Unit 7 Copied from: US History 2, Copied on: 02/21/22

Content Area: **Social Studies**
Course(s): **Sample Course, US History 2**
Time Period: **AprMay**
Length: **Sample Length & Grade Level**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States History 2 Academic: Grade 11

Unit 7: New Millennium to Present

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Unit 7 will explore the presidencies of six American presidents: Reagan, George H. Bush, Clinton, George W. Bush, and Obama and describe each president's programs and their effect on the country. this unit includes As soon as Reagan took office, he worked to reduce the size and influence of the federal government. He thought these reductions would encourage private investment. Because people were anxious about the economy, they were open to new approaches to taxes and the federal budget.

Enduring Understanding

1. After decades of government expansion and social change America had a "Conservative Revolution" in the 1980s under President Reagan.

2. Reagan embarked on a program of cutting taxes, investing in National Defense and shrinking the size of the Federal government.

3. While Reagan's programs were generally successful his presidency did see a scandal and a difficult

second term.

4. Communism fell and died in the "Velvet Revolutions" from 1989-1991.

5. George H.W. Bush achieved notable foreign policy successes but was limited to one term due to domestic struggles.

6. Bill Clinton's presidency achieved remarkable results in some areas, but was plagued by personal and political scandal.

7. The 2000 election of George W. Bush was historic, ending up in the Supreme Court to help determine the winner.

8. The US faced a different world from 9-11-01, now having to deal with terror both at home and abroad.

9. The election of Barack Obama represented a shift in American beliefs and a historical event in American history.

10. The United States has reacted to the most recent recession by expanding the role of government in society.

Essential Questions

1. How was Reagan the "first" conservative President?

2. Was Reagan's conservative strategy effective for the US?

3. Considering Iran-Contra and the end of Communism grade Reagan for his presidency.

4. What factored most in the fall of communism towards the end of the 20th Century?

5. Why was the success in Iraq not enough to get H.S. Bush re-elected?

6. Why would Bill Clinton's presidency be hard to evaluate when you consider he was one of the few

Presidents to balance the budget?

7. How did the election of 2000 challenge America's belief in Constitutional government?

8. Why was 9-11-01 a transformative event in American society?

Exit Skills

By the end of Unit 7:

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.

2. Students should be able to choose a side to a query and provide logical argument for their choice.

3. Students should be able to deductively use new information and logically apply this evidence to a related problem.

4. Students should be able to inductively gather information and deduce a theory based on their findings.

5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

Write an persuasive essay that answers this question:

What issue or development has most affected the United States since the beginning of the 21st century?

1. Your essay should include key people, events, and trends that made history as the 20th century became the 21st.

2. Cite evidence to support your position.
3. Organize your essay into an introduction, body, and conclusion.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.2.12.C.6	Economics, Innovation, and Technology
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.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.
SOC.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.
SOC.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.
SOC.6.3.12.B	Geography, People and the Environment
SOC.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.
SOC.6.3.12.C	Economics, Innovation, and Technology
SOC.6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.

Interdisciplinary Connections

Witness for the Prosecution—High school students take on the role of investigative journalist and read the play Witness for the Prosecution by Agatha Christie. After each act of the play, students write news stories using facts from the play. www.teachnet-lab.org/fklane/pmaslow/witness.htm

Ref's Standard ID Description

0x LA.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

0x LA.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

0x LA.RI.11-12.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

0x LA.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

0x LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

0x LA.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

0x LA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

0x LA.W.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.

0x MA.9-12.S-CP Conditional Probability and the Rules of Probability

0x MA.9-12.S-IC Making Inferences and Justifying Conclusions

0x MA.9-12.S-IC.B Make inferences and justify conclusions from sample surveys, experiments, and observational studies

0x MA.9-12.S-ID.A Summarize, represent, and interpret data on a single count or measurement variable

0x TECH.8.1.12 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.

0x TECH.8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

0x TECH.8.1.12.E Students apply digital tools to gather, evaluate, and use information.

