

Unit 5 1990-Present : Modern America

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Belleville Public Schools

Curriculum Guide

United States History 2 Honors: Grade 11

Unit 5: 1990- Present Modern America

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Social Studies Teacher, Emily Pascali

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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Unit Overview

Unit 5 will focus on the 1990s foreign policies such as Kuwait and the Gulf. The Unit will also discuss the rise of the internet and technology's effect on The United States. The Unit will then discuss major domestic terrorism as well as the attacks on 9/11 and the eventual war that followed. The Unit will discuss the presidencies of Clinton, Bush, Obama, Trump, and Biden. As an honors course, the unit will use various primary sources and rich text. To ensure the perspectives of all Americans are included; the unit will draw in information regarding African Americans, Women, Asian Americans, Latino Americans, Native Americans, Muslim Americans, Immigrants, Americans with disabilities, and members of the LGBTQ community

Enduring Understanding

The beliefs and ideals of a society influence the social, political, and economic decisions of that society.

When there is conflict between or within societies, change is the result.

The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that

society.

Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location affects a society's economy, culture, and development.

The movement or migration of people and ideas affects all societies involved.

Production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Essential Questions

Are peace and stability in the Middle East vital to the United States' economy and national security?

Is it the responsibility of the United States today to be the world's "policeman?"

Can global terrorism be stopped?

Does the United States have a fair and effective immigration policy?

Should the United States restrict foreign trade?

Has racial equality and harmony been achieved at the start of the twenty-first century?

. Should the United States still support the use of economic sanctions to further democracy and human rights?

Should Bill Clinton be considered an effective president?

Should a president be impeached for ethical lapses and moral improprieties?

Should the United States use military force to support democracy in Eastern Europe? In the Middle East?

Is it constitutional for the United States to fight preemptive wars? Was the United States justified to fight a war to remove Saddam Hussein from power?

Can the United States maintain its unprecedented prosperity? (policies of the Federal Reserve System; balancing the Federal budget; international trade and the global economy; inflation factor; etc.)

Is the world safer since the end of the Cold War?

Should Americans be optimistic about the future?

Should we change the way that we elect our presidents?

Has the president become too powerful? Or the Supreme Court?

Should limits be placed on freedom of expression during times of national crisis?

Should stricter laws regulating firearms be enacted?

Should affirmative action programs be continued to overcome the effects of past injustice and discrimination?

Does the media have too much influence over public opinion?

Should lobbies and pressure groups be more strictly regulated?

Do political parties serve the public interest and further the cause of democracy?

Exit Skills

1. Establish historical significance
2. Use and analyze primary source evidence
3. Identify continuity and change throughout history
4. Analyze cause and consequence
5. Take historical perspectives, and historical interpretations.

New Jersey Student Learning Standards (NJSL-S)

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.6.2.12.HistoryCC.5.f	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
SOC.6.2.12.HistoryCC.5.a	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.

SOC.6.3.12.CivicsPD.1	Civic participation and deliberation are essential characteristics of productive citizenship. Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. Historical sources and evidence provide an understanding of different points of view about historical events.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Learning Objectives

Students will explore to what extent did Clinton, Bush, and Obama fulfilled their domestic policy goals.

➤ *Students will understand that the major changes in normal life that took place in contemporary America held in strong impact.

Evaluate the presidency of Bill Clinton.

- Analyze the effectiveness of the Gingrich Revolution (1995 – 2000).
- Investigate the impeachment of Bill Clinton and the short term and long term consequences of the impeachment proceedings
- Assess the Election of 2000 and the SCOTUS decision in Bush v Gore

Evaluate the US reaction to the Sept. 11 attacks.

- Assess the short term and long term implications of the 2007 economic crisis on US capital markets and the economy generally.
- Analyze the election of Barack Obama to the presidency in 2008 and 2012

Analyze the Donald Trump Presidency in 2016

Analyze the Joseph Biden Presidency in 2020

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	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Formal and Informal 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

Text: [American History](#) (2018) HMH Social Studies

Ancillary Resources

Sheg Stanford History Group

PBS Learning media

Bill of Rights Institute

Library of Congress

ICIVICS

Technology Infusion

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

- Google suite, chomebooks, online text

Alignment to 21st Century Skills & Technology

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.7	<p>Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.</p> <p>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>

21st Century Skills/Interdisciplinary Themes

- 0x • Global Awareness
- 0x • Financial, Economic, Business and Entrepreneurial Literacy
- 0x • Civic Literacy
- 0x • Health Literacy
- 0x • Environmental Literacy

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

21st Century Skills

- 0x • Communication and Collaboration
- 0x • Information Literacy
- 0x • Media Literacy
- 0x • ICT (Information, Communications and Technology) Literacy
- 0x • Life and Career Skills
- 0x • Creativity and Innovation
- 0x • Critical thinking and Problem Solving
 - Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
-

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

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones

identified below.

- 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

New Unit Name: 9/11 Through Oral Histories

NJSLS:linked

Interdisciplinary Connection:ELA

Statement of Objective: SWDAT analyze oral history archives as means for historical research

Anticipatory Set/Do Now: Video tour of the 9/11 Memorial Museum

Learning Activity:

ou will be using the [9/11 Memorial Oral History Archive](#) to listen and reflect on someone who provided their personal story of what happened on 9/11/2001. Keep in mind, we must be forever grateful that these people shared these very difficult stories for the world and young people (like you) to learn from. You may find yourself wishing they explained more or provided more information- please understand that this may be all they were emotionally ready or able to share. Take time to listen to their words, their tones, and try to really feel their emotions. Limit distractions, there is nothing quite like listening to someone's history from their own point of view.

Short questions after you listen

1. Name of the person who provided their oral history?
2. What is their connection to 9/11?
3. What was the most impactful piece of their story? Why?
4. Did you learn something new about 9/11 from the oral history interview that you selected? If so, what was it?

Student Assessment/CFU's:Discussion Questions

Materials: Laptop, headphones

21st Century Themes and Skills: research methods

Differentiation: Varied Video length, subtitles

Integration of Technology: chrome book, digital archive