

Unit 13 Into a New Century and the World Today

Content Area: **Social Studies**
Course(s): **U.S. History II**
Time Period: **June**
Length: **1**
Status: **Published**

Unit Overview

Bill Clinton defeated Bush in 1992, and promoted an ambitious reform agenda but battled with conservative Republicans. In Clinton's second term, a booming economy created budget surpluses, but a series of scandals led to Clinton's impeachment and acquittal in 1999. Clinton intervened in foreign conflicts with mixed success. George Walker Bush defeated Al Gore, in a contested, cliffhanging election that was finally decided by a Supreme Court decision. The war on terror would come to dominate much of American life in the new century after the 9/11 attacks. Military attacks, led by President Bush were aimed at both Afghanistan and Iraq. Barack Obama would struggle with a Republican controlled Congress and continue to fight the war on terrorism. Policy with Middle Eastern Countries would continue to be an issue. The internet and social media would be a major communication tool in today's ever-changing world.

Enduring Understandings

- Recent scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.
- 2 Wars with Iraq, issues in the Middle East and the threat of terrorism would dominate foreign policy.
- Life in the United States was greatly affected by the 9/11 attacks.
- Social Media has become a dominant form of communication

Essential Questions

- How have new and emerging technologies impacted individuals and nations economically, politically, and socially?
- In what ways have international trade, global business organizations, and overseas competition impacted the United States economy and workforce?
- What are the reasons for terrorism and its impact on individuals and government policies and how effective have actions taken by the United States and other nations been to prevent terrorism?
- How has terrorism altered American culture since 9/11/01?
- How has the threat of terrorism shaped American foreign policy over the last decade?

Standards/Indicators/Student Learning Objectives (SLOs)

- Evaluate the economic, political, and social impact of new and emerging technologies (e.g., satellite, cell phone, Internet, and cellular technology) on individuals and nations.

- Determine the impact of media and technology on world politics during this time period by considering how they inform, organize, and influence individuals, organizations, and government.

- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the end of the Cold War with the Soviet Union.

- Gather relevant information from multiple sources to support a prediction regarding the impact of technology on the global workforce, entrepreneurship, and access to education

- Conclude how the threat of terrorism has changed domestic and foreign policy worldwide.
- List and describe the events of 9/11 2001 and evaluate the cultural changes in post 9/11 America.

- Relate the role of America's dependence on foreign oil to its economy and foreign policy in this time period

- Identify Al Qaeda and the impact that the group has had on the world with a focus on American life.

- Compare United Nations policies and goals (i.e., the Universal Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States

- Synthesize information from primary and secondary sources to evaluate the effectiveness of United States policy (e.g., aid, military intervention, trade policy, diplomacy) in supporting the economic and democratic growth of developing nations

- Analyze the effectiveness of United States policy and actions (e.g., diplomacy, military intervention, humanitarian aid) in bringing peaceful resolutions to the Middle East region by comparing the perspectives of the United States and other nations during this time period.

	attempting to address global political, economic, and social problems.
SOC.6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
SOC.6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
SOC.6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
SOC.6.1.12.CS16	Contemporary United States: Interconnected Global Society: Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Lesson Titles

- Global Politics and Economics
- The Barack Obama Presidency
- The Clinton Presidency
- The Computer and Technology Revolutions
- The George W. Bush Presidency
- The War on Terrorism

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Media Literacy
- Information Literacy
- Global Awareness
- Civic Literacy

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
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Inter-Disciplinary Connections

English Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.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.
LA.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.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Teacher Handouts
- Guided Discussion
- Power Point Presentation
- Video Clips- View, analyze and appraise
- Thematic Thinking
- Deductive Analysis
- Linking Historical Events
- List and describe the events of 9/11 and explain how it changed our country
- Open Ended Question on Terrorism
- Compare and Contrast
- Predict the Future
- SWAG
- Delsea One

Modifications

ELL Modifications

- Assess ELL students continuously using formative assessment methods
- 1:1 testing for exams
- Repeat, reword, clarify of instructions dealing with explanations of the roles, impact, and legacy of the century.
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible when completing the activities listed above for this unit
- Offer alternate/or modify assessments such as verbal explanations of what student remembers about the early presidents
- Be flexible with time frames and deadlines on News Paper Project
- Allow students to use Delsea One to complete tests and quizzes or review material relating to this unit.
- Offer resources for specific topics in primary language using Google Translate
- Provide academic (Tier III) vocabulary
- Suggest student examines children's books on these early presidents as they will contain many images and simpler language to assist in the transition.
- SWAG
- Delsea One

IEP & 504 Modifications

- Maps with keys/ word banks for the topics of the Bush and Obama Presidencies
- Current events can be watched or read
- Read test aloud when given on the Chapter (Into a New Century)

- Test in small groups when taking tests/quizzes
- Projects can be submitted digitally or paper (Decade Newspaper Assessment Project)
- Oral presentations to small groups or teacher only
- Tap prior knowledge
- Preferential Seating
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- SWAG
- Delsea Onw

G&T Modifications

- Employ differentiated curriculum to keep interest high through the use of tech, media, and informational text to evaluate the legacy of the 20th century and what the future holds.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, **projects**, inquiry based)
- Cross-curricular connections, especially to historical events involving economic failures
- History: provide rationale for thinking about the role of the Presidents
- Close reading: historical texts, poetry, speeches, primary sources, etc. Students will examine presidential letters as provided by the Gilder Lehrman Institute
- Examine historical illustrations in textbooks and convert them into the written language.
- SWAG
- Delsea One

At Risk Modifications

- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration

- Allow extra time for completion of homework dependent upon circumstances

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm Up

- Review Previous Info and Bridge to Lesson
- Writing Prompt : Thinking Critically 9/11
- Current Event Connection Activity

Anticipatory Set

- Witnessing History- Becoming President
- Witnessing History- A young Entrepreneur
- Witnessing History - Becoming an American Citizen
- Obama Speech on video clip
- Slide Show Photo Analysis - Operation Iraqi freedom
- Political Cartoon of Clinton Impeachment

Closure

- Debriefing 9/11
- Exit Ticket Clinton's Foreign Policy
- Idea Spinner
- Index Card Summary Terrorism
- Oral Questions and Review
- Whip Around on Daily Lesson

Summative Assessment

- Unit Test
- Decade Newspaper Project
- Quiz on Terrorism
- Essay on Obama Administration
- Chromebook Notebook Check

Resources & Materials

- US History Text Prentice Hall Chapter 33
- Century Series - Into a New Decade
- Constructed Notes, collected maps and images
- Internet: You Tube, Google Images
- DVD clip: Zero Dark Thirty

Technology

- DVD Zero Dark Thirty
- Century Series: https://w.youtube.com/watch?v=vtSNgdkwXkU&list=PLvGgZ5v2o_N8dDogxreL2-NbnfKHgHxqY&index=15
- 9/11 Video: <https://www.youtube.com/watch?v=gaU5rBjcDus>
- Chrome Book/Google Classroom
- Smartboard to project notes, maps and images
- Internet: Google Images

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.