Unit 8

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States History 2 Honors: Grade 11

Unit 8: Into a New Millenium

Belleville Board of Education

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Unit Overview

In Unit 8 students will learn about the administrations that bridged the end of the 20th century and the beginning of the 21st. They will also examine how technology and changing demographics have shaped modern American culture.

Enduring Understanding

1. Bill Clinton led the Democratic Party in a new direction, while the Republican influence increased and the economy changed.

2. Acts of terrorism, a troubled war, and a faltering economy dominated the millennium's first decade.

3. President Barack Obama changed domestic and foreign policies, but the Democratic Party lost power in Congress as U.S. politics became increasingly partisan.

4. Advances in technology have increased not only in the pace but also the comfort and health of many Ameriacans' daily lives.

5. As the 20th century ended and the 21st began, the demographics of the U.S. population changed.

Essential Questions

1. Are peace and stability in the Middle East vital to the United States' economy and national security? Explain.
2. Should the United States have fought a war against Iraq to liberate Kuwait? Why or why not?
3. Is it the responsibility of the United States today to be the world's "policeman"? Why or why not?
4. Can global terrorism be stopped? Explain.
5. Should a President be impeached for ethical lapses and moral improprieties? Why or why not? Use specific examples.
6. Should the United States use military force to support democracy in the Middle East? Explain.
13. Is it constitutional for the United States to fight preemptive wars? Was the United States justified in fighting a war to remove Saddam Hussein from power?
14. Is the world safer since the end of the Cold War? Explain.
15. Should Americans be optimistic about the future? Why or why not?
16. Should we change the way that we elect our presidents? Defend your position.

Exit Skills

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.

Task

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.

Vocabulary

Al Gore Jr.

Presidential Election of 2000

September 11, 2001

World Trade Center

The Pentagon

Osama bin Laden

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
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	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
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.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.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.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.

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

0xLA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
0xLA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
0xLA.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.
0xLA.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.
0xLA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
0xLA.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.
0xLA.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.
0xLA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
0xLA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
0xLA.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.)
0xLA.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.
0xMA.9-12.S-CP	Conditional Probability and the Rules of Probability
0xMA.9-12.S-CP.B	Use the rules of probability to compute probabilities of compound events in a uniform probability model
0xMA.9-12.S-IC	Making Inferences and Justifying Conclusions
0xMA.9-12.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
0xMA.9-12.S-IC.B.6	Evaluate reports based on data.
0xMA.9-12.S-ID	Interpreting Categorical and Quantitative Data
0xMA.9-12.S-MD	Using Probability to Make Decisions
0xMA.9-12.S-MD.B	Use probability to evaluate outcomes of decisions
0xTECH.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.
0xTECH.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.
0xTECH.8.1.12.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
0xTECH.8.1.12.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
0xTECH.8.1.12.E	Students apply digital tools to gather, evaluate, and use information.
0xTECH.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.
0xTECH.8.2.12.C	The design process is a systematic approach to solving problems.

Learning Objectives

1. Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

2. Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

3. Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

4. Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

5. Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying

values and perspectives.

