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Original Adoption:	August 2018
Created by:	PLC
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Revised by:	PLC

Board Approved August 21st, 2019

Toms River Regional Schools Social Studies Curriculum
Content Area: Social Studies

Course Title: 20th Century	Grade Level: High School Grade : 12
Imperialism and the Spanish American War (1890-1920)	30 days
Foriegn Policy, Great Depression , World War II (1920-1945)	35 Days
Origins of the Cold War & Post War United States (1945-1963)	20 Days
Era of Activism (1960's)	30 Days
Transitional 70's, Economic Globalization & The Middle East (1946-1974)	30 Days
The 1980's to the Modern Era	35 Days

Unit 1: Imperialism Spanish American War	**Duration:** 30 Days

(1800-1870)	

<table>
<tr><td colspan="2" align="center">Standards/Learning Targets</td></tr>
<tr><td colspan="2" align="center">Focus Standards (Major Standards)</td></tr>
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6.1.11.A.7.a
Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

6.2.11.A.7.b
Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.

6.2.11.A.7.c
Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.2.11.B.7.a
Explain how global competition by nations for land and resources led to increased militarism.

6.2.11.C.7.a
Determine how technological advancements affected the nature of World War I on land, on water, and in the air

6.2.11.C.7.b
Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.2.11.D.7.a
Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

6.2.11.D.7.b
Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.2.11.D.7.c
Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

6.3.12.A.1

Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2
Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.B.1
Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.C.1
Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

6.3.12.D.1
Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Language Arts 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

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.

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.

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).

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.

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.

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

RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

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.

● **TECHNOLOGY STANDARDS**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.12.A.1
Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2
Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1
Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1
Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2
Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3
Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4
Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.2

Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3
Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.2.12.A.1
Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2
Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.3.12.C.2
Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
www.kahoot.com	**Formative** • Observation • Homework • Class Participation • Whiteboards/communicators • Think-Pair-Share • Do-Now • Notebook Checks • Writing Prompts • Exit Tickets • Classroom Games • Self-assessment **Summative** • Chapter/Unit Test • Quizzes • Presentations • Unit Projects **Benchmark** • State Standardized Assessments • Quarterly Benchmark Assessment **Alternative** • Portfolio Project • Modified assignments

Knowledge and Skills	
Content	**Skills**
Students will know… ● In what ways do the concepts of American Exceptionalism/Social Darwinism contribute to the United States emerging as a world power? ● What is the impact of immigration on national policies? ● What are the social impacts of war upon the diverse society that is the United States? ● How does technology influence how the United States conducts a tactical war effort? ● The geographic locations of countries impacted by imperialism. ● The circumstances through which the United States became the protectorate of the Western Hemisphere. ● The events that pulled countries, including the U.S. into WWI. ● The conflict between the style of warfare and new technology resuled in mass casualties. and stalemate. ● The influence of the United States upon the outcome of WWI.	*Students will be able to..* ● Evaluate why it was necessary fo America to establish sphere of influences throughout the world. ● Analyze the establishment of the United States as a world power to be reckoned with. ● Why did the United States emerge from isolationism to become involved in WWI. ● Examine how the Treaty of Versailles resulted in the events that led to World War II. ● Identify and label the locations impacted by Imperialism. ● List and analyze documents related to US Imperialism. ● State the reasons for and methods used by the United States in obtaining territory through Imperialism. ● Students will explain the many "isms" and alliances the led to WWI. ● Students will connect the Zimmerman note and the sinking of American ships to the ultimate declaration of war. ● Students will explain how the styles of war had to keep pace with new technologies. ● State how the failure of the Versailles Conference led to the start of World War II.
Instructional Plan	

Suggested Activities	Resources
Video/DVD: Rough Riders The Century- America's Time with Peter Jennings Series (All Eras of 20th Century) MPI Series- The 20th Century Triangle Shirtwaiste Factory Fire Flyboys, The Lost Battalion Black Blizzard, Iron Jawed Angels, Cinderella Man Schindler's List, Rise and Fall of the Third Reich, The Boy in the Striped Pajamas, Escape from Sobibor, The Pianist, Resistance, Life is Beautiful, Rape of Nanking, Swing Kids 13 Days, All the President's Men, The Day After Mississippi Burning, Ghosts of Mississippi, The Help, I Have a Dream Speech We Were Soldiers, Platoon Frost/Nixon, Forrest Gump Hotel Rwanda, Black Hawk Down, The Hurt Locker, In Memoriam 9/11/01, United 93	Data bases Weblessons United Streaming Power Points Other educational domain materials

