

Period 9: 1980-Present Day Copied from: US History 2 AP, Copied on: 12/15/21

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

US History 2 AP, Grade 11 Period 9 (1980-Present Day)

Belleville Board of Education

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Unit Overview

Period 9 focuses on A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

Enduring Understanding

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

Essential Questions

How did demographic and economic changes in American society affect popular debates over American national identity?

How did the shift to a global economy affect American economic life?

How did scientific and technological developments in these years change how Americans lived and worked?

How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?

How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally?

How did the end of the Cold War affect American foreign policy?

How did the terrorist attacks of September 11, 2001 impact America's role in the world?

How did debates over climate change and energy policy affect broader social and political movements?

How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse?

How did a more demographically diverse population shape popular culture?

Exit Skills

By the end of Unit 9, students should be able to:

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: § Explain nuance of an issue by analyzing multiple variables. § Explain relevant and insightful connections within and across periods. § Explain the relative historical significance of a source’s credibility and limitations. § Explain how or why a historical claim or argument is or is not effective.

Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Explain a historical concept, development, or process.

Compare the arguments or main ideas of two sources.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1.14	Contemporary United States: Domestic Policies (1970–Today)
SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
SOC.6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates’ rhetoric was inclusive, expansive, stereotypical or biased.
SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush’s Iraqi policy with George W. Bush’s.
SOC.6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
SOC.6.1.12.HistoryCC.14.b	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
SOC.6.1.15	Contemporary United States: International Policies (1970–Today)

SOC.6.1.16	Contemporary United States: Interconnected Global Society (1970–Today) Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SCI.HS.ESS3.D	Global Climate Change

Interdisciplinary Connections

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.11-12.4	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).
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.11-12.6	Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
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.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.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.7	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.

LA.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LA.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

