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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

US History 2 AP, Grade 11

Period 8 (1945-1980)

Belleville Board of Education

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Unit Overview

In Period 8 students will examine the development and consequences of the Cold War on both international relations and domestic affairs as well as the political, economic, and social fabric of American society during the 1950s, 1960s, and 1970s.

Enduring Understanding

Chapter 27

- As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.
- Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.
- Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.

Chapter 28

- Post war decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained non-aligned.
- During and after World War II, civil rights activists and leaders, notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and non-violent protest tactics.
- A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.
- Mass culture became increasingly homogeneous in postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

Chapter 29

- The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or detente).
- The three branches of the federal government used measures including desegregation of the armed services, Brown vs. Board of Education, and the Civil Rights Act of 1964 to promote greater racial equality.
- Liberalism, based on anticommunism abroad and a firm belief in the efficacy of nonviolence increased after 1965.

Chapter 30

- Ideological, military, and economic concerns shaped the U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.
- Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.
- Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.
- The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

Essential Questions

Chapter 27

- Explain the developments leading to tensions between the Soviet Union and the United States.
- Analyze the degrees of success the policy of containment achieved between 1945 and 1953.
- Analyze the reasons for the growth of anti-labor sentiment following World War II.

Chapter 28

- Analyze the reasons for the development of a prolonged and robust economy during the 1950s.
- Analyze the factors that led to the homogenization of American society during the 1950s.
- Analyze the continuity and change in migration patterns in the United States during the 1950s.

Chapter 29

- Analyze the reasons for the realignment of political parties during the 1960s.
- Analyze the impact of growing militancy in the civil rights movement.
- Analyze the political, social, and economic impact of the war in Vietnam on American society.

- Discuss the progress of minorities in realizing their goals for rights.
- Analyze the success of the youth movement in challenging traditional American values.
- Analyze the political, social, and economic causes that led the United States to withdraw from Vietnam.

Exit Skills

By the end of Unit 8, students should be able to:

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.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.
SOC.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.
SOC.6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.

SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
SOC.6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
SOC.6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
SOC.6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
SOC.6.1.12.C.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
SOC.6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
SOC.6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
SOC.6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.
SOC.6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
SOC.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.
SOC.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.
SOC.6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.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.
SOC.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
SOC.6.1.12.CS12	Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
SOC.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

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

Chapter 27

- Analyze the reasons for the growth of anti-labor sentiment following World War II.
- Analyze the reasons for and results of the second Red Scare
- Compare and contrast the response of the American people to the end of World War II to the American people's response to the end of World War I.
- Analyze the the political debates over the uses of atomic technology in the post-World War II era.

Chapter 28

- Assess the reasons for the growth of the civil rights movement during the 1950s and the degree of success it achieved.
- Evaluate the reasons for and the success of American foreign policy during the 1950s.
- Analyze how mass media influenced traditional perceptions of gender roles during the 1950s.

