

Stage 1 – Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> ○ What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ○ What are the big ideas? ○ What specific understandings about them are desired? ○ What misunderstandings are predictable? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ What provocative questions will foster inquiry, understanding, and transfer of learning?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ○ 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? 	
<p><i>Students will be able to...</i></p>	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ○ Through what authentic performance task(s) will student demonstrate the desired understandings? ○ By what criteria will “performances of understanding” be judged? 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ○ 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	
<p>Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design 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?</p>	

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World History - Growth of Islam

Stage 1 – Desired Results	
<p>Established Goals: World – Major Societies (600-1450 CE) Understand how themes and developments have defined eras in world history by: Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. (4.1.2, part 1)</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ★ Physical geography contributes to the political, economic, and cultural development of a particular civilization ★ How religion and government exercise authority over people ★ How does the movement of ideas, goods and people affect cultures ★ How trade affects culture 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ What significant contributions were made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ How cultures and cultural groups contributed to Washington State or world history. (4.2.2) ★ How various forms of government affect the lives of people in the past or present (1.2.3) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Understand examples of cultural diffusion in the world from the past or in the present. (3.2.2) ★ Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event. (5.2.2)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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World History - Medieval Societies

Stage 1 – Desired Results	
<p>Established Goals: World – Major Societies (600-1450 CE) Understand how themes and developments have defined eras in world history by: Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. (4.1.2, part 1)</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ★ Physical geography contributes to the political, economic, and cultural development of a particular civilization ★ What stimulates the movement of goods, people, and ideas ★ How and why the rule of law develops in civilizations ★ How different economic systems affect people's daily lives 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ What significant contributions were made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ How individuals and movements have shaped Washington State or world history. (4.2.1) ★ How human spatial patterns have emerged from natural processes and human activities in the past or present. (3.1.2) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. (2.2.1) ★ Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event. (5.2.2)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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World History - Civilizations of the Americas

Stage 1 – Desired Results	
<p>Established Goals: World – Major Societies (600-1450 CE) Understand how themes and developments have defined eras in world history by: Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. (4.1.2, part 1)</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ★ Physical geography contributes to the political, economic, and cultural development of a particular civilization ★ How religion and government exercise authority over people ★ How does the movement of ideas, goods and people affect cultures 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ What significant contributions were made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ How technology and ideas have impacted Washington State or world history. (4.2.3) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Analyze a major historical event and how it is represented on timelines from different cultural perspectives. (4.1.1) ★ Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event. (5.2.2)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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Washington State History

Stage 1 – Desired Results	
Established Goals: WA – Territory and Treaty Making (1854-1889)	
Understanding(s): <i>Students will understand...</i> <ul style="list-style-type: none"> ★ How physical geography affected the growth and development of the state ★ What impact the development of Washington State had on different cultural groups ★ How Washington emerged from a territory to achieve statehood 	Essential Question(s): What is the legacy of the treaty-making period o the way we live today?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ How the following themes and developments help to define eras in Washington State history from 1854 to the present: Territory and treaty-making (4.1.2, part 2) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Analyze multiple causal factors that shape major events in Washington State or world history. (4.3.2) ★ Analyze multiple factors, make generalizations and interpret primary sources to formulate a thesis in a paper or presentation. (5.4.1) ★ Create annotated bibliography or works cited page using an appropriate format (5.4.2)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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Washington State History

Stage 1 – Desired Results	
Established Goals: WA – Railroads, Reform, Immigration, and Labor (1889-1930)	
Understanding(s): <i>Students will understand...</i> <ul style="list-style-type: none"> ★ What is unique about the government of Washington State and what priorities does it reflect? 	Essential Question(s): How does the Washington State Constitution define the state's ideals and values? What were the causes and consequences of Washington becoming a state?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ How the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (4.1.2, part 3) ★ The role of immigration in shaping societies in the past or present. (3.2.3) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Understand how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state. (1.1.1) ★
Stage 2 – Assessment Evidence	
Performance Task(s): Classroom Based Assessment (CBA): “People on the Move”	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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Washington State History

Stage 1 – Desired Results	
Established Goals: WA – Great Depression and World War II (1930–1945)	
Understanding(s): <i>Students will understand...</i> <ul style="list-style-type: none"> ★ How the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II? 	Essential Question(s): What is the legacy of the Great Depression and World War II for Washington state?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ How the following themes and developments help to define eras in Washington State history from 1854 to the present: The Great Depression and World War II (4.1.2, part 4) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Analyze the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution. (1.1.2) ★ Analyze maps and charts from a specific time period to analyze an issue or event (3.1.1) ★ Analyze and interpret historical materials from a variety of perspectives in Washington State or world history. (4.3.1)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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Washington State History

Stage 1 – Desired Results	
<p>Established Goals: WA – New Technologies and Industries (1945-1980)</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ★ What significant political, economic, and social challenges affected Washington State in the post-World War II era? How did these challenges impact individuals and groups of people? ★ What are the key industries of Washington State, past and present? 	<p>Essential Question(s): How has technology shaped the way people live in Washington?</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ How the following themes and developments help to define eras in Washington State history from 1854 to the present: New Technologies and Industries (4.1.2, part 5) ★ How the environment has affected people and how people have affected the environment in Washington State in the past or present (3.2.1) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Analyze how an event in Washington State or world history helps us to understand a current issue. (4.4.1) ★ Understand and analyze the distribution of wealth and sustainability of resources in Washington State. (2.4.1)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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Washington State History

Stage 1 – Desired Results	
Established Goals: WA – Contemporary Washington (1980–present)	
Understanding(s): <i>Students will understand...</i> <ul style="list-style-type: none"> ★ How people have sought to create a vibrant and sustainable economy in Washington? 	Essential Question(s): What challenges face the people of Washington State today? How can citizens work to address these challenges?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ How the following themes and developments help to define eras in Washington State history from 1854 to the present: Contemporary Washington (4.1.2, part 6) ★ The effectiveness of different forms of civic involvement (1.4.1) ★ How international agreements have affected Washington State in the past or present (1.3.1) ★ The importance of financial literacy in making economic choices (2.1.1) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Understand and analyze the structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty. (1.2.1) ★ Understand and analyze the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present. (2.3.1) ★ Understand and analyze how the forces of supply and demand have affected international trade in Washington State in the past or present. (2.2.2) ★ Understand evidence supporting a position on an issue or event. (5.1.1) ★ Evaluate the breadth of evidence supporting positions on an issue or event. (5.1.2) ★ Create and use research questions to guide inquiry on an issue or event (5.2.1) ★ Analyze and respond to multiple viewpoints on public issues brought forth in the context of a discussion. (5.3.1)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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