



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	US History		<b>Grade:</b>	11
<b>Unit Number:</b>	6	<b>Unit Name:</b>	WWII	
<b>Unit Length</b>	Days: 20 Days (Buffer Imbedded)		Mins / Day: 55	
<b>Unit Synopsis</b>	<p>Focuses on</p> <ul style="list-style-type: none"> <li>• Reasons why US Joined WWII</li> <li>• Why the Japanese Attacked Pearl Harbor</li> <li>• Roosevelts Foreign Policies               <ul style="list-style-type: none"> <li>○ 4 Freedoms</li> </ul> </li> <li>• Major Battles               <ul style="list-style-type: none"> <li>○ Iwo Jima</li> <li>○ Normandy</li> <li>○ Midway</li> <li>○ Okinawa</li> <li>○ Battle of the Bulge</li> </ul> </li> <li>• Individual Fighting Units               <ul style="list-style-type: none"> <li>○ Navajo Code Talkers</li> <li>○ 442 Regimental Combat team</li> <li>○ Tuskegee Airmen</li> </ul> </li> <li>• Constitutional Issues               <ul style="list-style-type: none"> <li>○ Korematsu</li> <li>○ Japanese Internment</li> </ul> </li> <li>• Women and War Production</li> <li>• Advances in Weaponry</li> </ul> <p>Consequences of the Atomic Bomb Decision</p>			

Priority Standards	Current History Standards	Common Core Literacy Standards
	<ul style="list-style-type: none"> <li>• 11.7.1               <ul style="list-style-type: none"> <li>○ Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</li> </ul> </li> <li>• 11.7.2               <ul style="list-style-type: none"> <li>○ Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</li> </ul> </li> <li>• 11.7.3               <ul style="list-style-type: none"> <li>○ Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).</li> </ul> </li> <li>• 11.7.4               <ul style="list-style-type: none"> <li>○ Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).</li> </ul> </li> <li>• 11.7.5               <ul style="list-style-type: none"> <li>○ Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</li> </ul> </li> <li>• 11.7.6               <ul style="list-style-type: none"> <li>○ Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.</li> </ul> </li> <li>• 11.7.7               <ul style="list-style-type: none"> <li>○ Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</li> </ul> </li> </ul>	<p>READING 11-12.6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.</p> <p>READING 11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>WRITING 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.</p> <p>WRITING 11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WRITING 11-12.9 - Draw evidence from informational texts to support analysis, reflection and research.</p>

		Common Core Literacy Standards
<b>Supporting Standards</b>	<ul style="list-style-type: none"> <li>• 11.8.2                             <ul style="list-style-type: none"> <li>○ Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</li> </ul> </li> <li>• 11.8.5                             <ul style="list-style-type: none"> <li>○ Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</li> </ul> </li> <li>• 11.10.1                             <ul style="list-style-type: none"> <li>○ Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.</li> </ul> </li> </ul>	
<b>Target ELD Standards</b>	<p><b>Collaborative</b></p> <p><b>Interpretive</b></p> <p><b>Productive</b></p>	

## Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor )	Depth of Knowledge (Target for Unit Mastery)
<ul style="list-style-type: none"> <li>Examine origins</li> </ul>	11.7.1 - Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	Level 2: Comprehension	Level 2: Skills and Concepts
Explain Strategies of major battles of multiple parties	11.7.2 - Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	Level 2: Comprehension	Level 2: Skills and Concepts
<ul style="list-style-type: none"> <li>Identify Roles</li> </ul>	11.7.3 – Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442 <sup>nd</sup> Regimental Combat team, the Navajo Code Talkers).	Level 2: Comprehension	Level: Skills and Concepts
<ul style="list-style-type: none"> <li>Analyze foreign Policy</li> </ul>	11.7.4 – Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).	Level 4: Analysis	Level 3 Strategic Thinking
<ul style="list-style-type: none"> <li>Discuss Constitutional issues</li> <li>Understand role changes of people groups</li> </ul>	11.7.5 - Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.	Level 2: Comprehension	Level 3: Skills and Concepts
<ul style="list-style-type: none"> <li>Describe major developments</li> <li>Determine Impact of events</li> </ul>	11.7.6 - Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	Level 1: Knowledge	Level 1: Recall and Reproduction
<ul style="list-style-type: none"> <li>Discuss the consequence of actions</li> </ul>	11.7.7 – Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	Level 4: Analysis	Level 3: Strategic Thinking
<ul style="list-style-type: none"> <li>Evaluate different author's points of view</li> <li>Determining the validity of claims and reasonings</li> </ul>	READING 11-12.6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.	Level 4: Analysis	Level 3: Strategic Thinking

