### Stage 1 – Desired Results

**Established Goals:**
- What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

**Understanding(s):**
*Students will understand that...*
- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

**Essential Question(s):**
- What provocative questions will foster inquiry, understanding, and transfer of learning?

**Students will know...**
- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

**Students will be able to...**
- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

### Stage 2 – Assessment Evidence

**Performance Task(s):**
- Through what authentic performance task(s) will student demonstrate the desired understandings?
- By what criteria will “performances of understanding” be judged?

**Other Evidence:**
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

### Stage 3 – Learning Plan

**Learning Activities:**
What learning experiences and instruction will enable students to achieve the desired results?
- **W**=Help the students know **Where** the unit is going and **What** is expected? Help the teacher know **Where** the students are coming from (prior knowledge, interest)?
- **H**=**Hook** all students and **Hold** their interest?
- **E**=**Equip** students, help them **Experience** the key ideas, and **Explore** the issues?
- **R**=Provide opportunities to **Rethink** and **Revise** their understandings and work?
- **E**=Allow students to **Evaluate** their work and its implications?
- **T**=Be **Tailored** (personalized) to the different needs, interests, and abilities of learners?
- **O**=Be **Organized** to maximize initial and sustained engagement as well as effective learning?

Stage 1 – Desired Results

Established Goals:  
*U.S. Encounter, Colonization, and Devastation*

<table>
<thead>
<tr>
<th>Understanding(s): Students will understand that…</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Why different European nations wanted to control N. America and the Caribbean?</td>
<td>o What is our History?</td>
</tr>
<tr>
<td>o Why enslaved Africans were brought to the colonies?</td>
<td>o How did the encounter between native &amp; non-native peoples shape early colonization?</td>
</tr>
<tr>
<td>o Why Europeans wanted to settle and control North America and the Caribbean?</td>
<td></td>
</tr>
<tr>
<td>o Why life was different from one colony to another?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will know…</th>
<th>Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>o How trade affected the economy of the thirteen colonies. (2.2.2)</td>
<td>o Analyze the costs and benefits of decisions colonists made to meet their needs and wants. (2.1.1)</td>
</tr>
<tr>
<td>o The physical and cultural characteristics of the thirteen colonies. (3.1.2)</td>
<td>o Construct and use maps to show and analyze information about the thirteen colonies. (3.1.1)</td>
</tr>
<tr>
<td>o How people from various cultural groups have shaped the history of the United States (4.2.2)</td>
<td>o Understand and analyze the impact of the European colonists’ movement to the Americans on the land and the indigenous peoples. (3.2.3)</td>
</tr>
</tbody>
</table>

Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
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</thead>
<tbody>
<tr>
<td>o CBA Scaffold Task – Foldable 2 paragraph assignment “Native to Non-native Encounter”</td>
<td></td>
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</table>

Stage 3 – Learning Plan

<table>
<thead>
<tr>
<th>Learning Activities:</th>
</tr>
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<tbody>
<tr>
<td>o Recording Worksheet for CBA scaffold</td>
</tr>
</tbody>
</table>

### Stage 1 – Desired Results

**Established Goals:**

- **US Independence**

**Understanding(s):**

- Students will understand that...
  - What were the causes of the American Revolution?
  - Why the Declaration of Independence is important to us.

**Essential Question(s):**

- Why do people want to be free?
- How can we be heard by our government?

**Students will know...**

- The impact of the British government on the economy of the thirteen colonies. (2.3.1)
- How individuals caused change in US history (4.2.1)
- Analyzes the multiple causes of change and conflict in US history (4.3.2)

**Students will be able to...**

- Understands and creates timelines to show how historical events are caused by other important events. (4.1.1)
- Understands how essential questions define the significance of researching an issue or event. (5.2.1)
- Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5.4.1)

### Stage 2 – Assessment Evidence

**Performance Task(s):**

**Other Evidence:**

### Stage 3 – Learning Plan

**Learning Activities:**

### Stage 1 – Desired Results

**Established Goals:**

*US Founding the Nation*

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand that...</em></td>
<td>o What are our values and principles?</td>
</tr>
<tr>
<td>o Where does our democratic system come from?</td>
<td>o What values and Principles are basic to our democracy?</td>
</tr>
<tr>
<td>o What is the purpose of the Constitution?</td>
<td>o Why is the Bill of Rights important?</td>
</tr>
<tr>
<td>o What is the Bill of Rights?</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>o How technology and ideas have affected the way people live and change their values, beliefs, and attitudes. (4.2.3)</td>
<td>o Understand the function of the US government (1.2.2)</td>
</tr>
<tr>
<td>o The key ideals of liberty and patriotism as outlined in the Declaration of Independence, US Constitution, and other fundamental documents. (1.1.1)</td>
<td>o Understand the purpose of documents and the concepts used in them (5.1.1)</td>
</tr>
<tr>
<td>o The organization of the United States government (1.2.1)</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

**Performance Task(s):**

**Other Evidence:**

### Stage 3 – Learning Plan

**Learning Activities:**

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**Fifth Grade**

**Stage 1 – Desired Results**

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th><em>Legacy for Us Today</em></th>
</tr>
</thead>
</table>

**Understanding(s):**  
*Students will understand that...*  
- What is the legacy of our founding documents?

**Essential Question(s):**  
- What are our rights and responsibilities?

**Students will know...**  
- That significant historical events in the United States have implications for current decisions and influence the future (4.4.1)  
- That civic participation involves being informed about how public issues are related to rights and responsibilities. (1.4.1)

**Students will be able to...**  
- Evaluate how a public issue is related to constitutional rights and the common good. (1.1.2)  
- Research multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5.4.1)  
- Evaluates the relevance of facts used in forming a position on an issue or event. (5.1.2)  
- Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals. (5.3.1)  
- Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source, and arranges the sources alphabetically. (5.4.2)

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
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**CBA – You Decide**

**Stage 3 – Learning Plan**

<table>
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<tr>
<th>Learning Activities:</th>
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