Unit 5: 1970s to Present Day Through a Global Lens

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated

by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on US foreign relations from the 1970s to the present day. Students will understand that the US foreign policy of the 1970s and 1980s remained focused on the Cold War and the policy of containment, as the expansion of communism was viewed as a threat to the United States and democracy. In the 90s and at the turn of the century, there was a rise of global terrorism, which resulted from many factors, but were in part connected to Cold War policies. By the end of this unit, students will evaluate the decisions made by the United States, the only remaining superpower at the end of the Cold War, when discussing military intervention, strategy, accomplishments and challenges. Students will be able to identify progression and establish cause and effect from Cold War conflicts to conflicts surrounding terorrism in the early 21st century.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ

community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.RH.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2 - [Progress Indicator] - Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3 - [Progress Indicator] - Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded

them.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - 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.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - 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.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - 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.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

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).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

PFL.9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:, tolerance, and belonging in connection with ethnicity, and religious tolerance.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent did US foreign policy actions complicate, conflict with, or support valued principles of democracy and upholding human rights?
- To what extent were Cold War policies responsible for the rise of terrorism in the 1990s and 2000s?

Enduring Understandings:

- In an effort to end the Cold War, the US utilized a series of foreign relations tactics, some of which had unintended consequences or conflicted with democratic ideals
- The rise of global terrorism in the post-Cold War era was the result of a wide variety of factors, but were in part, connected to Cold War policies

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): President Richard Nixon, President Gerald Ford, President Jimmy Carter, President George Bush, President Bill Clinton, detente, SALT I and SALT II, Yom Kippur War, Cambodia, War Powers Resolution, Camp David Accord, Iranian Revolution, Henry Kissinger, realpolitik, Afghanistan Conflict, Iran-Contra Affair, Iran Hostage Crisis, Central American Dirty Wars, Fall of Berlin Wall, Tiananmen Square, Exxon Valdez, Persian Gulf War, NAFTA, September 11th Attacks, Islamic terrorism, War on Terror, Guantanamo Bay, President George W. Bush, "Axis of Evil", weapons of mass destruction, President Barack Obama, ISIS, Paris Climate Agreement

- President Nixon's Secretary of State, Henry Kissinger, promoted a philosophy of realpolitik which was not a moral approach to foreign policy, but a more "realistic" assessment of a nation's power and threat.

- Detente was a policy of relaxed relations between the United States and the Soviet Union.

- President Nixon's resignation led to President Gerald Ford's leadership and continuation with many Republican policies.

- President Carter was criticized for this foreign policy and conflict with the Soviet Union, but did improve relations with Latin America and the United States.

- The Iran Hostage Crisis weakened citizens' trust in the ability of the government during the international crisis.

- President Reagan's foreign policy promoted peace and the end of the Cold War.

- The Fall of the Berlin Wall signified the Cold War ending but not the end of Communism or its impact.

- The United States was the only remaining superpower at the end of the Cold War.

- The September 11th attacks mark a turning point for the United States foreign policies and interventions as the worst terrorist attack in the nation's history.

- Concerns over climate change shaped foreign policy in the 21st century as economic development of countries lead to greenhouse gas emissions produced from fossil fuels.

Students will be skilled at:

- Determining the significance of Nixon's realpolitik and detente approaches to foreign policy as a drastic change from containment.

- Assessing the influence of Henry Kissenger as Secretary of State for Nixon and Ford's foreign policy particularly in Cambodia.

- Comparing and contrasting Nixon's foreign policy with Carter's moral approach to foreign policy which promoted human rights.

- Identifying Carter's foreign policy as a collapse of detente with the Soviet Union.

- Evaluating the significance of the SALT agreements in addressing the threat of nuclear weapons

during the Cold War.

