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| **Week**  **Of**  **8-24-15 through 8-28-15** | **Jennings Senior High** | | | | | | |
| **Subject: Modified American History** | | | | **Grade Level: 9-12** | **Instructor(s): Razny** | | |
|  | **Monday** | | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Key Concepts -Learning**  **Targets /Daily Objective** | CT | | Students will examine how unexpected events affect the United States foreign policy. | CT | Student will examine the effects of 9/11 Terrorist Attacks on the United States foreign and domestic policies | | CT |
| **Essential Question(s)** | How have unexpected events affected the United States foreign policy?  How did the terrorist attacks of 9/11 change America’s foreign and domestic policies? | | | | | | |
| **Common Core**  **Standards** | [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | | | | | | |
| **DOK Level(s)** |  | 1-3 | |  | 1-3 |  | |
| **Vocabulary** |  | Foreign policy, Neutral, Isolationist, Unilateral, Multilateral | |  | Terrorism, 9/11 Attacks |  | |
| **Class Procedures/Lesson Design** |  | **Do Now:** (**5-10 minutes)**  M.A. P. Moment, Clinton’s Speech on Bosnia worksheet p.32 | |  | **Do Now:** (**5-10 minutes)**  Causes of Terrorism p. 808-813 complete graphic organizer on page 260 in student handbook |  | |
|  |  | **Whole Group Lesson Introduction/Anticipatory Set**  **(15 minutes)**  American Foreign Policy –worksheet p.27 Read and discuss how the U. S. foreign policy has shifted over the years. | |  | **Whole Group Lesson Introduction/Anticipatory Set:**  **(15 minutes)**  Sept. 11,2011 reading p.260-261 student workbook |  | |
|  |  | **Whole Group Learning Strategies and Procedures: (20 Minutes)**  Jigsaw activity on group answers to What’s it to the U.S.? Evaluate and arrange by category the U.S. foreign policy actions using the situation strips. Do you agree/disagree with the U.S. actions? | |  | **Whole Group Learning Strategies and Procedures: (10 Minutes)**  Terrorist Attacks Against Americans 1979-2001 p.23 worksheet |  | |
|  |  | **Independent/Small Group Instruction: (20 Minutes)**  What’s it to the U.S.?Complete questions p.31 based on our class discussion. | |  | **Independent/Small Group Instruction: (20 Minutes)**  Student workbook p.262 questions 1-2 |  | |
| **Highly Tested CLE:**  **(EOC/ACT Time)**  **20 Min. Devoted to EOC/ACT Skill Reinforcers (20 Minutes)** |  | Personal dictionary items:  Neutral, Isolationist, unilateral, Multilateral | |  | Personal dictionary:  Terrorism, 9/11 Attacks |  | |
| **Daily Formative Assessment (5-10 Minutes)** |  | Exit ticket: What position do you take when you witness a conflict? Explain your position. | |  | Exit ticket? Write a brief summary of the events of September 11, 2001. Make sure to include: who, where, when and how of the events. |  | |
| **Summative Assessment** | At the completion of the unit, student will take the test-Modern America. | | | | | | |
| **Materials and Resources** | Student Handouts, Modern Times Textbook, Modern Times Student Workbook. | | | | | | |
| **Unit Planner and Special Notes** |  | | | | | | |