

**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.

<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<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"> <li>• To research and produce different genres of writing to be collected and distributed in a grade level magazine using;</li> <li>• Formats: <ul style="list-style-type: none"> <li>Argument</li> <li>Narrative</li> <li>Expository/Informational</li> <li>Creative</li> </ul> </li> <li>• 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.</li> <li>• Options: Instructors or students will choose to produce the magazine by one of the options listed below. <ul style="list-style-type: none"> <li>Small groups</li> <li>Individually</li> </ul> </li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Quickwrites/graphic organizers</li> <li>• Journaling</li> <li>• Mapping</li> <li>• Reflections</li> <li>• Writing Process</li> </ul>
<b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</b>	
<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

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

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