- Examining the successes and challenges of the United States' relationship with the Middle East during the Camp David Accords and the Iran Hostage Crisis.
- Explaining the context in which the Soviet Union's communist influence weakened in the late 1980s with the leadership of Gorbachev and policies such as glasnost.
- Determining the significance of the student protest at Beijing's Tiananmen Square to the world's democratic countries and the people of China.
- Explaining and critiqing how Reagan strengthened anti-communist forces (Contras) in Nicaragua.
- Discussing the Iran-Contra scandal and the United States' intervention in the Middle Eastern affairs.
- Evaluating the responsibilities of the United States as the only remaining superpower at the end of the Cold War when discussing military intervention.
- Comparing and contrasting military intervention and public opinion through Operation Desert Storm during the Persian Gulf War versus that of the Vietnam War.
- Analyzing the way in which the free trade agreement known as NAFTA changed economic partnerships in North America.
- Evaluating President George W. Bush's Global War on Terror in response to the September 11th attacks of 2001.
- Assessing President George W. Bush's policy of incarceration of suspected al-Qaeda rebels in Guantanamo Bay, Cuba without due process.
- Connecting the relationship between the United States and Iran through the War on Terror and discussion of weapons of mass destruction.
- Evaluating the causes and effects of the Paris Climate Agreement.
- Assessing the terms of the Joint Comprehensive Plan of Action (or Iran Nuclear Deal)
- Examining, analyzing and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short

and long term factors to be explained in connection to the topic.

Learning Plan

This unit plan includes but is not limited to the following learning strategies:

- **1970s Cold War Policies Stations Activity:** Students will address varying Cold War treaties and conflicts during the 1970s and assess the United States' attempts to maintain power and influence in competition with the Soviet Union. Students will reflect on how certain decisions, such as the SALT I and II treaties, Camp David Accords, the invasion of Cambodia and their role in the Iranian Revolution and Yom Kippur War may have contributed to either increased international stability or tension, conflict, and unequal access to resources.

- **Inquiry-Based Lesson:** Students will address the question, "To what extent was America committed to democracy and human rights during the Cold War?" by investigating case studies of American intervention in the 1980s. Students in groups will first be assigned an article on one of the four major U.S. interventions in the 1980s (CIA Intervention in Afghanistan, Iran-Contra Affair, Iranian Hostage Crisis, and Central American Dirty Wars) and discuss in their groups how their case study addresses the central question. Students will then break out with peers from other groups and compare and contrast findings, discussing the various case studies before coming together as a class to debrief on findings and conclusions made.

- **Persian Gulf War Reading Analysis:** Students will read and annotate an article on the causes and effects of the Persian Gulf War. Students will draw connections between U.S. invasion of Iraq to invasions of other nations, and assess tactics used in the war and the impact of the war on Americans and Iraqi citizens.

- **Contextualizing 9/11:** Students will learn about the causes and effects of the 9/11 attacks by reading an article on the rise of Al Qaeda, the United States' role in the rise of extremist Islamic terrorist groups, and the attacks on 9/11. Students will then watch news clips from 9/11 of the attacks and former President George W. Bush's response and examine impacts of the war such as changes to American security measures, the rise in xenophobia towards Muslims, increased feelings of patriotism and nationalism, and the War on Terror.

- **War on Terror:** Students will analyze arguments made for and against the War on Terror and a timeline of events to assess whether the United States was accurate in claiming the presence of weapons of mass destruction in Iraq and the impact of the war on America and Middle Eastern countries. Students will write a response to create their argument and will use evidence from the readings to support their argument.

- **Environmental Challenges and Responses:** Students will first examine environmental crises such as the Exxon Valdez spill to build understanding of environmental issues of the late 20th century/present day. Students will then read and annotate excerpts of the Paris Climate Agreement and create an argument over whether the agreements will accurately help slow the effects of climate change.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, and Source Analysis

Alternative Assessments:

-Cold War Double Journal Entry: Students will pick one event from the 1970s and one event from the 1980s to write a double journal entry on the Cold War. Students will address America's commitment to democracy or lack thereof in the events highlighted, as well as how American intervention has impacted foreign nations. Students will use sources from class to defend their argument.

-War on Terror Timeline: Students will create a timeline that highlights major events which led to the War on Terror and occurred during the War on Terror. Students will include images that relate to key terms and events of the War on Terror and write descriptions on how the event impacted this time period. Students will include a reflection on causation of events.

Benchmark Assessment:

Written Responses to Document Analysis Questions

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

NBC News Video: The 1980 Moscow Olympics Boycott Flashback

NPR Article "So What Exactly Is in the Paris Climate Accord?"

Washington Post: President Bush Addresses the Nation (9/11) Primary Source

CHOICES: U.S. Role in a Changing World (Includes Post-9/11 Wars and U.S. Foreign Policy Post-Cold War)

CHOICES: The United States in Afghanistan

Iran-Contra Document analysis

Kyoto Protocol lesson plan

Iraq War Resolution

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.