

Backwards Design Template

Stage 1-Desired Results	
<p>Standards and Benchmarks: RIS: Social Studies, Grade 9 , Modern History THE COLD WAR History and Current Events Understands the forces that impact historical development, patterns of change and continuity and the relationship of past events to current trends and issues. Ideas, Culture and Identity. Understands how ideas and culture influence individuals and social systems.</p> <ul style="list-style-type: none"> • 1. Understands how ideological conflicts contributed to the Cold War. • 2. Understands how the Cold War was fought. <ul style="list-style-type: none"> • Identify the main ideas and practices of communism and capitalism. • Understands the new world order that developed after World War II, especially the UN and the role of the super powers. • Understand the different arenas in which the Cold War was fought, especially the wars of Korea, Vietnam and Afghanistan. • Explain how the Cold War ended. 	
<p>Overarching Understanding(s): Students will understand that . . . Ideological and geopolitical factors caused the Cold War. The Cold War which started in Europe, and was largely fought in Asia, divided the world. The end of the Cold War significantly lessened the threat of global war and nuclear annihilation.</p>	<p>Essential Question(s): What caused the Cold War? How was the Cold War fought and what effects did it have on the peoples of the world? Is the world a better place after the ending of the Cold War?</p> <p>Unit Questions (s): Why was this period in history called the “Cold” War? How did we escape a World War III?</p>
<p><i>Students will know and understand . . .</i></p> <ul style="list-style-type: none"> ➤ <i>The ideological differences between communism and capitalism.</i> ➤ <i>The problems unsolved by the peace conferences that ended WW2.</i> ➤ <i>How the Cold War was fought: proxy wars, arms race, intimidation, espionage.</i> ➤ <i>The timeline of major events.</i> ➤ <i>The threat posed by nuclear weapons and the arms race.</i> <p><i>Students will know how to be able to ...</i></p> <ul style="list-style-type: none"> ➤ <i>Respond to a variety of text material and identify the main idea and supporting evidence</i> ➤ <i>Write with the audience in mind</i> ➤ <i>Speak with confidence for 3 to 5 minutes</i> ➤ <i>Interview people involved in the Cold War</i> ➤ <i>Gather and label visual evidence in the form of a story board posted on a personal blog.</i> 	

Stage 2-Assessment Evidence

Performance Task(s):

Students will work their way through various learning centers that presents them with a range of differentiated tasks. Their work will be gathered into a portfolio.

1. Reading: Students will analyze text to identify the main idea and supporting evidence
2. Students will produce writing aimed at a particular target audience
3. Students will speak for 3-5 minutes
4. Students will interview people to gather an oral history of aspects of the Cold War.
5. Students to produce something of a creative nature e.g. a song/lyrics/poem, slide show, skit, comic strip, game, film review.

Other Evidence:

Pre-assessment to determine student's entry point to the differentiated learning center

Self assessment of their folio of work.

Stage 3- Learning Plan

Teaching and Learning Activities to enable students to demonstrate understanding :

1. What's in a name? Discuss the name given to the period of history know as the Cold War.
2. Introduce essential and unit questions and key vocabulary terms.
3. Provide a PP presentation that explains the ideological and geopolitical factors underpinning the Cold War.
4. Provide a lesson that explains how the Cold War was fought and highlights the major events.
5. Assess students' understanding to determine the entry point in the differentiated learning center.
6. Provide students with individual learning activities and introduce the Learning Center.
7. Students to work individually on the tasks.
8. Provide support for students on an individual or small group basis.
9. Students to write a self-assessment of their portfolio of work.
10. Portfolio of work evaluated according to rubric.

Adapted from Grant Wiggins and Jay McTighe-*Understanding by Design*