

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 6</p> <p style="text-align: center;">Topic 2 The Conservative Resurgence</p> <p style="text-align: center;">5-7 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Analyze the reasons behind the rise of conservatism in the early 1980s. 2. Explain how Ronald Reagan won the presidency in 1980. 3. Analyze Reagan’s economic policies as President. 4. Evaluate the steps taken to address various problems in the 1980s and early 1990s. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Evaluate information presented in academic conversations. 2. Take a stance on a topic and use evidence to defend it. 3. Match causes to the effects. 4. Summarize content related notes from lectures. 	<p>Adopted Text- Prentice Hall <i>US History</i> Chapter 23 Sections 1-3</p> <p>Outside of the Text- The Age of Reagan - Gilder-Lehrman Facing the New Millennium Reagan Tear Down This Wall Ronald Reagan Resources PBS Essential Library from OCSS- Reagan Tear Down This Wall Iran-Contra Affair Persian Gulf War Oklahoma City Bombing OCSS OKC Bombing PPT Crash Course Reagan Video Crash Course Bush Video</p>

<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <ol style="list-style-type: none"> 2. Analyze the economic and political impact of President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan’s <i>Tear Down This Wall</i> speech in West Berlin. 3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire. 4. Describe the goal of President H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.
<p style="text-align: center;">Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims

	<ul style="list-style-type: none"> b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
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Possible Learning Activities	Possible Assessments	Essential Questions
Gilder-Lehrman Age of Reagan Lesson	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. Should human rights and morality be the cornerstones of US foreign policy? Should the United States be concerned with human rights violations in other nations? 2. Were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War? 3. Did the United States win the Cold War?
Academic Vocabulary/Concepts	Proficiency Scales	
Superpower Scandal		

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<p>Unit 6</p> <p>Topic 3 The Clinton Presidency</p> <p>2-4 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Assess the success of Clinton’s domestic policies. 2. Describe the Contract with America and its impact. 3. Analyze the Clinton Impeachment <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Distinguish main idea from supporting points in class discussions. 2. Analyze and share pros and cons of the President Clinton’s domestic policy 3. Differentiate between fact and opinion when reading a text. 4. Outline ideas and details using graphic organizer 	<p>Adopted Text-Prentice Hall <i>US History</i> Chapter 24 Section 2</p> <p>Outside of the Text- Discovery Ed Video- Segments Discovery Ed Video Segment- Domestic Policy Essential Library from OCSS- Clinton- Just and Necessary War Crash Course Clinton Video</p>

<p>Oklahoma Academic Standards</p>	<p>Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <ol style="list-style-type: none"> 5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.
<p>Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.



Possible Learning Activities	Possible Assessments	Essential Questions
Create a Venn Diagram and compare Clinton's involvement in Yugoslavia with Bush's involvement in Iraq and prepare a short written response.	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. Why was Bill Clinton elected in 1992? 2. What caused the impeachment of Clinton?
Academic Vocabulary/Concepts	Proficiency Scales	
Scandal		

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<p>Unit 6 Topic 4</p> <p>Global Politics- Bush to 9-11</p> <p>3-5 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> Analyze how the United States responded to changes in the global economy. Evaluate U.S. relations with various Middle Eastern countries and groups. Analyse the impact of terrorist attacks on the United States. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> Evaluate information presented in academic conversations. Take a stance on a topic and use evidence to defend it. Match causes to the effects. Summarize content related notes from lectures. 	<p>Adopted Text- Chapter 24 Sections 3 and 4</p> <p>Outside of the Text- Creation of Dept. of Homeland Security Essential Library from OCSS-OKC Bombing 9-11 Bush Addresses the Nation Terrorism Crash Course Video Discovery Education 9-11</p>
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<p>Oklahoma Academic Standards</p>	<p>Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <p>6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the <i>PATRIOT ACT</i>, and the creation of the Department of Homeland Security.</p>
<p>Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. 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. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form Use words, phrases, and clauses to link the sections of the text and clarify the relationships Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.



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Gilder-Lehrman lesson 9-11	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	1. What was the impact of Bush's response to the terrorist attack against the U.S.?
Academic Vocabulary/Concepts	Proficiency Scales	
Executive Powers Terrorism		

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<p style="text-align: center;">Unit 7 Modern America</p> <p style="text-align: center;">Post Testing</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Distinguish main idea from supporting points in class discussions. 2. Analyze and share pros and cons of the President Clinton's domestic policy 3. Differentiate between fact and opinion when reading a text. 4. Outline ideas and details using graphic organizer 	<p>Adopted Text- Chapter 24 Sections 3 and 4</p> <p>Outside of the Text-</p>
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<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>*Content Standard 7: The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush's leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama's election on the course of the wars. 2. Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women's issues, healthcare, civic engagement, education, and the rapid development of technology
<p style="text-align: center;">Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 2. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships

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Academic Vocabulary/Concepts	Proficiency Scales	
Executive Powers Terrorism		