

**Social Studies Unit Organizer**

Grade/Course	Unit Title	Time Frame
<p><b>Essential Questions</b></p> <p>Essential questions address the big ideas of history and social studies. They have more than one reasonable answer and connect the past to the present.</p>	<p><b>Connecting Content Statements</b></p> <p>An effective unit will connect several content statements, especially with those that address skills (i.e., Historical Thinking and Skills; Spatial Thinking and Skills; Civic Participation and Skills; Economic Decision Making and Skills; and Financial Literacy. These can set the stage for student-centered lessons that will enable them to be college and career ready.</p>	
<p><b>Evidence of Understanding</b></p> <p>This section addresses the question, <i>what are students expected to learn as a result of an activity implemented to instruct the standards?</i> Evidence of Understanding is the intended learning outcome of what students produce or demonstrate. It is not the exercise itself. This section transcends simply stating “I can...” before skills and procedures. The learning outcome should be deep and transferrable to novel situations. Evidence of Understanding should be reflected in the Assessment section.</p>		<p><b>Assessment Practices</b></p> <p>Specific ideas (projects, simulations, problems, writing prompts challenges) for using formative, summative and performance-based assessments.</p>
<p><b>Instructional Strategies (based on real world contexts when appropriate intradisciplinary and interdisciplinary connections)</b></p> <p>Various approaches that can be used to deliver instruction effectively and actively engage students with the topic.</p> <ol style="list-style-type: none"> <li><b>Technology Strategies</b> – Targeted use of technology tools and resources to enhance the teaching and learning of intended learning outcomes.</li> <li><b>Strategies for Diverse Learners</b> – Evidence of how instruction will be differentiated (resources and strategies) to meet the diverse needs of students so that all students receive the same initial instruction, followed by appropriate support.</li> <li><b>Literacy Standards</b> – Evidence of development of the appropriate literacy standards for grades 6-12.</li> </ol> <p><b>Technology strategies</b></p>		<p><b>Instructional Resources</b></p> <p>Selected print or Web-based materials that support instruction; resources may include references to websites providing primary sources. All resources should be reviewed using the Resource Review Rubric. Entries should be concise and include a link to the most appropriate landing page with instructions on how to access particular resources.</p>

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**Strategies for Diverse Learners**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

**Interdisciplinary Connections**

<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>
Evidence of development of the appropriate literacy standards for grades 6-12.	Evidence of development of the appropriate literacy standards for grades 6-12.	Evidence of development of the appropriate literacy standards for grades 6-12.
<b>Art:</b>	<b>Other discipline:</b>	<b>Other discipline:</b>