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

### 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?
- How will the design
  - 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)?
  - Hook all students and **Hold** their interest?
  - Equip students, help them **Experience** the key ideas, and **Explore** the issues?
  - Provide opportunities to **Rethink** and **Revise** their understandings and work?
  - Allow students to **Evaluate** their work and its implications?
  - Be **Tailored** (personalized) to the different needs, interests, and abilities of learners?
  - Be **Organized** to maximize initial and sustained engagement as well as effective learning?
### Stage 1 – Desired Results

#### Established Goals:
Our Community

#### Understanding(s):

*Students will understand…*
- How our community is organized
- Who has shaped our community in the past? Who shapes it now?

#### Essential Question(s):

*What make a community?*
*What causes communities to change?*
*How are communities alike and different?*

#### Students will know...

- The key ideal of public or common good within the context of the community (1.1.1)
- The basic organization of government in the community (1.2.1)
- The basic function of government and laws in the community (1.2.2)
- About individuals who have shaped history in the local community (4.2.1)

#### Students will be able to...

- Apply basic mapping elements such as compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities. (3.1.1)
- Understand the physical characteristics of places in the community. (3.1.2)
- Understand and create timelines for events in a community to show how the present is connected to the past (4.1.1)

### 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:**
Communities Meeting Their Needs and Wants

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand ...</td>
<td>✯ What goods and services do communities provide?</td>
</tr>
<tr>
<td>✯ How communities pay for the goods and services they need and want</td>
<td>✯ How do communities make decisions that affect the whole community?</td>
</tr>
<tr>
<td>✯ What jobs people have in a community – public and private</td>
<td></td>
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<tr>
<td>✯ How consumers make decisions about what to buy and how producers make decisions about what to sell</td>
<td></td>
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<tr>
<td>✯ How advertising influences people’s choices in the marketplace</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
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</thead>
<tbody>
<tr>
<td>✯ The basic elements of a community’s economic system, including producers, distributors, and consumers of goods and services (2.2.1)</td>
<td>✯ Understand that members of the community make choices among products and services that have costs and benefits. (2.1.1)</td>
</tr>
<tr>
<td>✯ People in communities affect the environment as they meet their needs and wants. (3.2.1)</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
</table>

### Stage 3 – Learning Plan

**Learning Activities:**

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## Stage 1 – Desired Results

### Established Goals:
Participating in Our Community

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Students will understand ...*&lt;br&gt;  <em>What challenges does our community face?</em></td>
<td><em>How do communities solve problems?</em>&lt;br&gt;  <em>What are the roles and responsibilities of community members?</em>&lt;br&gt;  <em>How can we make a difference in our community?</em></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><em>Apply the key ideals of the public or common good to uphold the rights and responsibilities within the context of the community (1.1.2)</em></td>
<td><em>Understand multiple points of view on issues in the community (5.1.1)</em>&lt;br&gt;  <em>Engage in discussions to learn about different points of view on issues (5.3.1)</em></td>
</tr>
<tr>
<td><em>Understand that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals. (1.4.1)</em></td>
<td>*</td>
</tr>
</tbody>
</table>