Suggested Options for Differentiation

English Language Learners
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

504 Plans
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure
- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials
Teacher Notes:

Unit 2: Foriegn Policy, Great Depression, World War II	**Duration:** 35 Days

Standards/Learning Targets
Focus Standards (Major Standards)

6.1.12.A.6.a
Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b
Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c
Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.B.6.a
Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b
Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial

6.1.12.C.6.a
Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.b
Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.C.6.c
Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.D.6.a
Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey
(i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.6.b
Compare and contrast the foreign policies of American presidents during this time period, and

analyze how these presidents contributed to the United States becoming a world power.

6.1.12.D.6.c
Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.D.7.c
Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

6.1.12.A.8.a
Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.A.8.b
Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12.A.8.c
Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12.B.8.a
Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.C.8.a
Analyze the push-pull factors that led to the Great Migration.

6.1.12.C.8.b
Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.D.8.a
Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
6.1.12.D.8.b
Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values

6.1.12.A.9.a
Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.B.9.a

Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.C.9.a
Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.C.9.b
Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6.1.12.C.9.c
Explain the interdependence of various parts of a market economy.

6.1.12.C.9.d
Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.

6.1.12.D.9.a
Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.D.9.b
Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

6.1.12.A.10.a
Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.

6.1.12.A.10.b
Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

6.1.12.A.10.c
Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.B.10.a
Assess the effectiveness of New Deal programs designed to protect the environment.

6.1.12.C.10.a
Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.C.10.b

Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.D.10.a
Analyze how other nations responded to the Great Depression.

6.1.12.D.10.b
Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

6.1.12.D.10.c
Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.

6.1.12.D.10.d
Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation

6.1.12.A.11.a
Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.

6.1.12.A.11.b
Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

6.1.12.A.11.c
Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

6.1.12.A.11.d
Analyze the decision to use the atomic bomb and the consequences of doing so.

6.1.12.A.11.e
Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.B.11.a
Explain the role that geography played in the development of military strategies and weaponry in World War II.

6.1.12.C.11.a
Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production

6.1.12.C.11.b
Relate new wartime inventions to scientific and technological advancements in the civilian world.

6.1.12.D.11.a
Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.D.11.b
Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.D.11.c
Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.D.11.d
Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e
Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.3.12.A.1
Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2
Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

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Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
www.khoot.com	**Formative** ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now

	● Notebook Checks ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment **Summative** ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects **Benchmark** ● State Standardized Assessments ● Quarterly Benchmark Assessment **Alternative** ● Portfolio Project ● Modified assignments

Knowledge and Skills	
Content	**Skills**
Students will know… ● Students will address the positives and negatives of US involvement in a global environment. ● Students will recognize potential abuses when there are absolutely no government regulations regarding the economy. ● Students will determine what the role of the federal government is regarding the economy. ● Compare and contrast stimulus bills of the 21st Century. ● Students will draw connections with how the US government dealt with hostile governments in the 1930's with how the US deals with hostile governments today.List and discuss how and why the United States returned to "Normalcy."	*Students will be able to..* ● Why did many Americans feel compelled by Harding's ideal of returning to "Normalcy"? ● What were the economic and financial practices that led to fall of the American Economy?How did America change in the 1920's? ● Why did President Roosevelt feel it was necessary to establish agencies to deal with the economic problems facing America? ● What social conditions permitted the rise of dictators? ● How did American move from a neutral stance to gradual involvement to total participation in WWII? ● Why did the Allies win WWII?The reasons why the US returned to isolationism after the conclusion of WWI.