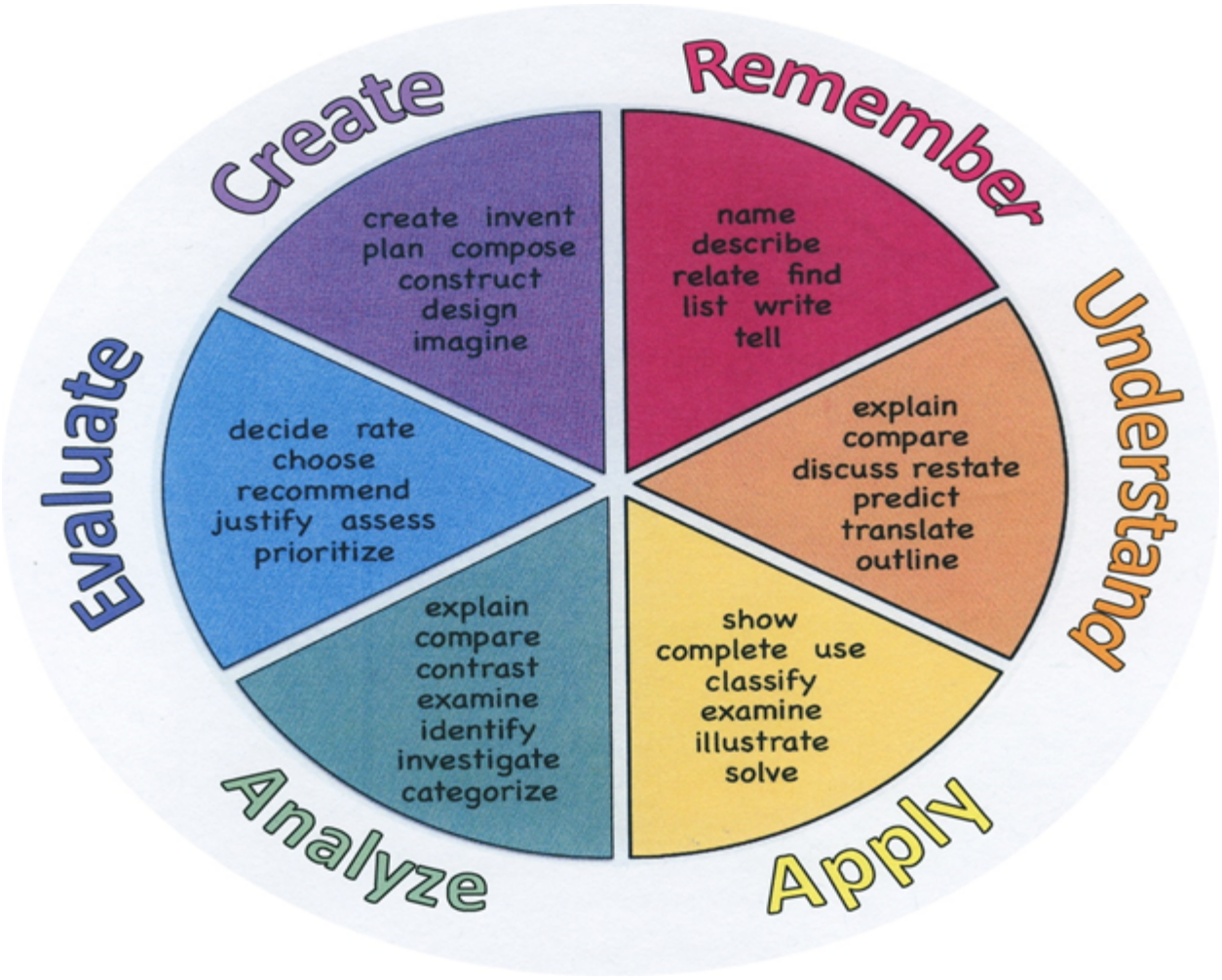
6. Determine the relationship between United States domestic and foreign policies.

7. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

8. Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

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

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.

1. Engage with History

Imagine that you are either an entrepreneur in a computer field or a researcher in biotechnology or pharmaceuticals. You have developed a remarkable new method, product, or medication. Before you can bring

it to the global market, however, you need to investigate government regulations that relate to intellectual property rights, patents, personal privacy, and other ethical issues. Think of a process or product that you feel would be useful and research how the government would address its suitability for distribution.

2. Focus on Writing

Write an expository essay in which you describe the career and accomplishment of a woman or member of a minority group who achieved prominence during the administrations of President Clinton, Bush, or Obama. Examples include Madeleine Albright, Colin Powell, Alberto Gonzalez, Condoleezza Rice, Hillary Clinton, Nancy Pelosi, Eric Holder, and Loretta Lynch.

3. Multimedia Activity

Organize the class into groups. Each group should conduct research on interventions by the U.S. military in various regions during the tenure of President Clinton, Bush, or Obama. Regions might include Eastern Europe, North Africa, sub-Saharan African, the Middle East, or South Asia (including Afghanistan and Pakistan). Groups should analyze the purposes and effects of the intervention and include the context of the Cold War, international peacekeeping efforts, and responses to terrorism, where appropriate. Present your findings to the class using video, text, and other formats.

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

Focus on Writing: Write an expository essay in which you describe the career and accomplishment of a woman or member of a minority group who achieved prominence during the administrations of President Clinton, Bush, or Obama. Examples include Madeleine Albright, Colin Powell, Alberto Gonzalez, Condoleezza Rice, Hillary Clinton, Nancy Pelosi, Eric Holder, and Loretta Lynch.-benchmark assessment

Written reports-alternate 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

Text: American History (2018) HMH Social Studies

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

Ancillary Resources

History Channel Videos

"Millennium"

"I-Witness to 9/11"

"Becoming a Candidate"

"History and Development of Computers"