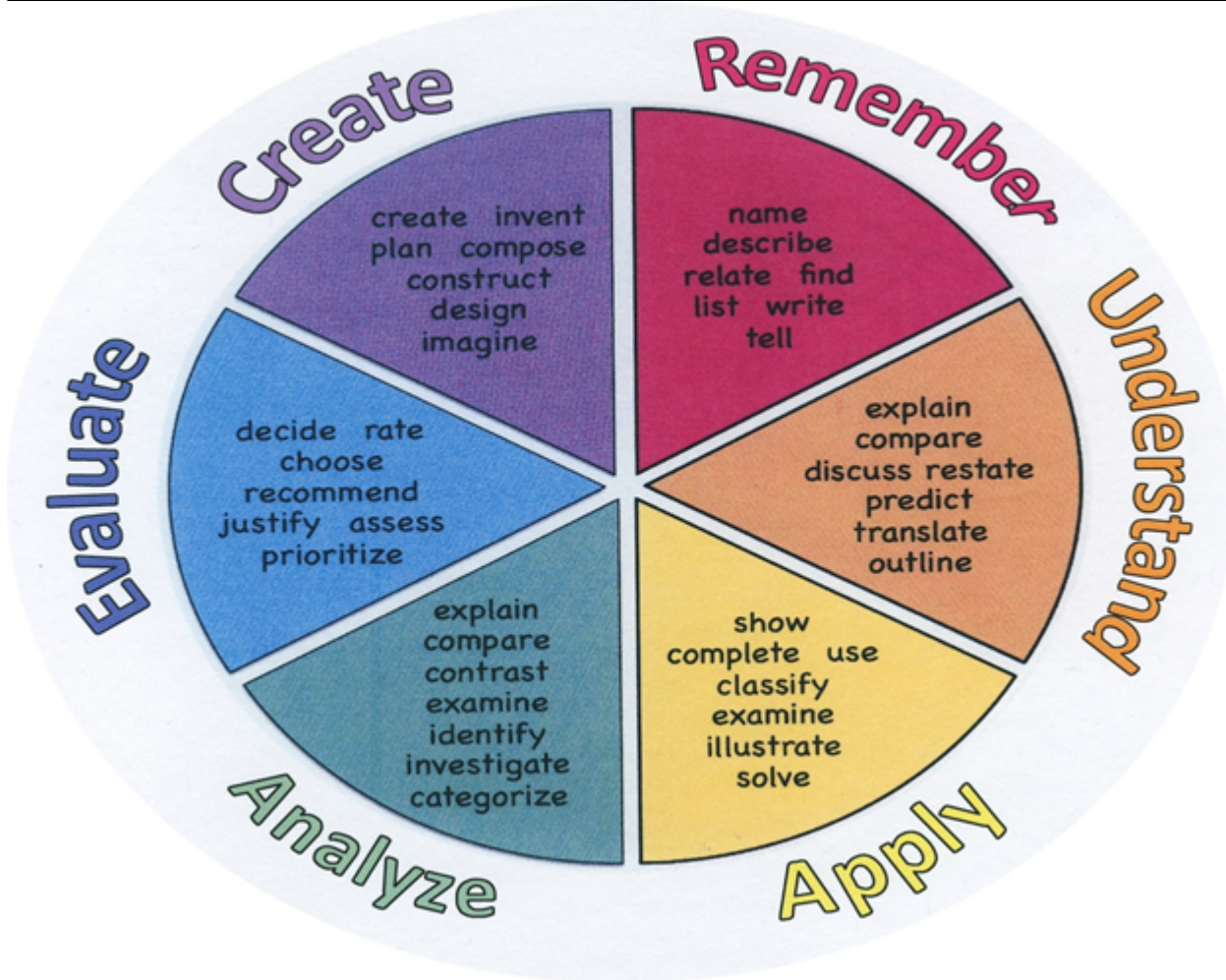
Learning Objectives

- Explain the context in which the United States faced international and domestic challenges after 1980.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the causes and effects of the end of the Cold War and its legacy
- Explain the causes and effects of economic and technological change over time.
- Explain the causes and effects of domestic and international migration over time.
- Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.
- Explain the relative significance of the effects of change in the period after 1980 on American national identity

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct

Reproduce	Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Divide Examine Graph Interpolate Manipulate Modify Operate Subtract			Revise Rewrite Transform
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Suggested Activities & Best Practices

- Primary Source analysis
Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Timed Assessments

Assessment Evidence - Checking for Understanding (CFU)

Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbook:

American History - AP Edition (Fifteenth Edition)

