

# Instructional Template

Stage 1 – Desired Results	
<b>Established Goals:</b> <ul style="list-style-type: none"><li>○ What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</li></ul>	
<b>Understanding(s):</b> <i>Students will understand that...</i> <ul style="list-style-type: none"><li>○ What are the big ideas?</li><li>○ What specific understandings about them are desired?</li><li>○ What misunderstandings are predictable?</li></ul>	<b>Essential Question(s):</b> <ul style="list-style-type: none"><li>○ What provocative questions will foster inquiry, understanding, and transfer of learning?</li></ul>
<i>Students will know...</i> <ul style="list-style-type: none"><li>○ What key knowledge and skills will students acquire as a result of this unit?</li><li>○ What should they eventually be able to do as a result of such knowledge and skill?</li></ul>	
<i>Students will be able to...</i>	
Stage 2 – Assessment Evidence	
<b>Performance Task(s):</b> <ul style="list-style-type: none"><li>○ Through what authentic performance task(s) will student demonstrate the desired understandings?</li><li>○ By what criteria will “performances of understanding” be judged?</li></ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"><li>○ Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?</li><li>○ How will students reflect upon and self-assess their learning?</li></ul>
Stage 3 – Learning Plan	
<b>Learning Activities:</b> <p>What learning experiences and instruction will enable students to achieve the desired results? How will the design</p> <p>W=Help the students know <b>Where</b> the unit is going and <b>What</b> is expected? Help the teacher know <b>Where</b> the students are coming from (prior knowledge, interest)?</p> <p>H=<b>Hook</b> all students and <b>Hold</b> their interest?</p> <p>E=<b>Equip</b> students, help them <b>Experience</b> the key ideas, and <b>Explore</b> the issues?</p> <p>R=Provide opportunities to <b>Rethink</b> and <b>Revise</b> their understandings and work?</p> <p>E=Allow students to <b>Evaluate</b> their work and its implications?</p> <p>T=Be <b>Tailored</b> (personalized) to the different needs, interests, and abilities of learners?</p> <p>O=Be <b>Organized</b> to maximize initial and sustained engagement as well as effective learning?</p>	

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Stage 1 – Desired Results	
<p><b>Established Goals:</b>  <b>U§ Fighting for Independence &amp; Framing the Constitution (1776-1815)</b></p>	
<p><b>Understanding(s):</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>★ How the following themes and developments help to define eras in U.S. history from 1776 to 1900: <ul style="list-style-type: none"> <li>○ Fighting for independence and framing the Constitution (1776-1815) (4.1.2, Part 1)</li> </ul> </li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>★ What are the origins and continuing influence of the key ideals of the Declaration of Independence and the Constitution?</li> <li>★ How did the United States become a nation and what issues did the young nation face?</li> <li>★ How did the United States become a democratic republic?</li> <li>★ How are power and responsibility distributed, shared, and limited in the government established by the United States constitution?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>★ Key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression. (1.1.1)</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>★ Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present. (3.2.1)</li> <li>★ Explain how the U.S. government includes concepts of both a democracy and a republic. (1.2.3)</li> <li>★ Analyze migration as a catalyst on the growth of the United States in the past or present. (3.2.3)</li> </ul>
Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p>	<p><b>Other Evidence:</b></p>
Stage 3 – Learning Plan	
<p><b>Learning Activities:</b></p>	

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Stage 1 – Desired Results	
<p><b>Established Goals:</b>  <b>U\$ Slavery, Expansion, Removal, and Reform (1801-1850)</b></p>	
<p><b>Understanding(s):</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>★ How the following themes and developments help to define eras in U.S. history from 1776 to 1900:               <ul style="list-style-type: none"> <li>○ Slavery, expansion, removal, and reform (1801-1850) (4.1.2, Part 2)</li> </ul> </li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>★ What has been the legacy of slavery for people living in the United States?</li> <li>★ How did the United States expand and what was the social, political, and cultural impact of this expansion?</li> <li>★ What progress was made toward social, political, and economic reforms?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>★ How cultures and cultural groups have contributed to U.S. history (1776-1900)</li> <li>★ The influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present (2.3.1)</li> <li>★ And analyze the distribution of wealth and sustainability of resources in the United States in the past or present. (2.4.1)</li> <li>★ And analyze the structure and powers of government at the national level. (1.2.1)</li> <li>★</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>★ Understands cultural diffusion in the United States from the past or in the present (3.2.2)</li> <li>★ Understand and analyze how the forces of supply and demand have affected international trade in the United States in the past or present. (2.2.2)</li> <li>★ Evaluate the effectiveness of the system of checks and balances in the United States based on an event. (1.2.2)</li> <li>★ Understand reasons based on evidence for a position on an issue or event. (5.1.1)</li> <li>★ Evaluate the logic of reasons for a position on an issue or event. (5.1.2)</li> <li>★ Use sources within the body of the work to support positions I a paper or presentation (5.4.1)</li> <li>★ Use appropriate format to cite sources within an essay or presentation. (5.4.2)</li> </ul>
Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p>	<p><b>Other Evidence:</b></p>
Stage 3 – Learning Plan	
<p><b>Learning Activities:</b></p>	

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<b>Stage 1 – Desired Results</b>	
<b>Established Goals:</b> <b>US Civil War &amp; Reconstruction (1850-1877)</b>	
<b>Understanding(s):</b> <i>Students will understand...</i> <ul style="list-style-type: none"> <li>★ How the following themes and developments help to define eras in U.S. history from 1776 to 1900: <ul style="list-style-type: none"> <li>○ Civil War and Reconstruction (4.1.2, Part 3)</li> </ul> </li> </ul>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>★ How has the United States dealt with conflict within its own borders and what are the legacies of these conflicts?</li> <li>★ What are the causes and consequences of the Civil War?</li> </ul>
<i>Students will know...</i> <ul style="list-style-type: none"> <li>★ And analyze how individuals and movements have shaped US history (1776-1900) (4.2.1)</li> <li>★ And analyze how technology and ideas have impacted US history (1776-1900) (4.2.3)</li> </ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>★ Analyze and interpret historical materials from a variety of perspectives in US history (1776-1900) (4.3.1)</li> <li>★ Analyze multiple causal factors to create positions on major events in US history (1776-1900) (4.3.2)</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<b>Performance Task(s):</b> Publisher test bank on 2 chapters Essay Response	<b>Other Evidence:</b>
<b>Stage 3 – Learning Plan</b>	
<b>Learning Activities:</b>	

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Stage 1 – Desired Results	
<p>Established Goals:  <b>U§ Development and §truggles in the West, Immigration, Industrialization, and Urbanization (1870-1900)</b></p>	
<p>Understanding(s):  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>★ How the following themes and developments help to define eras in U.S. history from 1776 to 1900: <ul style="list-style-type: none"> <li>○ Development and struggles in the West, industrialization, immigration, and urbanization (1870-1900)(4.1.2, Part 4)</li> </ul> </li> </ul>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>★ How does the U.S. government conduct relations with other nations and international organization?</li> <li>★ How did industrialization, immigration, migration, and urbanization affect the United States to 1900?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>★ That learning about the geography of the United States helps us understand the global issue of diversity. (3.3.1)</li> <li>★ How the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present. (2.2.1)</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>★ Understand and analyze physical and cultural characteristics of places and regions in the United States from the past or in the present (3.1.2)</li> <li>★ Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present. (2.1.1)</li> <li>★ Analyze how the United States has interacted with other countries in the past or present. (1.3.1)</li> <li>★ Analyze how a historical event in United States history helps us to understand a current issue. (4.4.1)</li> </ul>
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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Stage 1 – Desired Results	
<p><b>Established Goals:</b>  <b>U\$ Looking Forward</b></p>	
<p><b>Understanding(s):</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>★ How the United States Government has affected the lives of its people and how its people have affected the government.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>★ What are the rights and responsibilities of U.S. citizens?</li> <li>★ How can citizens participate in civic life?</li> <li>★ How can we balance individual rights and the common good?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>★ How to analyze an issue that attempts to balance individual rights and the common good (1.4.1)</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>★ Evaluate efforts to reduce discrepancies between key ideals and reality in the United States including: <ul style="list-style-type: none"> <li>○ How amendments to the Constitution have sought to extend rights to new groups; and</li> <li>○ How key ideals and constitutional principals set forth in fundamental documents relate to public issues. (1.1.2)</li> </ul> </li> <li>★ Create and use research questions that are tied to an essential question to focus inquiry on an issue. (5.2.1)</li> <li>★ Evaluate the logic of positions in primary and secondary sources to interpret an issue or event. (5.2.2)</li> <li>★ Apply key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion. (5.3.1)</li> </ul>
Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p>	<p><b>Other Evidence:</b></p>
Stage 3 – Learning Plan	
<p><b>Learning Activities:</b></p>	

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