0x TECH.8.1.12.F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

0x TECH.8.2.12.C The design process is a systematic approach to solving problems.

0x TECH.8.2.12.E Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Learning Objectives

1. Discuss why Ronald Reagan's election marked a turning point in American politics.

2. Discuss the election topics 1988.

3. Explain economic policies and solutions

4. Explain foreign problems in 1989--Panama drugs; 1989--Haiti; 1991--Kuwait and UN forces--Gulf War

5. End of the Cold War; Communism ends in USSR and Eastern Europe

6. Recession--economy

7. Bush's popularity falls.

8. Examine elections 1992 and 1996

9. Investigations of wrong doings.

10. Clinton's Economic Policy:

A. Balanced budget

B. Health care plan

C. Work fare programs

11. Define Terrorism and Events

12. Clinton's Foreign Policy Bosnia; Persian Gulf; NAFTA--Mexico, US, Canada; Trip to China and Africa

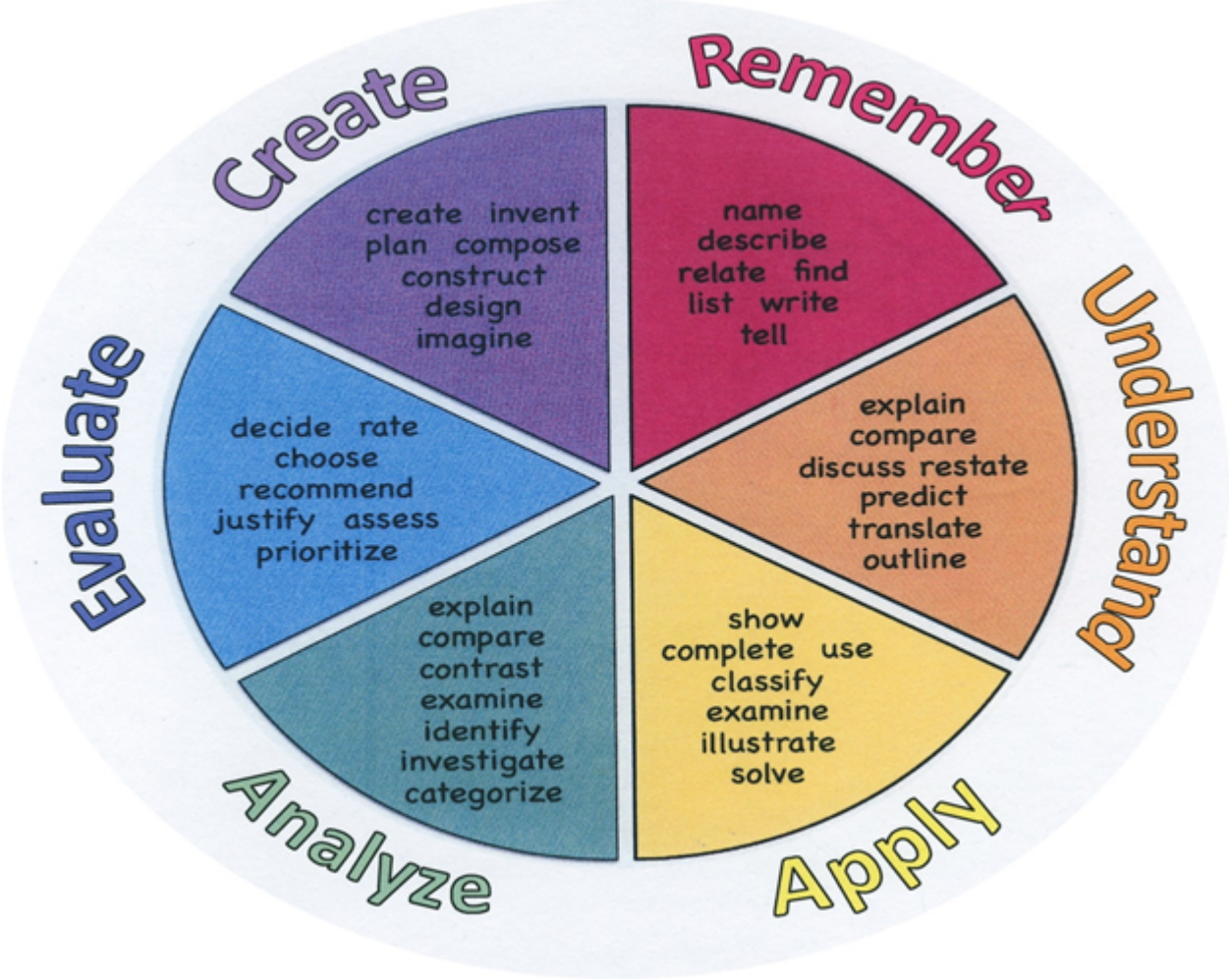
13. Define 9-11-01 under George Bush, Barack Obama, Elections of 2000, 2004, 2008