McGraw Hill Education

Ancillary Resources

AP Gilder Lehrman Institute

SHEG Stanford Education Group

Albert.io

AP College Board

Khan Academy

Technology Infusion

- Google Suite, Albert IO, AP College Board

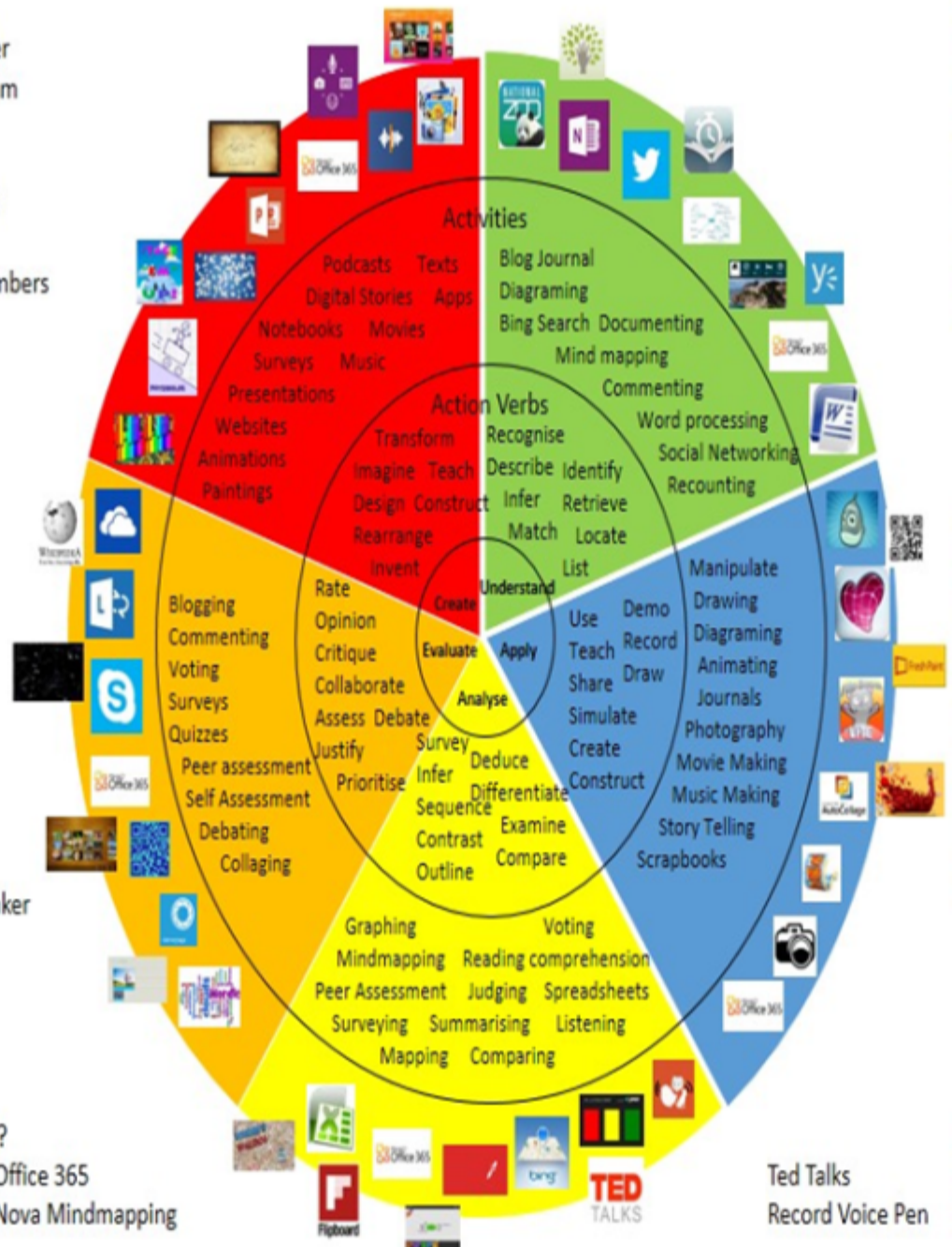
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel
 Flipboard
 Office 365
 Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - ICT(Information, Communications and Technology) Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
-
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 - Creativity and Innovation
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 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills
 - Media Literacy

21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness
- Civic Literacy
- Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group instruction for guided notes on the Age of Reagan & the Age of Globalization.
- Small group assignment for Global Environmental Movement (Understand, Analyze, & Evaluate).
- Study guide for Period 9 1980-Present Day Unit Test.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary

- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes on the Age of Reagan & the Age of Globalization.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Gerald Ford, Bill Clinton, Ronald Reagan, Reagonomics, Ross Perot, Saddam Hussein; Hillary Rodham Clinton, Al Gore, Barack Obama, George H. Bush, George W. Bush, John McCain, and Taliban).
- Modify number of AP Test Practice multiple choice questions for Age of Reagan & the Age of Globalization.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Provide a copy of teacher's notes in English and native language on the Age of Reagan & the Age of Globalization.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Gerald Ford, Bill Clinton, Ronald Reagan, Reagonomics, Ross Perot, Saddam Hussein; Hillary Rodham Clinton, Al Gore, Barack Obama, George H. Bush, George W. Bush, John McCain, and Taliban).
- Modify number of AP Test Practice multiple choice questions for the Age of Reagan & the Age of Globalization.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow the use of note cards on the Unit Test on Period 6 (1865-1898); Topics include: the Age of Reagan & the Age of Globalization.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Gerald Ford, Bill Clinton, Ronald Reagan, Reagonomics, Ross Perot, Saddam Hussein; Hillary Rodham Clinton, Al Gore, Barack Obama, George H. Bush, George W. Bush, John McCain, and Taliban).
- Modify number of AP Test Practice multiple choice questions for the Age of Reagan & the Age of Globalization.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on the Age of Reagan & the Age of Globalization.
 - Use research to debate Reagan's policy known as Reaganomics.
 - Allow students to work at a faster pace on DBQ's and Long Essays related to the topics of the Age of Reagan & the Age of Globalization.
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a Sample Lesson for the first unit only.

