What caused suspicions and disagreement between the United States and the Soviet Union after World War II?</li> <li>● How did the United States influence Western Europe with the Truman Doctrine and Marshall Plan?</li> <li>● How did Communist Cuba pose a threat to Kennedy and the United States?</li> <li>● Why was the Berlin Wall built?</li> <li>● How did the American people react to Kennedy's assassination and the Warren Commission?</li> <li>● What were the components of LBJ's Great Society?</li> </ul>

**Winslow Township School District**

**AP United States History**

**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

		<ul style="list-style-type: none"> <li>● Trace Dr. Martin Luther King, Jr.'s civil rights activities, beginning with the Montgomery Bus Boycott</li> <li>● Explain how civil rights activism forced President Kennedy to act against segregation</li> <li>● Compare segregation in the North with segregation in the South</li> <li>● Compare Martin Luther King, Jr. and Malcolm X's approaches in the civil rights movement</li> <li>● Summarize the accomplishments of the civil rights movement</li> <li>● Summarize the efforts of Latinos to secure civil rights and respect for their cultural heritage</li> <li>● Explain the efforts of Native Americans to secure reforms in government policies</li> <li>● Describe the legacy of the women's movement in employment, education, and politics</li> <li>● Examine the impact of the counterculture on art, fashion, music, and attitudes</li> <li>● Trace the steps of early U.S. involvement</li> <li>● Identify reasons for escalation of U.S. involvement</li> <li>● Describe U.S. conduct of the war and its effect on morale</li> <li>● Describe the antiwar movement and divisions in public opinion</li> <li>● Examine the Tet Offensive and its impact on Americans</li> <li>● Describe the outcome of the war and its legacy</li> </ul>	<ul style="list-style-type: none"> <li>● How did the Warren Court reflect political and cultural transitions in America?</li> <li>● Which events inspired African Americans to fight for civil rights?</li> <li>● How did Kennedy help developing nations, address issues of poverty and civil rights, and spur development of the U.S. space program?</li> <li>● How did the NAACP, Thurgood Marshall, and the <i>Brown</i> decision affect the cause of civil rights?</li> <li>● How did Americans respond to Martin Luther King, Jr.'s "civil disobedience" approach?</li> <li>● How did media coverage of freedom riders and Birmingham marchers affect legislation?</li> <li>● Which factors prevented millions of African Americans from voting in the South?</li> <li>● How did Malcolm X and the Black Panthers reflect a growing radicalism in segments of the civil rights movement?</li> <li>● How successful was the civil rights movement in getting rid of de jure and de facto segregation?</li> <li>● How did César Chávez help the Latino Americans in the "Brown Power" Movement?</li> <li>● What successes did Native Americans attain during the American Indian Movement?</li> <li>● What were the National Organization for Women's goals?</li> <li>● How did the women's movement change the way society looks at work and careers for women?</li> <li>● How did American business, media, and populations change during the 1950s?</li> </ul>
<p><b><i>Unit 7: Enduring Understandings</i></b></p>	<ul style="list-style-type: none"> <li>● Communism</li> <li>● Origins of the Cold War</li> <li>● Korean War</li> <li>● Red Scare in America</li> <li>● Brinkmanship and the Space Race</li> <li>● Post-World War II America</li> </ul>	<ul style="list-style-type: none"> <li>● How did the postwar baby boom affect social and economic forces?</li> <li>● What opportunities and problems were created by the successes of the automobile and television industries in the 1950s?</li> </ul>	

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

	<ul style="list-style-type: none"><li>● "The American Dream" Suburbs</li><li>● 1950s American culture</li><li>● John F. Kennedy's New Frontier</li><li>● Kennedy Assassination</li><li>● Lyndon B. Johnson's Great Society</li><li>● Civil Rights Movement</li><li>● Segregation and <i>Brown v. Board of Education</i></li><li>● Martin Luther King, Jr. and Malcolm X</li><li>● Montgomery Bus Boycott</li><li>● Voting and Civil Rights Legislative Advancements</li><li>● Little Rock Nine</li><li>● Latino and Native American Civil Rights</li><li>● Mendez v. Westminster</li><li>● Women's Movement</li><li>● 1960s Culture and Counterculture</li></ul>	<ul style="list-style-type: none"><li>● How did the beat movement and rock 'n' roll challenge conformity and middle class values?</li><li>● How did urban renewal affect cities and civil rights efforts?</li></ul>
--	--	---

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

Curriculum Unit 7	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 7: Postwar US: Cold War, Civil Rights, Social Change</b>	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.	1	25
	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.	1	
	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.	1	
	6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations	1	
	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	1	
	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	
	6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.	1	
	6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).	1	

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.	1
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.	1
6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.	1
6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.	1
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).	1
6.1.12.EconNE.13.a	Evaluate the effectiveness of economic policies that sought to combat post World War II inflation.	1
6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).	1
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	1
6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.	1
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.	1
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities	1
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	1

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

	6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.	1	
	Assessment, Re-teach and Extension		1	

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

<b>Unit 7 Grade 11 &amp; 12</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
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**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12. CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	<ul style="list-style-type: none"> <li>● 6.1.12. GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.</li> <li>● 6.1.12. GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.</li> </ul>
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12. GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12. EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.	6.1.12. EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> <li>● 6.1.12. EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post World War II inflation.</li> <li>● 6.1.12. EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</li> </ul>
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> <li>● 6.1.12. HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</li> <li>● 6.1.12. HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.</li> </ul>
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"> <li>● 6.1.12. HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.</li> </ul>



**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

	<ul style="list-style-type: none"> <li>6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities</li> </ul>
Complex interacting factors influence people’s perspective.	6.1.12. HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12. HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

**Unit 7 Grade 11 & 12**

**Assessment Plan**

- 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 Charts completion and success
- Venn Diagram completion and success

Alternative Assessments:

- Debate
- Oral Report
- Role Playing
- Think Pair Share
- Projects
- Portfolio
- Presentations
- Prezi
- Gallery Walks

**Resources**

- [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/>

**Activities**

- 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
- 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

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

**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/educators/lessons-by-grade>

**Different ways to teach Financial Literacy.**

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

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

**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

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

Modifications for At-Risk Students	
<p>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</p> <ul style="list-style-type: none"> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Oral prompts can be given.</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> </ul>	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>● Assist with organization</li> <li>● Use of computer</li> <li>● Emphasize/highlight key concepts</li> <li>● Teacher Modeling</li> <li>● Peer Modeling</li> <li>● Label Classroom Materials - Word Walls</li> </ul>	<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"> <li>● Students can complete extend research outside of the classroom</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Project Based Learning</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● <a href="#">Gifted Programming Standards</a></li> <li>● <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>● <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

**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.

**Winslow Township School District**  
**AP United States History**  
**Unit 7: Postwar US: Cold War, Civil Rights, Social Change**

**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.