<ul style="list-style-type: none"> <li>• Answer a historical question or problem</li> <li>• Evaluate multiple sources of information</li> <li>• Understand how to glean information from multiple media sources</li> </ul>	<p>READING 11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	Level 4: Analysis	Level 3: Strategic Thinking
<ul style="list-style-type: none"> <li>• Create research projects that answer academic questions</li> <li>• Understanding subject</li> <li>• Synthesize multiple sources</li> </ul>	<p>WRITING 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.</p>	Level 4: Analysis	Level 3: Strategic Thinking
<ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources</li> <li>• Assess Strengths and limitations</li> <li>• Integrate information correctly into text</li> <li>• Maintain balance between multiple sources</li> </ul>	<p>WRITING 11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	Level 4: Analysis	Level 3: Strategic Thinking
<ul style="list-style-type: none"> <li>• Draw Evidence from sources</li> <li>• Support Analysis with data</li> <li>• Reflect on data</li> </ul>	<p>WRITING 11-12.9 – Draw evidence from informational texts to support analysis, reflection and research.</p>	Level 4: Analysis	Level 3: Strategic Thinking

Learning Progressions of Skills and Concepts

<b>Priority History Standard</b>	11.7.1 - Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
10.8 Students analyze the causes and consequences of World War II.	Current	NA
<b>Priority History Standard</b>	. 11.7.2 - Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
10.8.3 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	Current	NA

<b>Priority History Standard</b>	11.7.3 – Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442 <sup>nd</sup> Regimental Combat team, the Navajo Code Talkers).	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	Current	NA
<b>Priority History Standard</b>	11.7.4 – Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
Not Applicable	Current	NA
<b>Priority History Standard</b>	11.7.5 - Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
Not Applicable	Current	NA
<b>Priority History Standard</b>	11.7.7 – Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	Current	NA

<b>Literacy Standard</b>	READING 11-12.6 – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
9-10.6 Compare the point o view of two or more authors for how they treat the same or similar topics, including details they emphasize in their own accounts.	Current	NA
<b>Literacy Standard</b>	WRITING 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.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
No Change to the 12 grade standards	Current	NA
<b>Literacy Standard</b>	WRITING 11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standardized format.	Current	NA
<b>Literacy Standard</b>	WRITING 11-12.9 – Draw evidence from informational texts to support analysis, reflection and research.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
No Change from current standard.	Current	NA



<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<ol style="list-style-type: none"> <li>1. Understanding the different reasons for international Conflict</li> <li>2. How effective is WWII propaganda as a mobilization tool for both sides?</li> <li>3. What are the different historical points of view of Atomic Bomb, Strategic Battles etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can different people groups look at the same historical event and have different points of view.</li> <li>2. The role of propaganda in portraying nationalistic ideas.</li> </ol>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
	Please see Unit 6 Toolbox for a Full List of Content specific vocabulary in the Vocabulary List Word File
Resources for Vocabulary Development (Strategies, Routines and Activities)	
Please see Unit 6 Toolbox for a Full List of Content specific vocabulary in the Vocabulary List Word File	