Unit Name:

What Happened on 9/11?

NJSLS:

Interdisciplinary Connection: ELA

Statement of Objective:

Students will assess their prior knowledge of the 9/11 attacks.

Students will be introduced to a timeline of key events on the morning of 9/11.

Students will investigate a variety of primary source materials related to the 9/11 attacks.

Students will understand how first-person accounts and multiple perspectives deepen historical study.

Anticipatory Set/Do Now: Vocab Look Up of the following terms:

al-Qaeda: This international Islamist extremist terrorist network is responsible for the 9/11 attacks. Al-Qaeda is responsible for multiple terrorist attacks since its founding in the 1980s by Osama bin Laden and others who were involved in the war against the Soviet Union in Afghanistan. Their aim has been to overthrow governments in the Middle East, and elsewhere in the Muslim world, which do not strictly enforce a narrow, fundamentalist version of Islam.

Hijack: This means to take control by force.

Learning Activity:

Tell students that today they'll be investigating the question, "What happened on 9/11?"

2. Write the essential question ("What happened on 9/11?") on the board and draw a T-chart with three columns. Label the columns "Things I know," "Things I think I know," and "Things I want to know." Explain that the first category is for anything students are absolutely sure of, the second is for things they aren't completely sure of, and the last is for things they are curious about.
3. Take student answers for 5–10 minutes, sorting them into the appropriate categories. If a student answers outside of the scope of the essential question (referencing something that came before or after 9/11), keep track of those on a separate piece of paper. Lessons in our other modules may be helpful in addressing some of the topics students raise.
4. Show students the short film from the 9/11 Memorial in New York City, which outlines the key events of the morning of 9/11. Students should listen closely and make a note of anything that confirms or conflicts with the list they just made.

Ask students to identify any questions from the list that were answered by the film and discuss the answers. Star any points that were not addressed in the film.

6. Divide students into small groups and ask them to address the points that were not covered in the film using the [9/11 Memorial & Museum Interactive Attack Timeline](#).
7. Conclude by having students share the additional information they learned, referencing where they found it in the timeline and what type of resource it was (text, image, audio clip, video clip).
8. Return to the original list of observations students made and ask them to articulate what new information they learned by going through this process.

Tell students that they will use first-person accounts to investigate the experiences of different groups of people on 9/11.

2. Divide students into five groups and provide each with a computer or tablet. Tell students that each group will listen to a different first-person account that showcases a member of a specific community. If you do not have access to individual computers, select three to four narratives to listen to as a class, stopping after each narrative to debrief using the guiding questions included in step four.
3. Assign each group a community to focus on and have them watch or listen to the appropriate associated first-person narrative found on the 9/11 memorial Website

Tell students that as they listen, they should collect information to help answer the following questions (Note: Each speaker will share different amounts of information in each category. Some may not address every category.):

- What is the speaker's name?
- Where was the speaker on 9/11? What were they doing?
- Did they face any obstacles or challenges that day?
- How did they respond to 9/11, both immediately and over time?

5. Allow 10 to 15 minutes for students to listen to their source and discuss with their peers.

6. Gather the class and instruct each group to introduce their speaker by sharing the information they collected.
7. Return to the list of questions you made at the beginning of the first lesson and ask students to add additional things they learned about 9/11 after listening to first-person accounts.
8. Conclude by asking students if hearing first-person accounts from so many different types of people changed the way they think about 9/11. If yes, how? If not, why?

Student Assessment/CFU's: class discussion

Materials: laptops handouts

21st Century Themes and Skills: research, orla histories, modern museum tour

Differentiation/Modifications:

Integration of Technology: research