

Helena-West Helena School District

Ratcheting Up the Three R's

All Subjects Instructional Unit Plan

Subject: Social Studies	Estimated Length of Unit: 10 days	Beginning Date: April 18, 2016	Projected Ending Date: April 29, 2016
-------------------------	-----------------------------------	--------------------------------	---------------------------------------

Course APUSH	Grade 11
--------------	----------

Unit Theme, Big Idea, or *Essential Question*:

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology

UBD Stage One-Desired Results (A is Optional)

A. Students will be able to independently use their leaning to... (Transfer Goals)

1. Create Cornell notes over their reading.
2. Formulate discussion questions.
3. Analyze various historical perspectives.

B. Students will understand that...

1. A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.
2. The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role..
3. Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

C. Students will know...

1. Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism.
2. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades.
3. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations.
4. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights.
5. The increasing integration of the United States into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.

D. Students will be Skilled at...

1. Taking Cornell notes
2. Independently identifying key ideas
3. Analyze historical documents to understand how they fit within the larger historical context.
4. Identify various and often competing perspectives in history.

Helena-West Helena School District

Frameworks and Common Core State Standards			
Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
PEO-2 PEO-3 PEO-7 POL-3 POL-4 POL-7 WXT-3 WXT-7 WXT-8 ENV-5 CUL-7 WOR-3 WOR-7 WOR-8 ID-6 ID-7	RI.11-12.1 RI.11-12.2 RI.11-12.3	W.11-12.1.C W.11-12.1.D W.11-12.1.E W.11-12.3	SL.11-12.1 SL.11-12.3
Unit Specific Vocabulary -Neo-conservatism -OPEC embargo -inflation -Iranian hostage crisis -Moral Majority -Focus on the Family -Contract with America -budget deficit -“Star Wars” missile defense system -9/11 -NAFTA -Immigration Reform and Control Act of 1986 -“Don’t Ask, Don’t Tell” -Supply-Side economics -Ayatollah Khomeini -Camp David Accords Glasnost -Iran-Contra Affair -Perestroika -AIDS -Taliban -Al-Qaeda			
UBD Stage Two-Evidence			
Pre Assessment <ul style="list-style-type: none"> • Attach Copy at the End of the Unit 			

Helena-West Helena School District

Traditional Assessment Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.

- Proposed Date for Traditional Assessment May 2, 2016
- **Attach a copy to the end of this unit.**

B. Project-Based Assessment Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.

- **Create a handout that lists the four options and includes instructions and a rubric for each choice.**
- **Proposed Date for Project-Based Assessment Presentations** April 30
- **Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit.** _____

Alternative Assessment or Big Finale -----What choices will be given students for this Unit?

- Comic Strip Diary
 Interview Letter to the Editor
 Newspaper Story **Radio Program**
Newscast Monologue
 Poem or Song Slideshow
 Brochure Model
Press Conference Play
 Soundtrack Essay
 Rewrite Oral Interpretation

Introducing the Unit

Anchoring Activity

This activity should engage the students and establish the relevance of the entire unit of study.

Anchoring Activity	Description of Anchoring Activity
<p> Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____ </p>	<p>Students will watch a Crash Course video on Reagan and the Cold War.</p>

Helena-West Helena School District

Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

UBD Stage Three-Learning Plan		
Lesson # Date/Day	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
4-18-16	Crash course video. Reading quiz.	SWBAT take chapter reading quiz.
4-19-16	Students will create a news segment on the Iranian hostage crisis.	SWBAT analyze the events of the Iranian Hostage Crisis. SWBAT identify why the Iranian revolutionaries were upset with the United States.
4-20-16	Lecture on the “New Right.”	SWBAT identify several main beliefs of the New Right. SWBAT explain why this conservative movement gained popularity in the 1980s.
4-21-16	Mini-lecture on “Reaganomics”	SWBAT write a short opinion piece on the effectiveness of supply-side economics. SWBAT explain how Reaganomics impacted the lives of Americans, especially those in the working class, working poor, and underclass. Example: The Pursuit of Happiness.
4-22-16	Ronald Reagan and the Cold War. Students will watch news programs about the fall of the Berlin Wall.	SWBAT create a news article about the fall of the Berlin Wall and détente.
4-25-16	Crash course video. Reading quiz.	SWBAT take chapter reading quiz.
4-26-16	Mini-Lecture on Clinton and NAFTA. Watch videos from maquiladoras.	SWBAT analyze the pros and cons of NAFTA. SWBAT answer the prompt: “Who did NAFTA benefit?”
4-27-16	Students will watch news videos from 9/11 and read various news articles.	SWBAT analyze the importance of 9/11. SWBAT explain how 9/11 lead to the Iraq War.
4-28-16	“The War on Terror.” Lecture.	SWBAT analyze the effectiveness of the War on Terror.

Helena-West Helena School District

4-29-16	Students will watch an episode of John Oliver discussing Snowden and the Patriot Act.	SWBAT analyze whether Edward Snowden is a patriot or traitor.
5-2-16	SW review materials for APUSH exam.	SW review materials for APUSH exam.
5-3-16	SW review materials for APUSH exam.	SW review materials for APUSH exam.
5-4-16	SW review materials for APUSH exam.	SW review materials for APUSH exam.
5-5-16	SW review materials for APUSH exam.	SW review materials for APUSH exam.
5-6-16	APUSH Exam.	SWBAT take and pass APUSH exam.
	Watch “The Pursuit of Happiness”	SWBAT understand how Reaganomics and economic policies impact the lives of ordinary people.
	Watch “The Pursuit of Happiness”	SWBAT understand how Reaganomics and economic policies impact the lives of ordinary people.
	Watch “The Pursuit of Happiness”	SWBAT understand how Reaganomics and economic policies impact the lives of ordinary people.