Unit Assessments	
Pre-Assessment	Post-Assessment
Test Description:  Please see <a href="http://www.alvordsschools.org/cfa">www.alvordsschools.org/cfa</a> for the most current EADMS CFA ID numbers	Test Description:  Please see <a href="http://www.alvordsschools.org/cfa">www.alvordsschools.org/cfa</a> for the most current EADMS CFA ID numbers.
Scoring Guides and Answer Keys	
SEE UNIT 6 Toolbox	SEE UNIT 6 Toolbox
Assessment Differentiation	
Students with Disabilities	Reference IEP <i>Accommodations</i> <b>Refer To Students IEP</b>
	<i>Modifications</i>  <b>Refer To Students IEP</b>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: <b>WWII Magazine</b> - Students will create a magazine about WWII. All Magazines must include 3 Academically rich articles that show demonstrations of research and understanding of content, as well as 2 Period appropriate advertisements. This will give students the opportunity to show that they can research, understand, synthesize and manipulate the content into a media format.		Days: 4-6  Minutes/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	<b>Pearl Harbor DBQ:</b> Using the DBQ Project resources, students will write a full essay using the “Why did the Japanese Bomb Pearl Harbor?” DBQ. Depending on class competency and past experiences teachers have the option to scaffold the DBQ as they see fit.	Days: 3-5  Minutes/Day:
Task 2:	<b>Battles Graphic Organizer:</b> Students will use the graphic organizer to get essential elements of the major Battles of WWII. This is a relatively short task, but will be built upon when students need to complete the engaging scenario.	Days:1-2  Minutes/Day:
Task 3:	<b>Winning over Hearts and Minds:</b> This lesson is from the National WWII museum. It explores the various types of Propaganda that the United states produced for homeland consumption during WWII.	Days:2-3  Minutes/Day:
Task 4:	<b>Shog Hiroshima/Nagasaki:</b> A Lesson from the Stanford History Education Group explores the question “How Should the Atomic Bomb Be remembered by History?” Students are challenged to look at different perspectives of the bombing and then are forced to choose which side they take on the issue.	Days:2-3  Minutes/Day:
<b>Interdisciplinary Connections</b>	ELA/Language Arts- DBQ’s and reading prompts Art- propaganda cartoons	
<b>Scoring Rubric</b>	<b>See Toolbox</b>	
21 <sup>st</sup> Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy		<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:</b>		

## Authentic Performance Task 1

<b>Task Description</b>	<b>Pearl Harbor DBQ:</b> Using the DBQ Project resources, students will write a full essay using the “Why did the Japanese Bomb Pearl Harbor?” DBQ. Depending on class competency and past experiences teachers have the option to scaffold the DBQ as they see fit.	<b>Suggested Length</b>	Days:3-5 Minutes/Day:
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	11.7.1 - Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.		
	<b>Supporting Standard(s)</b>		
	<b>Target ELD Standard(s)</b>		
<p>WRITING 11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WRITING 11-12.9 - Draw evidence from informational texts to support analysis, reflection and research.</p>			
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1. Understanding the different reasons for international Conflict</li> <li>2. How effective is WWII propaganda as a mobilization tool for both sides?</li> </ol>		
<b>Big Idea(s)</b>	<b>The role of propaganda in portraying nationalistic ideas.</b>		
<b>Bloom’s</b>		<b>DOK</b>	<b>Scoring Rubric</b>
Synthesis		Extended thinking	<b>See DBQ Project Rubrics in toolbox</b>

<b>Teaching and Learning Sequence</b>	<p><b>(Suggested Instructional Strategies and Tasks)</b></p> <p><b>At teachers discretion</b></p>
<b>Resources and Materials</b>	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p><b>See Toolbox</b></p>

<b>Strategies for Differentiation</b>			
All Students	SWD	ELs	Enrichment
	<p><b>Reference IEP</b> <i>Accommodations</i> <b>Refer to Students IEP</b></p>	<p>Emerging</p>	
		<p>Expanding</p>	
	<p><i>Modifications</i> <b>Refer to Students IEP</b></p>	<p>Bridging</p>	

<b>Scoring Rubric</b>	
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## Authentic Performance Task 2

