Social Studies UNIT PLAN Title

Stage 1: Identifying Desired Results

Portrait of a Graduate Focus	Interdisciplinary Connections
Courageous Leader Empathetic Collaborator Creative Problem Solver Curious Critical Thinker Global Communicator <Type here>	<Type here>
	Possible Resources
	<Type here>

Desired Results		
ESTABLISHED GOALS <Type here>	***Transfer***	
	Students will be able to use their understanding to: <Type here>	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* <Type here>	**COMPELLING QUESTION** <Type here>
	Acquisition	
	Students will know… <Type here>	*Students will be skilled at…* <Type here>

Brainstorm Supporting Questions			
Civics	Economics	Geography	History

Stage 2: Evidence and Assessment

Evidence	
As you plan evidence, consider GRASPS	
G: goals from real world	
R: authentic, real-world roles for students to practice	
A: Audience for the final product	
S: Situations involving real-world inquiry, inventions, problems etc - **how will students generate their own questions and work towards answering them?**	
P: products or performances resulting from culmination of study	
S: Standards for evaluation	

Evaluative Criteria	***Assessment Evidence***
<Type here>	PERFORMANCE TASKS - click for samples <Type here>
<Type here>	OTHER EVIDENCE <Type here>

Stage 3: Planning Learning Experiences

Learning Plan	
Instructional Strategies Resources - Click Here ***WHERETO - answer questions***	
W = How will you help your students to know *where* they are headed, *why* they are going there, and *what ways* they will be evaluated along the way?	
H = How will you *hook* and engage students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?	

E = What *experiences* will you provide to help students make their understandings real and to *equip* all learners for success throughout your unit or course?	
R = How will you cause students to *reflect, revisit, revise*, and *rethink*?	
E = How will students *express* their understandings and engage in meaningful self-*evaluation*?	
T = How will you *tailor* (differentiate) your instruction to address the unique strengths and needs of every learner?	
O = How will you *organize* learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings?	
Inquiry • How will your students engage in developing and answering questions? • What primary and secondary sources will help them? • What research model or strategies will help?	
Additional Notes:	

Tentative Calendar
Summary of Key Learning Events and Instruction - CALENDAR <Type Here>

Reflection 3-2-1		
Three things that worked well	***Two things I would change***	***One question to explore further***

<Type here>	<Type here>	<Type here>