14 The Patriot Act

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 Convert Discuss Estimate Extrapolate Generalize Predict	Interpolate Manipulate Modify Operate Subtract			



Suggested Activities & Best Practices

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to “sit and get” lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

- Research Budget Cuts
- Reagan's strategy for downsizing the federal government included deep cuts in government spending on social programs. Yet his cuts did not affect all segments of the population equally. Entitlement programs that benefited the middle class, such as Social Security, Medicare, and veterans' pensions, remained intact. On the other hand, Congress slashed by 10 percent the budget for programs that benefited other groups. These programs included urban mass transit, food stamps, welfare benefits, job training, Medicaid, school lunches, and student loans. At the same time, Reagan authorized increases in military spending that more than offset cuts in social programs, adding to the deficit. In order to compete with the Soviet Union in the arms race, between 1981 and 1984 the Defense Department budget almost doubled.
- Class discussion on: What does the election of President Obama say about the beliefs and attitudes of most Americans?
- Class debate: Should the US have a larger more active Federal government?
- What issue or development has most affected the United States since the beginning of the 21st century?
- Write a persuasive essay in response to the essential question. Your essay should include key people, events, and trends that made history as the 20th century became the 21st. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments

- Unit tests-summative assessment
- Quizzes

- Write a persuasive essay in response to the essential question. Your essay should include key people, events, and trends that made history as the 20th century became the 21st. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.-benchmark assessment

* KWL Chart-alternative assessment

- 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

American History, HMH Social Studies, Copyright 2018

Website: The History channel, PBS, United streaming and Channel One News

Films, Supplemental Readings, etc.

http://www.911memorial.org/911-primary-sources

http://www.gilderlehrman.org/category/keywords/reaganomics

http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/Primary-Sources-Toolkit.aspx

http://www.blackpast.org/bibliography-subject/primary-sources-writings-and-speeches-barack-obama

Ancillary Resources

http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources.aspx

http://healthcarereform.procon.org/?gclid=CO_57vCbwc4CFcFbhgodQxELAw

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.

- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools



Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

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

Key subjects include:

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

21st Century Skills/Interdisciplinary Themes

Ref's	Description
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

Ref's	Description
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

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 clarif
- 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 workpresented 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 workpresented 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

Unit Name: The New Millennium

Students will research and write an essay explaining the cause and effect of the Affordable Care Act.

Interdisciplinary Connection: Language Arts

Statement of Objective: Students will be able to articulate their own opinions.

Anticipatory Set/Do Now:

- 1-Minute research
- 3-5 questions
- Quick Video

Learning Activity: Students are working in tiered groups on a series of research questions that would give them an idea of what the first settlers encountered in North America.

Student Assessment/CFU's:

- Creative Writing

- Exam/Quiz
- Class Participation
  Materials: Laptop, LCD, Text Maps, handouts,

21st Century Themes and Skills:

- Civic literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving

Differentiation: Tiered grouping, these groups are put together during the first few weeks of school and will change during the school year.

Integration of Technology:Laptop, LCD, INTERNET