- Explain the potential economic abuses by both industry as well as individuals in contributing to the Stock Market Crash and the Great Depression.
- Analyze how America changed socially, economically, scientifically, culturally and demographically.
- Explain the growth of Federal power through the function of specific New Deal programs.
- Identify locations of regimes on maps. Explain how the belief in ethnic/racial superiority led to conquest and genocide.
- Explain how the failure of the League of Nations resulted in events spiraling to War in Europe.
- State why the United States abandoned its position of neutrality and how the war impacted all aspects of American life on the home front.
- Explain how Germany lost and wasted resources through the invasion of Russia and the operation of labor/concentration and death camps.
- What led to the use of the atomic bombs thus ending WWII?

- The reasons why the economic bubble of the Roaring Twenties burst at the end of the decade.
- The social, economic, scientific, cultural and demographic changes in the United States.
- The policies of the New Deal

Instructional Plan	
Suggested Activities	**Resources**
Korea: MacArthur's War with Truman Korea: the Forgotten War The Manchurian Candidate (original) Secrets, Lies, & Atomic Spies Trials of J. Robert Oppenheimer Oral History Interviews	Textbook: Prentice Hall, America: Pathways to the Present "Cold War Timeline" "Cold War" – CNN Vol. 2 (VC1107) "Postwar Years, Cold War Fears" "Music of the 40s" – CD "Sounds of the 50s" – CD "100 Golden Oldies" – CD "Secretary Annan" – handout Videos: Truman

Suggested Options for Differentiation

English Language Learners
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
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Special Education
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- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials
- Google Shared Drive
- Text support material

Teacher Notes:

Unit 3: Origins of the Cold War and The Postwar United States (1945-1960)	**Duration:** 20 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	

6.1.12.C.13.b
Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

6.1.12.C.13.c
Determine the effectiveness of social legislation that was enacted to end poverty in the

1960s and today.

6.1.12.C.13.d
Relate American economic expansion after World War II to increased consumer demand.

6.1.12.D.13.d
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.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Language Arts 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

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.

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.

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).

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.

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.

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

RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

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.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

9.1.12.A.1
Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2
Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1
Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1
Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2
Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3
Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4
Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.2
Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3
Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.2.12.A.1
Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2
Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.3.12.C.2
Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
www.kahoot.com	**Formative** ● Observation ● Homework

	● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment **Summative** ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects **Benchmark** ● State Standardized Assessments ● Quarterly Benchmark Assessment **Alternative** ● Portfolio Project ● Modified assignments

Knowledge and Skills

Content	Skills
Students will know… ● How to read and gather information from primary and secondary sources. ● How to identify misuse of power when demonstrated in government. ● The effects of technology on society and its lasting impact. ● How did the Cold War undermine individual liberties? ● How did postwar prosperity influence American culture in the 1950s? ● How did the Civil Rights movement evolve during the post-war period?	*Students will be able to..* ● Understand the role of important dates, events, and persons of the post-World War II period. ● The differences and similarities of the social, economic, and political trends of the different eras. ● How technology makes a significant impact on this and any other era. ● How different tactics of civil protest works and their enduring effects. ● Analyze the Cold War fears that promoted the hysteria of McCarthyism. ● Evaluate the effects of the postwar transition to a peacetime economy.

	● Comprehend the chronology of the Civil Rights movement. ● Evaluate the changes to the United States at this time as positive or negative.

Instructional Plan

Suggested Activities	Resources
Textbook: Prentice Hall, America: Pathways to the Present Videos: Pleasantville Reds Truman Cold War – Korea The Century Ghosts of Mississippi Mississippi Burning "The Fifties" – David Halberstram Post War USA – Schlessinger Media Volume 20 Oral History Interviews	Textbook: Varies by school district Internet based materials: Data bases Web lessons United Streaming Power Points

Suggested Options for Differentiation

English Language Learners
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions

- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

504 Plans
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
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- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure
- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials
- Google Shared Drive

Teacher Notes:

Unit 4: Era of Activism (1960's)	Duration: 30 Days

Standards/Learning Targets

Focus Standards (Major Standards)

6.1.12.A.12.a
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.

6.1.12.A.12.b
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.D.12.e
Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.C.13.c
Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.

6.1.12.D.13.a
Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.c
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.

