

# Unit II: The Cold War (1945-1990)

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **1 marking period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

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The students will understand the role the United States will play as a superpower and the implications that will have as an evolving competition between the U.S. and Soviet Union in the post-WWII era. The students will understand the political nature associated with a Cold War and the significance of mutually-assured destruction in the maintenance of Cold War status. Additionally, students will understand the implications of Cold War politics on smaller nations as they determine their governmental structures.

## Transfer

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Students will be able to independently use their learning to connect divisive issues between East and West to today's global politics.

## Meaning

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## Understandings

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Students will understand that...

Superpowers evolved as a direct result of WWII and they often disagreed on global issues.

Nuclear Arms proliferation impacted world events and decision making.

Attempts to contain the spread of communism resulted in a polarization of world affairs.

## Essential Questions

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Students will keep considering...

Why is the world divided after WWII?

How does political ideology contribute to international conflict?

Why is this period called the Cold War?

How do various world leaders contribute to the longevity of political conflict?

What are the economic implications of the Cold War Era?

## Application of Knowledge and Skill

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### Students will know...

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Students will know...

1	<i>the effectiveness of the Marshall Plan in the rebuilding of European nations in the post-World War II period.</i>
2	<i>the effectiveness of the regional alliances (i.e., Warsaw Pact and NATO) in the rebuilding of European nations during this time period.</i>
3	<i>ideological differences between the United States and its allies, and the Soviet Union and its allies, contributed to the Cold War.</i>
4	<i>how the pursuit of nuclear weapons by industrialized countries (e.g., U.S., Soviet Union) and developing countries (e.g., Pakistan, India) affected international relations.</i>
5	<i>the impact of McCarthyism on individual civil liberties.</i>
6	<i>the United States' involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</i>
7	<i>constitutional issues involving war powers, as they relate to United States military intervention in the Korean War and the Vietnam War.</i>
8	<i>the role of newspapers and television in bringing information to the American public and shaping public attitudes toward the Vietnam War.</i>
9	<i>American public support of the government and military during the Vietnam War</i>
10	<i>the impact of the U.S. policy of containment on independence movements in Africa (e.g., Congo, Ethiopia, Somalia), Asia (e.g., Cambodia, China, Indonesia), the Caribbean (e.g., Cuba), and the Middle East (e.g., Israel, Palestine).</i>

11	the Arab-Israeli conflict (e.g., formation of Israel, Six-Day War, Yom Kippur War) and its influence on American foreign policy in the Middle East during this time period and today.
12	<i>the Space Race from the perspectives of the scientific community, the government, and the public.</i>
13	the impact of agricultural innovation on reducing food scarcity to the world economy in this time period.
14	scientific advancements (e.g., vaccinations, telecommunications, atomic energy) impacted national and global economies and daily life.
15	the role of public and private sectors in promoting economic growth and ensuring economic stability through regulatory practices, education, internal improvements, and employment opportunities.

16	the economic, political, and social impact of new and emerging technologies (e.g., satellite, computers, the Internet, and cellular technology) on individuals and nations.
17	the impact of media and technology on world politics during this time period by considering their role to inform, organize, and influence individuals, organizations, and government.
18	government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
19	<i>the impact of technology on the global workforce, entrepreneurship, and access to education.</i>
20	<i>the social and economic impact of American popular, political and consumer cultures other world cultures.</i>
21	<p><i>how the Cold War ended, and determine which explanation best accords with textual evidence, considering:</i></p> <ul style="list-style-type: none"> <li>• <i>the foreign policy of the Reagan administration</i></li> <li>• <i>internal weaknesses of the Russian economy</i></li> <li>• <i>the leadership of Mikhail Gorbachev</i></li> <li>• <i>pro-democracy movements within communist nations.</i></li> </ul>
22	the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union.

### Students will be skilled at...

Students develop the following skills:

