| **Social Studies Unit Organizer, Explained Version** | | | | | | |
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| **Grade/Course:** | **Unit Title:** | | | | | **Time Frame:** |
| **Hidden text** | | | | | | |
| **Essential Question or Compelling Question**  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. They are generally open-ended, thought-provoking, intellectually engaging and recurs over time. Example: How should government balance the rights of individuals with the common good?  Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have litter experience. They are “meaty” and “student friendly.” Example: Was the American Revolution revolutionary? | | | **Connecting Content Statements**  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. | | | |
| **Supporting Questions**  Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. They focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response. Supporting questions scaffold students’ investigations into the ideas and issues behind a compelling question. Example: What are the regulations imposed on the colonists under the Townshend Acts? | | | | | | |
| **Academic Vocabulary**  Words that are traditionally used in academic dialogue and text. Specifically, it refers to words that are not necessarily common or that children would encounter in conversation. These words often relate to other more familiar words that students use. Tier two are general academic words such as explain, compare, analyze. Examples of social studies academic words would include democracy, civil disobedience, revolution, jurisdictions. | | | | | | |
| **Evidence of Understanding**  This section addresses the question, *what are students expected to learn as a result of an activity implemented to instruct the standards?* 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. | | | | **Assessment Practices**  Specific ideas (projects, simulations, problems, writing prompts challenges) for using formative, summative and performance-based assessments. | | |
| **Instructional Strategies (based on real world contexts when appropriate intradisciplinary and interdisciplinary connections)**  Various approaches that can be used to deliver instruction effectively and actively engage students with the topic.   1. **Technology Strategies** – Targeted use of technology tools and resources to enhance the teaching and learning of intended learning outcomes. 2. **Strategies for Diverse Learners** – 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. 3. **Literacy Standards** – Evidence of development of the appropriate literacy standards for grades 6-12. | | | | **Instructional Resources**  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. | | |
| **Strategies for Diverse Learners**  Resources based on the Universal Design for Learning principles are available at [cast.org](http://www.cast.org/). | | | | | | |
| **Interdisciplinary Connections** | | | | | | |
| **Reading**  Evidence of development of the appropriate literacy standards for grades 6-12. | | **Writing**  Evidence of development of the appropriate literacy standards for grades 6-12. | | | **Speaking and Listening**  Evidence of development of the appropriate literacy standards for grades 6-12. | |
| **Other discipline:** | | **Other discipline:** | | | **Other discipline:** | |