Chapter 29

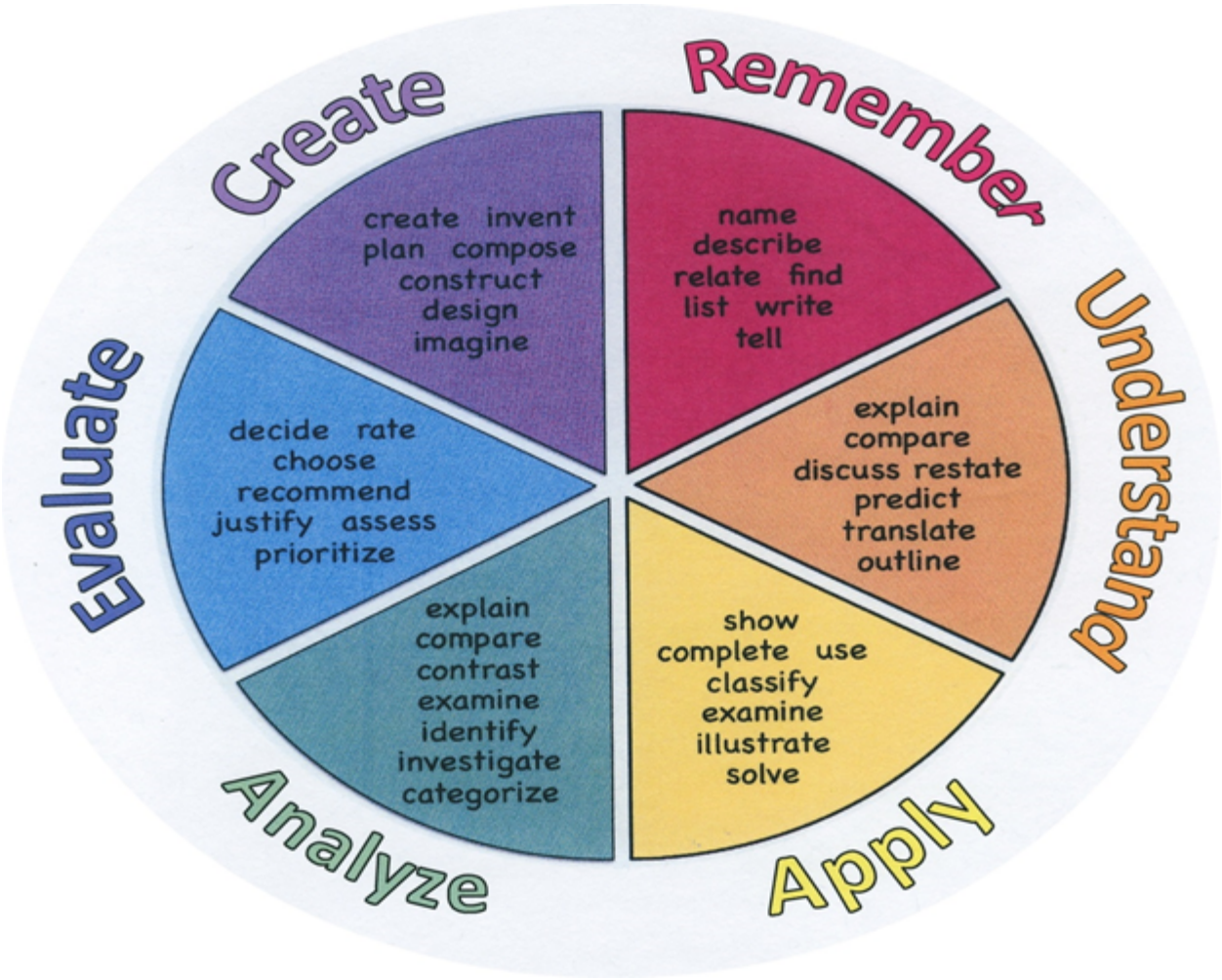
- To what degree and in what ways could the year 1968 be considered a turning point in U.S. history?
- Analyze the factors that led to some moderate Americans to abandon the liberal agenda by the late 1960s.
- Analyze the degree to which the Great Society was successful in accomplishing its goals and the degree to which it failed to achieve lasting change.

Chapter 30

- To what degree and in what ways was American foreign policy during the 1960s and early 1970s a continuation of past U.S. foreign policy and to what degree and in what ways was it a departure from previous U.S. foreign policy?
- Analyze the degree to which the new conservative movement challenged the policies of the Great Society.
- Compare and contrast the elections of 1964, 1968, and 1972.

