

## Winslow Township School District

### World History

#### Unit 5: The 20th Century Since 1945: Challenges for the Modern World

**Overview:** Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#">Unit 5</a></p> <p><b>The 20th Century Since 1945: Challenges for the Modern World</b></p>	<p>6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.HistoryCC.5.a 6.2.12.GeoPP.6.a 6.2.12.GeoSV.5.a 6.2.12.GeoGI.5.a 6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.EconGE.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryUP.3.a 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.f 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h</p> <p>WIDA 1,5</p>	<ul style="list-style-type: none"> <li>• Analyze the struggle towards viability of new nations.</li> <li>• Create propaganda posters advocating for the Cold War from both the U.S. and Soviet perspectives.</li> <li>• Describe the goals and reasons for the establishment of the United Nations in 1945.</li> <li>• Analyze how the tenets of the Universal Declaration of Human Rights have been applied since 1948.</li> <li>• Write an evaluation of the American policy of containment.</li> <li>• Determine how the Marshall Plan impacted the spread of communism in Europe.</li> <li>• Compare and contrast the formation and implementation of NATO and the Warsaw Pact.</li> <li>• Evaluate how global events helped bring about the fall of the Berlin Wall.</li> <li>• Describe the development and implications of the arms race and the key events of the Cold War era.</li> <li>• Describe the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China.</li> <li>• Write about how the Korean and Vietnam conflicts were extensions of the Cold War.</li> <li>• Trace the struggles for freedom on the Indian subcontinent.</li> <li>• Analyze the independence movements in Southeast Asia in regions such as the Philippines, Burma, Malaysia, Singapore, and Indonesia.</li> <li>• Explain the independence movements and struggles to cast off colonial rule in African nations such as Ghana, Kenya, Congo and Angola.</li> <li>• Analyze how the establishment of the modern state of Israel led to military conflicts resulting from that decision.</li> </ul>	<p>How did political, technological, and social changes interconnect the world in the post-World War II Era?</p>

**Winslow Township School District**

**World History**

**Unit 5: The 20th Century Since 1945: Challenges for the Modern World**

<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"><li>• The military and political consequences of the Cold War in the Soviet Union, Europe and the United States</li><li>• How the United States, Western Europe and Japan achieved economic prosperity and strengthened democracy during the Cold War years</li><li>• The advances communism made in East Asia</li><li>• The causes and effects of war in Southeast Asia</li><li>• The causes and effects of the end of the Cold War</li><li>• The consequences of independence in South and Southeast Asia as well as Africa for the region and the world</li><li>• The impact of natural resources along with political divisions and autocratic rule on the Middle East</li><li>• The reasons why ethnic and religious conflicts have divided some nations</li><li>• How nations of the developing world tried to build better lives for their people</li><li>• How globalization affects economies and societies around the world</li><li>• How poverty, disease, and environmental challenges affect people in the world today</li><li>• The threats to national and global security faced by nations today</li><li>• The impacts of advances in science and technology on the modern world</li></ul>	
---	--	--

**Winslow Township School District**

**World History**

**Unit 5: The 20th Century Since 1945: Challenges for the Modern World**

Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 5: The 20th Century Since 1945: Challenges for the Modern World</b>	6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.	3	37
	6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights	1	
	6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.	1	
	6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). advances impacts the quality of life in different countries.	1	
	6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).	1	
	6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	2	
	6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.	2	
	6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China	1	

**Winslow Township School District**

**World History**

**Unit 5: The 20th Century Since 1945: Challenges for the Modern World**

6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	<b>1</b>	
6.2.12.HistoryCC.5.a	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.	<b>3</b>	
6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.	<b>1</b>	
6.2.12.HistoryCC.5.c:	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.	<b>1</b>	
6.2.12.HistoryCC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.	<b>1</b>	
6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.	<b>2</b>	
6.2.12.HistoryCC.5.e	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).	<b>5</b>	
6.2.12.HistoryCC.5.f	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.	<b>1</b>	
6.2.12.HistoryCC.5.g	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s	<b>2</b>	

**Winslow Township School District**

**World History**

**Unit 5: The 20th Century Since 1945: Challenges for the Modern World**

		progress toward social equality, economic equality, and political equality in various countries.		
	6.2.12.HistoryCC.5.h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	<b>3</b>	
	<b>Assessment, Re-teach and Extension</b>		<b>5</b>	