6.1.12.D.13.f
Relate the changing role of women in the labor force to changes in family structure.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Language Arts Literacy

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RH.11-12.3
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RH.11-12.4
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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.

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.

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RH.11-12.8
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RH.11-12.9
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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.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage,

evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at
www.NJ.gov/education/aps/cccs/career/

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CRP2. Apply appropriate academic and technical skills.

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CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.12.A.1
Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2
Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1
Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1
Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2
Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3

Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4
Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.2
Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3
Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.2.12.A.1
Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2
Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.3.12.C.2
Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

| **Performance Tasks/Use of Technology:**
www.kahoot.com | **Other Assessments**
Formative
• Observation
• Homework
• Class Participation
• Whiteboards/communicators
• Think-Pair-Share
• Do-Now
• Notebook Checks
• Writing Prompts
• Exit Tickets
• Classroom Games
• Self-assessment

Summative
• Chapter/Unit Test
• Quizzes |

	● Presentations ● Unit Projects **Benchmark** ● State Standardized Assessments ● Quarterly Benchmark Assessment **Alternative** ● Portfolio Project ● Modified assignments

Knowledge and Skills

Content	Skills
Students will know… ● How did the Cold War undermine individual liberties? ● How did postwar prosperity influence American culture in the 1950s? ● How did the Civil Rights movement evolve during the post-war period? ● Students will be able to evaluate the effects of the postwar transition to a peacetime economy. ● Students will read and gather information from sources such as Halberstram. ● Students will comprehend the chronology of the Civil Rights movement.	*Students will be able to..* ● The role of important dates, events, and persons of the post-World War II period. ● The role of the different aspects of the Civil Rights movement and the leaders representing them. ● How upheaval in a society between beliefs, age, and other differences can be both productive and non- productive. ● Evaluate and compare the political and social conditions of the 1950s and the 1960s. ● Predict the evolution of the United States' involvement in Vietnam. ● Analyze the Cold War fears that promoted the hysteria of McCarthyism.

Instructional Plan

Suggested Activities	Resources
Textbook: Prentice Hall, America: Pathways to the	Textbook: Varies by school district Internet based

Present Videos:
Vietnam Series (PBS)
Cold War (CNN Vol. 5 & 6)
"1968"
Eye on the Prize Series
JFK
The Vietnam War – Schlessinger Media
Volume 23
Civil Rights – Schlessinger Media Volume 22
Voices of Civil Rights
Bobby
Dr. Strangelove: How I Learned to Stop
Worrying and Love the Bomb
In the Heat of the Night
60 Minutes: Back to My Lai
Thirteen Days
Malcolm X
The Right Stuff Music of the '60s
Oral History Interviews

materials:
Data bases
Web lessons
United Streaming
Power Points

Suggested Options for Differentiation

English Language Learners
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education
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- Assign peer tutor
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504 Plans
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- Assign peer tutor
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Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure
- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials
- **Google Shared Drive**

Teacher Notes:

Unit 5: The Transitional '70s, Economic Globalization , Middle East Conflicts	**Duration:** 35 Days

Standards/Learning Targets
Focus Standards (Major Standards)

6.1.12.A.14.a
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.A.14.b
Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

6.1.12.C.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.D.14.a
Determine the relationship between United States domestic and foreign policies.

6.1.12.A.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.

6.1.12.A.15.b
Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.15.c
Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Language Arts 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

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RH.11-12.5
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RH.11-12.10
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- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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9.1.12.C.2
Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3
Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
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9.1.12.D.3
Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.2.12.A.1
Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2
Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.3.12.C.2
Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning	
Performance Tasks/Use of Technology: www.kahoot.com	**Other Assessments** **Formative** ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment **Summative** ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects **Benchmark** ● State Standardized Assessments

	● Quarterly Benchmark Assessment **Alternative** ● Portfolio Project ● Modified assignments

Knowledge and Skills	
Content	**Skills**
Students will know… ● How the impeachment process works within the United States government. ● How the United States had changed due to the events of the 1960's and 1970's. ● How was public confidence in government eroded during this period? ● How was global interdependence evident in the United States' economy and politics during this period?	*Students will be able to..* ● Discuss the erosion of public confidence in government. ● Evaluate the global interdependence of nations in the areas of environment, disarmament and energy. ● Understand the impact of the bicentennial on American society. ● How the actions of one political figure can change the perception of government. ● Why the Middle East had the high level of control on the United States economy. ● How the role of the United States was critical in world peace and treaties.