Document-based Investigations

Graphic Organizers

Interactive Games

Carousel: September 11, 2001

Image with Hotspots: The International Space Station

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

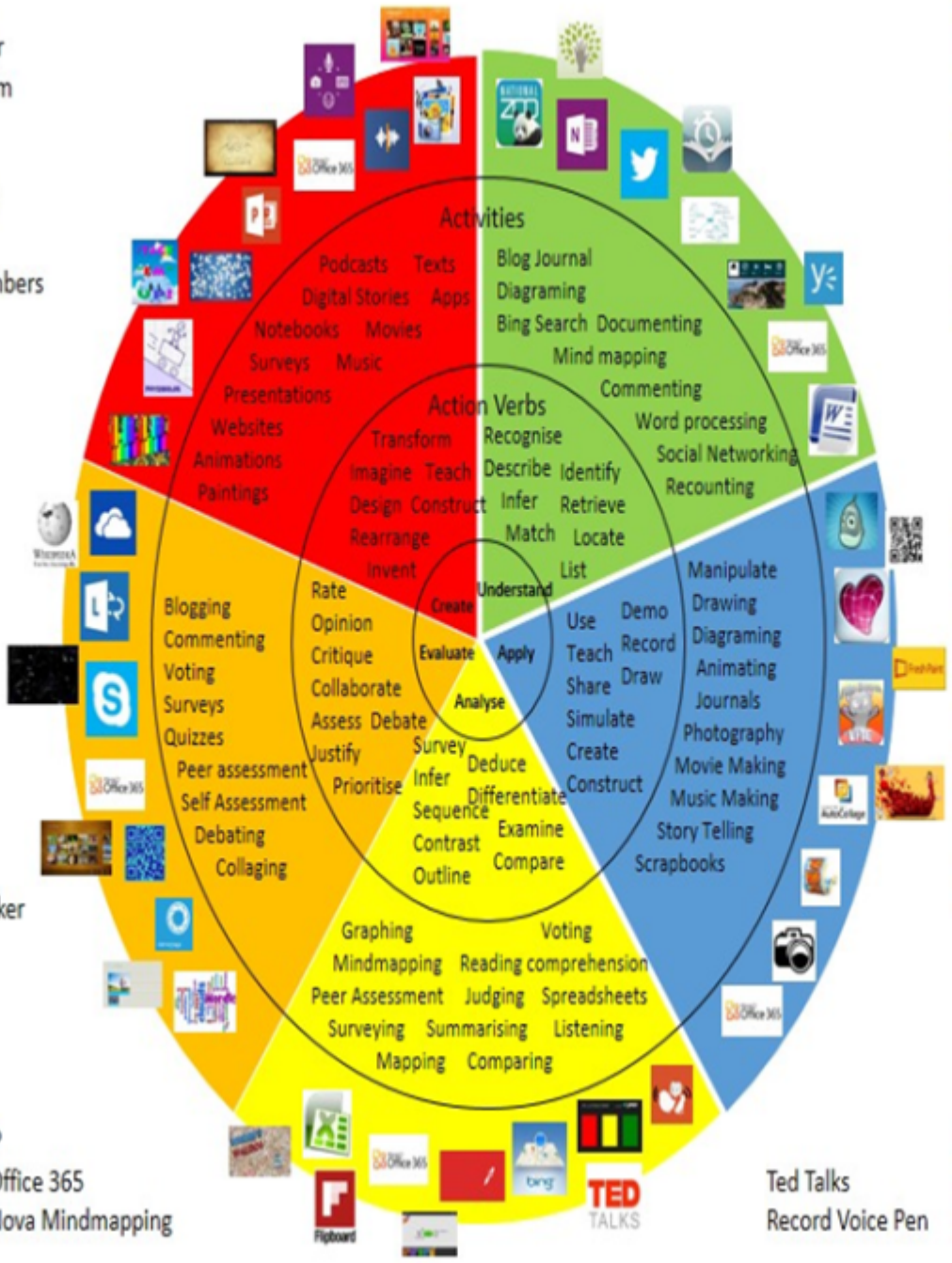
Win 8.1 Apps/Tools Pedagogy Wheel

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/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

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

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

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Differentiations:

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

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

Interdisciplinary Connection: ENGLISH

Statement of Objective: SWDAT UNDERSTAND AND ANALYZE the new world order and the changing times.

Anticipatory Set/Do Now: DO NOW Q'S

Learning Activity: DN, NOTES, DISCUSION, REVIEW

Student Assessment/CFU's: FOLLOW UP Q'S

Materials: TEXT, MS WORD AND PPT

Integration of Technology: LAPTOP, MS WORD, POWERPOINT, INTERNET RESEARCH, LCD PROJECTOR

21st Century Themes and Skills: CRITICAL THINKING, COMPARE AND CONTRAST THEMES

Differentiation: SMALL GROUP