**Winslow Township School District**

**World History**

**Unit 5: The 20th Century Since 1945: Challenges for the Modern World**

**Unit 5 Grade 9**

**Assessment Plan**

<ul style="list-style-type: none"> <li>• Chapter worksheets</li> <li>• Graphic Organizer</li> <li>• Chapter notes</li> <li>• Political Cartoons</li> <li>• Section quizzes</li> <li>• Unit test</li> <li>• Projects</li> <li>• Open-ended Questions</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Debate</li> <li>• Oral Report</li> <li>• Role Playing</li> <li>• Think Pair Share</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Presentations</li> <li>• Prezi</li> <li>• Gallery Walks</li> </ul>
<p><b>Resources</b></p>	<p><b>Activities</b></p>
<ul style="list-style-type: none"> <li>• Houghton Mifflin Harcourt World History 2018</li> <li>• NJ Commission on Holocaust Education Genocide Slavery Curriculum guide</li> <li>• NJ Amistad Commission Interactive Curriculum</li> <li>• Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>• V. GENOCIDES – PAST AND PRESENT: Lesson Plan #7 – Comparing and Contrasting the Patterns of Various Genocides in History</li> <li>• VI. THE LEGACY OF SLAVERY:</li> <li>• Lesson Plan #8 Hatred</li> <li>• Lesson Plan #9 Oppression</li> <li>• Lesson Plan #10 Civil Rights</li> <li>• Lesson Plan #11 Aftermath</li> <li>• <a href="https://www.nj.gov/education/holocaust/curriculum/genslave.pdf">https://www.nj.gov/education/holocaust/curriculum/genslave.pdf</a></li> <li>• Whole Group Close/Reflect Ask students to imagine they are president of the United States after World War II. What policies would they follow to gain allies? Have them discuss the issues and identify ways in which the United States could influence other countries.</li> <li>• Remind students that World War II was a long, devastating conflict that involved almost every country in the world. Point out that new conflicts over government, land, and control of people continue to emerge between and among countries.             <ul style="list-style-type: none"> <li>○ Organize students into two or three large groups. Have them imagine they are responsible for security and peace around the world. They should consider the</li> </ul> </li> </ul>

Winslow Township School District

World History

Unit 5: The 20th Century Since 1945: Challenges for the Modern World

following questions: *How would you reduce the conflict and solve the disputes between nations? What steps would you take to prevent another war?*

- Have groups work together to discuss the issues and reach a consensus. Then have students from each group present their ideas to the class.
  
- When Did the Cold War Begin?
  - Organize the class into small groups.
  
  - Provide each group with copies of Winston Churchill’s “Sinews of Peace” speech from 1946 and Joseph Stalin’s March 14, 1946 interview in *Pravda*.
  
  - Have students read each document and take notes to compare and contrast the two documents.
  
  - Finally, ask each group to write one or two paragraphs summarizing how Churchill and Stalin each blamed the other for intensifying relations.
  
- Have Students complete interactive timeline activities for all modules
- Have students complete enrichment activities
- Amistad  
Lesson on Colin Powell  
<http://www.njamistadcurriculum.net/history/unit/america-faces-century/content/4033/6996>
- African American Troops in the Italo-Ethiopian War  
<http://www.njamistadcurriculum.net/history/unit/new-deal/content/4157/7054>
- Rwandan Genocide  
[https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust\\_and\\_genocide\\_file2.pdf](https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file2.pdf)

**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

## Winslow Township School District

### World History

#### Unit 5: The 20th Century Since 1945: Challenges for the Modern World

##### 9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

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

### World History

#### Unit 5: The 20th Century Since 1945: Challenges for the Modern World

##### 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  Use a calculator or table of "math facts"  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

### World History

#### Unit 5: The 20th Century Since 1945: Challenges for the Modern World

##### 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

##### English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

##### Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- 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

### World History

#### Unit 5: The 20th Century Since 1945: Challenges for the Modern World

##### Interdisciplinary Connections

###### CCSS.ELA Standards

- CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.
- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

**Winslow Township School District**

**World History**

**Unit 5: The 20th Century Since 1945: Challenges for the Modern World**

**Integration of Technology Standards NJSL 8**

8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

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.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.