<b>Task Description</b>	<b>Battles Graphic Organizer:</b> Students will use the graphic organizer to get essential elements of the major Battles of WWII. This is a relatively short task, but will be built upon when students need to complete the engaging scenario.	<b>Suggested Length</b>	<b>Days: 1-2</b> Minutes/Day:
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	. 11.7.2 - Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.		
	<b>Supporting Standard(s)</b>		
	<b>Target ELD Standard(s)</b>		
<b>Essential Question(s)</b>			
<b>Big Idea(s)</b>	<b>Understanding the different reasons for international conflict.</b>		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
<b>Comprehension</b>		<b>Skills and Concepts</b>	
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>		
	<b>At Teachers Discretion</b>		

<b>Resources and Materials</b>	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>
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<b>Strategies for Differentiation</b>
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All Students	SWD	ELs	Enrichment
	<b>Reference IEP</b>  <i>Accommodations</i>  <b>Refer to Students IEP</b>	<b>Emerging</b>	
		<b>Expanding</b>	
	  <i>Modifications</i>  <b>Refer to Students IEP</b>	<b>Bridging</b>	

<b>Scoring Rubric</b>	
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## Authentic Performance Task 3

<b>Task Description</b>	<b>Winning over Hearts and Minds:</b> This lesson is from the National WWII museum. It explores the various types of propaganda that the United states produced for homeland consumption during WWII.	<b>Suggested Length</b>	<b>Days:2-3</b> <b>Mins/Day:</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	11.7.5 - Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.		
	<b>Supporting Standard(s)</b>		
	<b>Target ELD Standard(s)</b>		
<p><b>READING 11-12.6</b> – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence.</p> <p><b>WRITING 11-12.8</b> – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>			
<b>Essential Question(s)</b>	1. How effective is WWII propaganda as a mobilization tool for both sides?		
<b>Big Idea(s)</b>	<b>The role of propaganda in portraying nationalistic ideas.</b>		
<b>Bloom’s</b>		<b>DOK</b>	<b>Scoring Rubric</b>
<b>Analysis</b>		<b>Strategic Thinking</b>	

Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
Strategies for Differentiation			
	<p><i>Reference IEP Accommodations</i> <b>Refer to Students IEP</b></p> <p><i>Modifications</i> <b>Refer to Students IEP</b></p>	Emerging	
		Expanding	
		Bridging	

Scoring Rubric	
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## Authentic Performance Task 4

<b>Task Description</b>	<b>Shog Hiroshima/Nagasaki:</b> A Lesson from the Stanford History Education Group explores the question “How Should the Atomic Bomb Be remembered by History?” Students are challenged to look at different perspectives of the bombing and then are forced to choose which side they take on the issue.	<b>Suggested Length</b>	<b>Days: 2-3</b> <b>Minutes/Day:</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	11.7.7 – Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).		
	<b>Supporting Standard(s)</b>		
	<b>Target ELD Standard(s)</b>		
<p><b>READING 11-12.6</b> – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence.</p> <p><b>WRITING 11-12.8</b> – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>			
<b>Essential Question(s)</b>	Understanding the different reasons for international Conflict What are the different historical points of view of Atomic Bomb, Strategic Battles etc.		
<b>Big Idea(s)</b>	<ol style="list-style-type: none"> <li><b>How can different people groups look at the same historical event and have different points of view.</b></li> </ol>		

Bloom's		DOK		Scoring Rubric	
Synthesis		Extended thinking			
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)				
	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)				
Resources and Materials					
Strategies for Differentiation					
All Students	SWD	ELs	Enrichment		
	<i>Reference IEP Accommodations</i> <b>Refer to students IEP</b>	Emerging			
	<i>Modifications</i> <b>Refer to students IEP</b>	Expanding			
		Bridging			
Scoring Rubric					

**Engaging Scenario**

Detailed Description (situation, challenge, role, audience, product or performance)			
Description: <b>WWII Magazine</b> - Students will create a magazine about WWII. All magazines must include 3 academically rich articles that show demonstrations of research and understanding of content, as well as 2 Period appropriate advertisements. This will give students the opportunity to show that they can research, understand, synthesize and manipulate the content into a media format.			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<i>Reference IEP Accommodations</i> <b>Refer to students IEP</b>  <i>Modifications</i> <b>Refer to students IEP</b>	Emerging	
		Expanding	
		Bridging	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		