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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** |  |