

1Understanding by Design: School Mountain Home Junior High School

Designer Name(s): RSLyons, AWeygint

Date: June 2014

Subject Area: ELA, SS, SCI

Grade Level(s): 8th

Unit Title/Focus: The 1960s

Estimated Amount of Instructional Time: ~35 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

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CCSS.ELA-LITERACY.W.8.2.A, CCSS.ELA-LITERACY.L.8.1, CCSS.ELA-LITERACY.L.8.1.C, CCSS.ELA-LITERACY.L.8.2, CCSS.ELA-LITERACY.SL.8.2, CCSS.ELA-LITERACY.W.8.1, CCSS.ELA-LITERACY.RI.8.1, CCSS.ELA-LITERACY.RI.8.6, CCSS.ELA-LITERACY.RI.8.8, CCSS.ELA-LITERACY.L.8.4, CCSS.ELA-LITERACY.L.8.6, CCSS.ELA-LITERACY.W.8.2.A, CCSS.ELA-LITERACY.L.8.1.C, CCSS.ELA-LITERACY.L.8.2, CCSS.ELA-LITERACY.SL.8.2

SOCIAL STUDIES/SCIENCE CCSS WRITING: CCSS Writing (W): 1, 2, 4, 5, 6, 7, 8, 9; CCSS Reading (R): 1, 2, 3, 4, 5, 6, 7, 8, 9

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

Students will understand that...

- The development of rocket science, flight, and competition with the USSR for dominance in space exploration
- The development of the Civil Rights Movement/Voters' Rights
- The War Against Poverty
- Social Issues including the Arts and the Counterculture Movement
- The underlying cause and ramifications of the US involvement in Vietnam (Cold War)
- The War on Poverty
- The influence of the TV Culture
- Awareness of the multitude of influences on a society changes that society
- The decade's affect on our local community and state

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- How does social media affect politics and policy?
- What methods of social change are most effective?
- How did the Cold War affect the local economy and community?

Big Idea(s)

The decade of the 60s was tumultuous and changed the USA forever

What Students will know: (what knowledge will they acquire)

- how to use skills developed/acquired through CCSS ELA/History/Science instruction to demonstrate deep understanding of the 1960s and its influence on American society.

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

- Utilize the four forms of writing to demonstrate understanding of the social and political events/issues of the 1960s and its lasting effects on American society.

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> • To research and produce different genres of writing to be collected and distributed in a grade level magazine using; • Formats: <ul style="list-style-type: none"> Argument Narrative Expository/Informational Creative • Each student is responsible for creating 1 document from each format for their English class, and creating 1 document each for History and Science using one of the four formats. • Options: Instructors or students will choose to produce the magazine by one of the options listed below. <ul style="list-style-type: none"> Small groups Individually 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> • Quizzes • Quickwrites/graphic organizers • Journaling • Mapping • Reflections • Writing Process
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<p><i>Learning Activities:</i></p> <p>Where: Collect and organize information on various types of essays Hook: Students explore a variety of types and versions of essays Equip: Develop additional vocabulary and practice using skills Rethink/Revise: Consider historically accepted essays in modern day context Evaluate: Find new links to old subjects in modern media sources Tailor: Use a variety of essay samples to match student interests Create: Presentations using electronics devices and systems</p>	

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	See subject area lesson plans

DRAFT