1	<i>Cite specific textual evidence to evaluate the effectiveness of the Marshall Plan in the rebuilding of European nations in the post-World</i>	RH.11-12.1
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	<i>War II period.</i>	6.1.12.B.12.a
2	Evaluate the effectiveness of the regional alliances (i.e., Warsaw Pact and NATO) in the rebuilding of European nations during this time period.	6.1.12.B.12.a
3	<i>Gather relevant information from multiple sources to analyze how ideological differences between the United States and its allies, and the Soviet Union and its allies, contributed to the Cold War.</i>	WHST.11-12.8 6.1.12.A.12.a
4	Compare and contrast how the pursuit of nuclear weapons by industrialized countries (e.g., U.S., Soviet Union) and developing countries (e.g., Pakistan, India) affected international relations.	6.1.12.D.12.c
5	<i>Integrate information from diverse sources, noting discrepancies among sources, to analyze the impact of McCarthyism on individual civil liberties.</i>	RH.11-12.9 6.1.12.D.12.b
6	<i>Draw evidence from informational text to evaluate the United States' involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</i>	WHST.11-12.9 6.1.12.A.12.a
7	<i>Write an informative text that explains constitutional issues involving war powers, as they relate to United States military intervention in the Korean War and the Vietnam War.</i>	WHST.11-12.2 6.1.12.A.12.b
8	<i>Use technology to produce an individual and shared writing product that analyzes the role of newspapers and television in bringing information to the American public and shaping public attitudes toward the Vietnam War.</i>	RH.11-12.6 RH.11-12.7 6.1.12.D.12.e
9	<i>Write an explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts (e.g., Iraq, Afghanistan).</i>	WHST.11-12.2 6.1.12.D.12.d
10	<i>Conduct research to analyze the impact of the U.S. policy of containment on independence movements in Africa (e.g., Congo, Ethiopia, Somalia), Asia (e.g., Cambodia, China, Indonesia), the Caribbean (e.g., Cuba), and the Middle East (e.g., Israel, Palestine).</i>	WHST.11-12.7 6.1.12.D.12.a
11	Explain how the Arab-Israeli conflict (e.g., formation of Israel, Six-Day War, Yom Kippur War) has influenced American foreign policy in the Middle East during this time period and today.	6.1.12.A.12.c
12	<i>Evaluate authors' differing points of view of the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the public.</i>	RH.11-12.6 6.1.12.C.12.a
13	Assess the impact of agricultural innovation on reducing food scarcity to the world economy in this time period.	6.1.12.C.12.b
14	Analyze how scientific advancements (e.g., vaccinations, telecommunications, atomic energy) impacted national and global economies and daily life.	6.1.12.C.12.c
15	Assess the role of public and private sectors in promoting economic growth and ensuring economic stability through regulatory practices, education, internal improvements, and employment opportunities.	6.1.12.C.12.d

16	Evaluate the economic, political, and social impact of new and emerging	6.1.12.C.16.a
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	technologies (e.g., satellite, computers, the Internet, and cellular technology) on individuals and nations.	
17	Determine the impact of media and technology on world politics during this time period by considering their role to inform, organize, and influence individuals, organizations, and government.	6.1.12.A.16.a
18	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.	6.1.12.A.16.b
19	<i>Gather relevant information from multiple sources to support a prediction regarding the impact of technology on the global workforce, entrepreneurship, and access to education.</i>	WHST.11-12.8 6.1.12.C.16.b 6.1.12.D.16.b
20	<i>Synthesize multiple resources to analyze the social and economic impact of American popular, political and consumer cultures other world cultures from multiple perspectives, during this time period.</i>	WHST.11-12.7 6.1.12.D.16.a
21	<i>Evaluate various explanations of how the Cold War ended, and determine which explanation best accords with textual evidence, considering:</i> <ul style="list-style-type: none"> <li>• <i>the foreign policy of the Reagan administration</i></li> <li>• <i>internal weaknesses of the Russian economy</i></li> <li>• <i>the leadership of Mikhail Gorbachev</i></li> <li>• <i>pro-democracy movements within communist nations.</i></li> </ul>	RH.11-12.3 6.1.12.A.15.a
22	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union.	6.1.12.A.15.d 6.1.12.A.15.a

## **Academic Vocabulary**

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Iron Curtain

containment

aspiration

Berlin Airlift

intervene

38th Parallel

nationalize

Domino Theory

Black List  
McCarthyism  
Vietnamization  
tangible  
Satellite States  
Cold War  
Limited War  
Flexible response  
Bay of Pigs invasion  
Cuban Missile Crisis  
Berlin Wall  
New Frontier  
Space Race  
Peace Corps  
Reganomics  
NATO  
Warsaw Pact

## **Learning Goal 1**

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Compare and Contrast the ideological differences that develop in the post-WWII world and its impact on American foreign policy.

- Compare and Contrast the ideological differences that develop in the post-WWII world and its impact on American foreign policy.

MA.S-ID

Interpreting Categorical and Quantitative Data

MA.S-ID.A

Summarize, represent, and interpret data on a single count or measurement variable

MA.S-IC

Making Inferences and Justifying Conclusions

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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
SOC.6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
SOC.6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
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.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.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 countries 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.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
SOC.6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

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.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

## Target 1

Describe the key components of communism and democracy and the policies enacted to spread these ideologies in the post-WWII world.