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

- Establish historical context by checking for understanding about events leading up to this time period (For example: AP Test Practice multiple choice questions for The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's)
- Build foundation through vocabulary and key people identification (For example: Suggested Study for people and places such as Korean War, McCarthyism, NATO, United Nations, Truman Doctrine, Rosa Parks, Sputnik, Freedom Rides, Great Society, New Frontier, Vietcong, and Tet Offensive)
- Use of maps and interactive time likes to understand the context surrounding the time period/event (For Example: The Korean War-1950 - 1953; Election of 1960; Election of 1968; Women in the Paid Workforce-1940 - 2010)
- Use of primary sources from multiple sources (For example: Debating the Past: Origins of the Cold War; The Civil Rights Movement; The Vietnam Community)
- Perspectives including view point, culture and class (For example: Patterns of Culture on Route 66, Lucille Ball, and Rock Music of the 1960's)
- Use of Ebook to interactively use the text book through videos, pictures, audio etc. (Topics include: The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's)
- Write a journal entry from a key persons point of view (For example: Rosa Parks, Dwight Eisenhower, John F. Kennedy, Lyndon B Johnson, Richard Nixon, and Jimmy Carter)

- Research and collect historical evidence for an essay (For example: Cold War Events, The New Deal, The Great Society, Policies & Effects of the Quota Acts(1921, 1924), and Immigration Act(1965), Indentity & Roles of American Women, Inpact on Race Relations, Developments in Popular Culture, and Changes in American Economy in the Mid/Late 20th Century)

Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks for The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, Civil Right's Movement, Vietnam War, and the 1970's-benchmark assessment
- Unit Tests for Period 8: 1945-1980 (The Cold War, The 1950's (Truman & Eisenhower Years) & 1960's, Civil Right's Movement, Vietnam War, and the 1970's).-summative assessment
- DBQ's (For Example: Government Roles & Civil Rights Activists)-alternate assessment
- Long Essays (For Example: Analyze the impact of the cold war on domestic politics; Analyze the changes and continuity in the identity and roles of American women from 1945-1980; Analyze 3 developments in popular culture that had an impact on American Society; Analyze how the role of the federal government in the American economy changed during the period from 1945-1980)-alternate assessment
- Quickwrite-formative 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

Textbook:

American History - AP Edition (Fifteenth Edition)

McGraw Hill Education

Ancillary Resources

- NEWSELA
- COMMONLIT
- History.com
- Reading Like A Historian
- Close Read Screencasts
- Connect One
- Interactive Timelines

Technology Infusion

- Use of Google Chrome Books (Google Docs & Forms/Online Research for projects, Do Nows, Exit Tickets on The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's)
- Google Classroom (Posting Assignments/Class Discussion Questions for The Cold War, The 1950's (The Truman &

Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, The 1970's)

- Various Online tools (For example: YouTube Videos on The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, The 1970's)
- Online Databases from BHS Media Center (Research on The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, The 1970's using EbscoHost, Infobase eBooks, and Facts on File, and Issues & Controversies)



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.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

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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- 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

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

Differentiation

- Small group instruction for guided notes on The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.
- Small group assignment for Origins of the Cold War (Argumentation & Interpretation).
- Study guide for Period 8 1945-1980 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 Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example: Korean War, McCarthyism, NATO, United Nations, Truman Doctrine, Rosa Parks, Sputnik, Freedom Rides, Great Society, New Frontier, Vietcong, and Tet Offensive).
- Modify number of AP Test Practice multiple choice questions for The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.

- 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 Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Korean War, McCarthyism, NATO, United Nations, Truman Doctrine, Rosa Parks, Sputnik, Freedom Rides, Great Society, New Frontier, Vietcong, and Tet Offensive).
- Modify number of AP Test Practice multiple choice questions for The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.

- 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

- Allow the use of note cards on the Unit Test on Period 6 (1865-1898); Topics include: The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Korean War, McCarthyism, NATO, United Nations, Truman Doctrine, Rosa Parks, Sputnik, Freedom Rides, Great Society, New Frontier, Vietcong, and Tet Offensive).
- Modify number of AP Test Practice multiple choice questions for The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.

- 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)

- Project-based learning for in-depth research on The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.
- Use research to debate the Watergate Scandal.
- Allow students to work at a faster pace on DBQ's and Long Essays related to the topics of The Cold War, The 1950's (The Truman & Eisenhower Years) & The 1960's, The Civil Right's Movement, The Vietnam War, and the 1970's.

- 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

See sample in Unit 1.