Instructional Plan	
Suggested Activities	**Resources**
Textbook: Prentice Hall, America: Pathways to the Present Videos: All the President's Men Watergate: The Secret Story (VC#488) Watergate (VC#192) Nixon (VC#328,329,330) American Century: Hostage Crisis Sensational '70s (VC#1087) The Middle East – Schlessinger Media	Textbook: Varies by school district Internet based materials: Data bases Web lessons United Streaming Power Points Other educational domain materials

Volume 24 US Politics: 1960-1980 – Schlessinger Media Volume 25 The Last King of Scotland The Killing Fields Frost/Nixon: The Original Watergate Interviews The Conscience of Nhem Em Music of the '70s Oral History Interviews	

Suggested Options for Differentiation

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- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials
- **Google Shared Drive**

Teacher Notes:

Unit 6: The 1980's to the Modern Era	Duration: 35 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	

6.2.12.A.5.d
Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.B.5.b
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.

6.2.12.C.5.c
Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.A.6.c
Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

6.2.12.B.6.a
Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.6.b
Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c
Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Language Arts 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

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.

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.

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).

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.

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.

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

RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

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.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and

make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at
www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.12.A.1
Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2
Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1
Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1
Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2
Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3
Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4
Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5
Assume a leadership position by guiding the thinking of peers in a direction that leads to

successful completion of a challenging task or project.
9.1.12.D.2
Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3
Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.2.12.A.1
Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2
Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.3.12.C.2
Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
www.kahoot.com	**Formative** ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment **Summative** ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects **Benchmark** ● State Standardized Assessments ● Quarterly Benchmark Assessment

	Alternative ● Portfolio Project ● Modified assignments

Knowledge and Skills	
Content	**Skills**
Students will know… ● The chronology of terrorism throughout the world in the 20th century. ● The changing role of the United States on the world stage. ● What forces contributed to end the Cold War and the fall of Communism in the Soviet Union and in Eastern Europe? ● What are the geopolitical and economic interests that have made the Middle East of strategic importance to the United States? ● Historians have called the 20th Century "the American Century." Will current political, economic, social, and cultural challenges allow that the same will be said for the 21st Century?	*Students will be able to..* ● Demonstrate how the post-Cold War restructuring has impacted on America's role as the world's superpower. ● Identify how America's economic interests influence its foreign policy. ● How the collapse of communist Europe affected world politics and the world economy. ● The impact of increased terrorism in the United States and the world. ● The economic, social, and political repercussions of 9- 11. ● The changes in the United States and the world after the 9-11 attacks. ● How to evaluate what the future might hold for the United States by analyzing the events of the 20th century.

Instructional Plan	
Suggested Activities	**Resources**
Terrorism: The New World War The Fall of Communism The Mold Broken: Eastern Europe 1989 (VC#482) Reagan's Way (VC#485)	Textbook: Varies by school district Internet based materials: Data bases Web lessons

The Fall of Communism War Games The Cold War – Schlessinger Media Volume 21 US Politics 1980-2000 – Schlessinger Media Volume 26 White Horse The Kite Runner Section 60: Arlington National Cemetery Alive Day Memories Last Letters Home: Voices From the American Troops From the Battlefields From Iraq Understanding Iraq The Real Saddam Afghanistan: Legacy of War Osama's Hideouts 9-11 Prediction The Day the Towers Fell Ground Zero Grounded on 9-11 Music of the '80s to present day. Oral History Interviews	United Streaming Power Points Other educational domain materials

Suggested Options for Differentiation

English Language Learners
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase

comprehension
- Provide extended time
- Simplify written and verbal instructions

504 Plans
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure
- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials
- **Google Shared Drive**

Teacher Notes: