### 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?

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>o What key knowledge and skills will students acquire as a result of this unit?</td>
<td>o What should they eventually be able to do as a result of such knowledge and skill?</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

**Performance Task(s):**
- Through what authentic performance task(s) will students 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?

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### Stage 1 – Desired Results

**Established Goals:**
Families in Our Community

**Understanding(s):**

*Students will understand...*
How families in our community support themselves.

**Essential Question(s):**

* How do families change over time?
* Why do families live where they do?
* What are the roles and responsibilities that families have?
* How do families meet their needs and wants?

**Students will know...**

* That when individuals and families make choices about meeting their needs and wants, something is gained and something is given up. (2.1.1)
* Why families make decisions to move. (3.2.3)

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

* Understand and create family timelines to show events in a sequential manner. (4.1.1)
* Understand how knowledge of family history can be used to make current choices (4.4.1)

### Stage 2 – Assessment Evidence

**Performance Task(s):**

**Other Evidence:**

### Stage 3 – Learning Plan

**Learning Activities:**

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## Stage 1 – Desired Results

**Established Goals:**
Families in Other Places

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
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<tbody>
<tr>
<td>Students will understand...</td>
<td>How are families alike and different?</td>
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<tr>
<td>How geography affects the way families live in other places.</td>
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<th>Students will know...</th>
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<tr>
<td>That the way families live is shaped by the environment (3.2.1)</td>
<td>✯ Understand and use maps and globes to identify major bodies of water and continental landmasses. (3.1.1)</td>
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<td></td>
<td>✯ Understand how questions are used to find out information (5.2.1)</td>
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<td>✯ Engage in discussions to learn about how families live around the world. (5.3.1)</td>
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<tr>
<td></td>
<td>✯ Use texts and visuals to identify the main ideas or key details to study family life. (5.2.2)</td>
</tr>
<tr>
<td></td>
<td>✯ Use a graphic organizer to describe how different people live. (5.4.1)</td>
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## Stage 2 – Assessment Evidence

<table>
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## Stage 3 – Learning Plan

| Learning Activities: | |
|----------------------||
|                      | |