- Describe the key components of communism and democracy and the policies enacted to spread these ideologies in the post-WWII world.

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.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

## Target 2

Describe the effects of communist and democratic ideologies on the escalation of various conflicts during the Cold War.

- Describe the effects of communist and democratic ideologies on the escalation of various conflicts during the Cold War.

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.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).

## Learning Goal 2

Determine how advancements in technology, exploration, and agriculture impacted the US and its involvement in the outside world.

- Determine how advancements in technology, exploration, and agriculture impacted the US and its involvement in the outside world.

MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
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MA.S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables
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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
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.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.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.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
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.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.CS15	Contemporary United States: International Policies: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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## Target 1

List ways in which the U.S. explored new frontiers and developed new technology to adapt to a rapidly evolving space age.

- List ways in which the U.S. explored new frontiers and developed new technology to adapt to a rapidly evolving space age.

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.

## Target 2

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Describe how the U.S. developed economically in the post-war period and ways in which government spending changed.

- Describe how the U.S. developed economically in the post-war period and ways in which government spending changed.

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.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.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
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 countries 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.

## Learning Goal 3

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Evaluate ways in which civil liberties are violated during the Red Scare and the development of McCarthyism.

- Evaluate ways in which civil liberties are violated during the Red Scare and the development of McCarthyism.

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
SOC.6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

## Target 1

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Describe the effects of communism on American society and basic American liberties.

- Describe the effects of communism on American society and basic American liberties.

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.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

## Target 2

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Analyze anti-communist propaganda utilized by the U.S. government.

- Analyze anti-communist propaganda utilized by the U.S. government.

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.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
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.e

Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

## Learning Goal 4

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Assess the key people and events which led to the fall of communism.

- Assess the key people and events which led to the fall of communism.

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.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.
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.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
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.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.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 countries 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.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.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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.CS4	Contribute to project teams to produce original works or solve problems.

## Target 1

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Chart changes in relations between the U.S. and the Soviet Union leading up to the fall of the Berlin Wall.

- Chart changes in relations between the U.S. and the Soviet Union leading up to the fall of the Berlin Wall.

SOC.6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
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## Target 2

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Describe why communism declined and how U.S. policy led to the collapse of the Soviet Union.

- Describe why communism declined and how U.S. policy led to the collapse of the Soviet Union.

SOC.6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
SOC.6.1.12.CS15	Contemporary United States: International Policies: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

## Summative Assessment

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All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

## **Formative Assessment and Performance Opportunities**

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Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

Second Marking Period Benchmark Assessment

## **21st Century Life and Careers**

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PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.9	Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
PFL.9.1.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS4

Contribute to project teams to produce original works or solve problems.

## **Accommodations/Modifications**

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**Enrichment Opportunities: US History I: College Prep B, College Prep A, Honors, AP**

**Differentiation: 504 accommodations and IEP modifications are met as required**

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

### **Second Marking Period Benchmark Assessment**

(Modified) Two Paragraph Response to Benchmark Question

(CPA) Four Paragraph Response to Benchmark Question

(Honors/AP) Five Paragraph Response to Benchmark Question

### **Cold War at Home WebQuest**

(Modified) Teacher Paired Groups with less stations and modified readings

### **Cold War Fallout Shelter Do Now Writing Activity**

(Modified) What 5 things would you bring into your "fallout shelter?" What would make you feel scared or uneasy? 3-4 sentence response followed by class discussion.

What 8 things would you bring into your "fallout shelter?" What would make you feel scared or uneasy? How was the fear of communism/nuclear war similar and different in the 1950s and today to the fear of terrorism/nuclear war? 7-8 sentence response followed by class discussion.

### **Inside North Korea**

(Modified) Fact based video response questions with overall "things I learned"

Fact based video response questions with reflective essay piece on overall living conditions inside North Korea and purpose of government propaganda

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social Studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

### **Unit Resources**

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May include, but not be limited to:



#### Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>

#### Social Studies Databases

1. abc-clio for Social Studies

#### Student Response Systems

#### Primary Source Documents

1. The DBQ Project Binders

#### Online Portfolios

#### Teacher Resource Kit

1. Text Resources

#### The Choices Program

1. *The Cuban Missile Crisis: Considering Its Place in Cold War History*  
*Flocabulary*  
*1. The Cold War*

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### **Interdisciplinary Connections**

Please see attached interdisciplinary standards from literacy, math and technology linked throughout curriculum above.

MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
MA.S-IC	Making Inferences and Justifying Conclusions
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.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).
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.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.
MA.S-MD.B	Use probability to evaluate outcomes of decisions
9-12.HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
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