



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	US History		Grade:	11
Unit Number:	9	Unit Name:	1970's Vietnam to Modern America	
Unit Length	Days: 20 Days (Buffer Imbedded)		Mins / Day: 55	
Unit Synopsis	<p>** This Unit Encompasses the entirety of the 1970s all the way to present day. Although it makes it a gargantuan unit, this was done due to the fact that many sites will be interrupted during this timeframe because of mandatory state testing. Because of this, allowing the unit to be large gives you the flexibility to start and stop your lessons at a more logical times, and not be restricted to a strict pacing in this particular unit.</p> <p>Because of the amount of interruptions that will happen during this unit, we have come up with multiple lessons that give the instructor the flexibility to assign different types of assignments during this time period to address the standards in different ways. It also gives teachers the ability to cover different units that they have more expertise in.</p> <p>Our intention for unit 9 is for it to be a "Chinese Menu" type of lesson. We do not expect teachers to do all the lessons, but we do anticipate that instructors will have an activity for Vietnam/Watergate, Carter/ReaganEra, End of Cold War/1990's, 9/11 and Modern Terrorism. Some activities will cover only one base, while others may cover multiple subject sections</p>			

		Common Core Literacy Standards
Priority Standards	<p style="text-align: center;">Current History Standards</p> <ul style="list-style-type: none"> ● 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). ● 11.11.4 <ul style="list-style-type: none"> ○ Explain the constitutional crisis originating from the Watergate scandal. ● 11.11. <ul style="list-style-type: none"> ○ Continuity and Change in the Twentieth Century: Students analyze the major social problems and domestic policy issues in contemporary American society. 	<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 11-12.1 – Write arguments focused on discipline specific content.</p> <p>WRITING 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Supporting Standards		Common Core Literacy Standards
Target ELD Standards	<p>Collaborative</p> <p>Interpretive</p> <p>Productive</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)
Examine origins	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 	Level 2: Comprehension	Level 2: Skills and Concepts
Explain the Watergate Crisis	<ul style="list-style-type: none"> • 11.11.4 <ul style="list-style-type: none"> ○ Explain the constitutional crisis originating from the Watergate scandal. 	Level 2: Comprehension Level 4: Analysis	Level 2: Skills and Concepts Level 3 Strategic Thinking
Analyze the causes of change and major social problems in the late 20 th and early 21 st century	<ul style="list-style-type: none"> • 11.11 <ul style="list-style-type: none"> ○ Continuity and Change in the Twentieth Century: Students analyze the major social problems and domestic policy issues in contemporary American society. 	Level 2: Comprehension Level 4: Analysis	Level: Skills and Concepts

Learning Progressions of Skills and Concepts

Priority History Standard	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 		
Previous Grade	Current Grade	Next Grade	
NA	Current	NA	
Priority History Standard	<ul style="list-style-type: none"> • 11.11.4 <ul style="list-style-type: none"> ○ Explain the constitutional crisis originating from the Watergate scandal. 		
Previous Grade	Current Grade	Next Grade	
NA	Current	NA	

Priority History Standard	<ul style="list-style-type: none"> • 11.11 <ul style="list-style-type: none"> ○ Continuity and Change in the Twentieth Century: Students analyze the major social problems and domestic policy issues in contemporary American society. 	
Previous Grade	Current Grade	Next Grade
NA	Current	NA

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<ol style="list-style-type: none"> 1. What were the Major Political Policies for the Late 20th Century Presidents? 2. How did Watergate scandal have lasting impact on American society and Politics? 3. Which Major events of the late 20th and early 21st century had the most impact on American life 	<ol style="list-style-type: none"> 1. Can students understand and evaluate policies and events from different Presidential and Historical eras?

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
	Please see Unit 9 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 9 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 www.alvordshools.org/cfa for the most current EADMS CFA ID numbers.	Test Description: Please see www.alvordshools.org/cfa for the most current EADMS CFA ID numbers.
Scoring Guides and Answer Keys	
SEE UNIT 9 Toolbox	SEE UNIT 9 Toolbox

