

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 WHERE TO - answer questions	
W = How will you help your students to know <i>where</i> they are headed, <i>why</i> they are going there, and <i>what ways</i> they will be evaluated along the way?	
H = How will you <i>hook</i> and engage students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?	

E = What <i>experiences</i> will you provide to help students make their understandings real and to <i>equip</i> all learners for success throughout your unit or course?	
R = How will you cause students to <i>reflect, revisit, revise, and rethink</i> ?	
E = How will students <i>express</i> their understandings and engage in meaningful <i>self-evaluation</i> ?	
T = How will you <i>tailor</i> (differentiate) your instruction to address the unique strengths and needs of every learner?	
O = How will you <i>organize</i> learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings?	
Inquiry <ul style="list-style-type: none"> • 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>
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