

**Course: MD United States History 2  
Unit 4 - Challenges in Today's World**

**Year of Implementation: 2021-2022**

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**Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

{provide all applicable links to standards here}  
<https://www.state.nj.us/education/cccs/2020/>

**Unit Standards:**

**New Jersey Student Learning Standards for Social Studies**  
(<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

*6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

*6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.*

*6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.*

*6.1.12.B.14.a 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.D.14.a Determine the relationship between United States domestic and foreign policies.*

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

*6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.*

*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.*

*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.*

*6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.*

*6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.*

*6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.*

*6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.*

**New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

*Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.*

*9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.*

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

**Transfer Goal:** Students will be able to independently use their learning to analyze patterns of history to better understand the present and prepare for the future.

As aligned with LRHSD Long Term Learning Goal(s):  
Maximize independence  
Self-advocate in real-life situations  
Positively contribute to society

Enduring Understandings

Students will understand that. . .

*EU 1*

- Foreign relations rely heavily on trade especially among neighboring countries.

*EU 2*

- America plays a vital role in world affairs.

Essential Questions

*EU 1*

- How has America worked with Canada and Mexico?
- Why is trade a factor in developing relationships with neighboring countries?
- How have trade agreements impacted trade between America and its neighbors?

*EU 2*

- How did the Cold War end?
- How has America worked with world organizations like NATO and the United Nations?

<p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>America is constantly undergoing changes as a country.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>America's rising population impacts everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Why does America work for peace in other regions of the world?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>How is America changing?</li> <li>Why are new laws needed as America changes?</li> <li>What problems must America solve for the future?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>How is America's population changing?</li> <li>How has immigration impacted America?</li> <li>What is America doing to meet the needs of its rising population?</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>geographical proximity impacts relationships between countries. (6.1.12.A.15.c)</li> <li>America's relationship with its neighbors is ever changing. (6.1.12.D.15.b)</li> <li>agreements and policy help create relationships between countries. (6.1.12.A.15.c)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>the varying approaches of the US to the communist threat. (i.e. containment, brinkmanship, détente) (6.1.12.A.15.a)</li> <li>reasons for the fall of communism in Eastern Europe and the collapse of the Soviet Union. (6.1.12.A.15.a)</li> <li>the important international concepts, crises, events, and people of the Nixon, Ford, Carter, Reagan, Bush, Clinton, Bush, Obama, and Trump presidencies. (6.1.12.A.15.b)</li> </ul>	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>read and label a map. (6.1.12.A.15.c)</li> <li>draw inferences from factual material. (6.1.12.D.15.b)</li> <li>recognize cause and effect relationships. (9.2.12.CAP.13)</li> <li>compare and contrast graphic organizers. (6.1.12.A.15.c)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>read and analyze primary source documents. (6.1.12.A.15.a)</li> <li>draw inferences from factual material. (6.1.12.A.15.a)</li> <li>read and interpret a timeline. (6.1.12.A.15.b)</li> <li>Utilize various forms of media to obtain information. (6.1.12.A.15.c)</li> </ul>

- the international community has a shared interest in preserving economic, personal, and political freedom. (6.1.12.A.15.c)

#### EU 3

- globalization has increased economic and political competition. (6.1.12.C.16.c)
- national legislation and policies have promoted civil liberties and equal opportunities. (6.1.12.A.13.b)

#### EU 4

- cultural diversity is widespread throughout America. (6.1.12.D.14.f)
- immigrants from other countries bring aspects of their culture to America. (6.1.12.B.14.a)
- a country will create new laws and policy to meet the needs of a changing population. (6.1.12.A.14.b)

#### EU3

- recognize cause and effect relationships. (6.1.12.C.16.c)
- analyze graphic organizers. (6.1.12.A.13.b)
- describe issues with discrimination. (9.4.5.GCA.1)

#### EU 4

- analyze political cartoons. (6.1.12.D.14.f)
- read and analyze primary source documents. (6.1.12.B.14.a)
- read and label a map. (6.1.12.B.14.a)
- differentiate between different viewpoints. (6.1.12.A.14.b)

## Stage Two - Assessment

Other Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Tests and quizzes
- Timelines
- Observations (Performance of Kahoot Quiz or ability to label countries on a map)
- Current Events
- Class Discussions (The pros and cons of the NAFTA agreement or landmark supreme court decisions on social issues)
- Presentations
- Videos ([Barack Obama Brainpop Video](#) or [When the Towers Fell: National Geographic](#))

## Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Develop a timeline of major legislative developments for a social issue (education, population growth, crime, drug abuse, gun control, same-sex marriage, etc.) (A) (EU3, EU4)
- Create a poster that either supports or opposes the NAFTA trade agreement. (M,T) (EU1)
- Use a graphic organizer to summarize the reasons for and results of The War on Terror. (A) (EU2)
- View the [Barack Obama Brainpop Video](#) and answer the review questions. (A) (EU2)
- Label a map demonstrating the countries of origin of American immigrants. (A) (EU4)
- Define globalization and identify 3 ways it impacts your everyday life. (A,M) (EU 3)
- Create a Kahoot Quiz to highlight important events in the fall of the Soviet Union. (M,T) (EU2)
- Create a tombstone for a former Supreme Court Justice and highlight 3 important decisions he or she contributed to. (M,T) (EU3)
- View and complete the comprehension questions in [The United Nations](#) Edpuzzle. (A) (EU2)
- Create a flyer highlighting a current protest movement that explains the goals of the movement. (T,M) (EU3, EU4)
- Compare and contrast primary source documents communicating the varying experiences of American immigrants. (A,M,T) (EU2).

- Research a current event article about trade with Mexico or Canada and identify 3 important details. (A) (EU1)
- Create a campaign poster for a modern American president displaying 3 ways your candidate will help the American people. (M,T) (EU2, EU3, EU4)
- Construct a political cartoon depicting the benefits of American diversity. (M,T) (EU4)