Assessment Differentiation

Students with Disabilities

Reference IEP

Accommodations

Refer To Students IEP

Modifications

Refer To Students IEP

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Description: Because the Unit covers so much history, we wanted to give students the opportunity to go over one event in this time period more in depth. This can be done a variety of ways but the following are suggested: <ol style="list-style-type: none"> 1. Report or Term Paper on an Event in the era (Examples are in the toolbox) 2. Graphic Novel Project 3. Mock News Report or Reenactment of the event 4. Music video that is directly teaching about the event 5. Storybook that teaches the event with the intention that it could be used to teach third grade 	Days: 5+ Minutes/Day:	
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Civil Rights event annotate timeline: Students will be given a person or event in the Civil rights movement that they will need to research and do a full page write up on. Then once the write up is completed, they are to compile those sheets into a large timeline. Once the timeline is completed, students are to give a 2 minute oral summary of their piece of the timeline.	Days: 2-3 Minutes/Day:
Task 2:	Presidential Policies Comparisons Chart: Students will survey all of the Presidents from Reagan to George W Bush and List their foreign and domestic policies. Students will then compare the presidents to one another using the chart in a guided discussion.	Days: 3-4 Minutes/Day:
Task 3:	Description: The intention is the teacher will give a lesson on either 9/11, Modern Terrorism or 21st century global terrorism. In order to facilitate that we have given 2 lessons that teachers will have the option to choose from: <ol style="list-style-type: none"> 1. Threat Assessments 2. Days of infamy Instructions included in Toolboxes	Days: 4-5 Minutes/Day:
Interdisciplinary Connections		
Scoring Rubric	See Toolbox	
21st 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"/> _____	
Connections between 21st Century Skills, CCCSS, and Unit Overview:		
<i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i>		

Authentic Performance Task 1

Task Description	The Vietnam Blueprint is 71 pages of documents and activities concerning the Vietnam era. In the spirit of teacher Autonomy, we want to give the teacher the option of picking 3 activities, readings or graphic organizers to use in class to supplement their Vietnam Units.	Suggested Length	Days: 3-4 Minutes/Day:		
Standards Addressed	Priority Standard(s)				
	11.9.4. Performance Standard: List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the 'nuclear freeze' movement).				
	Supporting Standard(s)				
	Target ELD Standard(s)				
Essential Question(s)	1. Which Major events of the late 20 th and early 21 st century had the most impact on American life				
Big Idea(s)	Can students understand and evaluate policies and events from different Presidential and Historical eras?				
Bloom's		DOK		Scoring Rubric	
Comprehension		Skills and Concepts			

Teaching and Learning Sequence	<p>(Suggested Instructional Strategies and Tasks)</p> <ul style="list-style-type: none"> • See toolbox for all the materials. <p>We suggest you give each student their own event or leader to summarize and explain before establishing the group timeline to be able to easily grade student work.</p>
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>

Strategies for Differentiation

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

Scoring Rubric	
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Authentic Performance Task 2

Task Description	Presidential Policies Comparisons Chart: Students will survey all of the Presidents from Reagan to George W Bush and List their foreign and domestic policies. Students will then compare the presidents to one another using the chart in a guided discussion.	Suggested Length	Days: 1-2 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss significant domestic policies of speeches of Carter, Reagan, Bush, Clinton and George W Bush (e.g., with regard to education, civil rights, economic policy, environmental policy). 		
	Supporting Standard(s)		
	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 		
	Target ELD Standard(s)		
Essential Question(s)	<ol style="list-style-type: none"> 1. What were the Major Political Policies for the Late 20th Century Presidents? 2. Which Major events of the late 20th and early 21st century had the most impact on American life. 		
Big Idea(s)	Can students understand and evaluate policies and events from different Presidential and Historical eras?		
Bloom's		DOK	Scoring Rubric
Comprehension		Skills and Concepts	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<ul style="list-style-type: none"> • See toolbox for all the materials. <p>We suggest you give each student their own even or leader to summarize and explain before establishing the group timeline to be able to easily grade student work.</p>		

Authentic Performance Task 3

Task Description	<p>Description: The intention is the teacher will give a lesson on either 9/11, Modern Terrorism or 21st century global terrorism. In order to facilitate that we have given 2 lessons that teachers will have the option to choose from:</p> <ol style="list-style-type: none"> 1. Threat Assessments 2. Days of infamy <p>Instructions included in Toolboxes</p>	Suggested Length	Days: 4-5 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 		
	Supporting Standard(s)		
	Target ELD Standard(s)		
Essential Question(s)	Which Major events of the late 20 th and early 21 st century had the most impact on American life.		
Big Idea(s)	Can students understand and evaluate policies and events from different Presidential and Historical eras?		
Bloom's		DOK	Scoring Rubric
Comprehension		Skills and Concepts	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<ul style="list-style-type: none"> • See toolbox for all the materials. <p>We suggest you give each student their own even or leader to summarize and explain before establishing the group timeline to be able to easily grade student work.</p>		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		

Strategies for Differentiation

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

<p>Scoring Rubric</p>	
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)			
<p>Description: Because the Unit covers so much history, we wanted to give students the opportunity to go over one event in this time period more in depth. This can be done a variety of ways but the following are suggested:</p> <ol style="list-style-type: none"> 1. Report or Term Paper on an Event in the era (Examples are in the toolbox) 2. Graphic Novel Project 3. Mock News Report or Reenactment of the event 4. Music video that is directly teaching about the event 5. Storybook that teaches the event with the intention that it could be used to teach third graders 			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<p><i>Reference IEP Accommodations</i> Refer to students IEP</p>	Emerging	
		Expanding	
	<p><i>Modifications</i> Refer to students IEP</p>	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		