### 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): Students will be able to...
- 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 students 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 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?
- 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?

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## Stage 1 – Desired Results

**Established Goals:**
First Nations of North America

**Understanding(s):**
* Students will understand that...
  - Who were the first people to live in North America, how did they live, and how do they live today?
  - How are Native American cultures similar and different?
  - How do stories, legends, and the arts serve as expressions of cultural traditions?
  - How and why did the Native American cultures change over time?
  - How were Native American cultures affected by exchanges with non-native peoples?

**Essential Question(s):**
* How do we affect our environment?
  - How does the environment affect us?
  - How do we meet our needs and wants?
  - How do people from differing cultural groups and ways of life work together to solve problems?

**Students will know...**
* And apply how maps and globes are used to display the regions of North America in the past and present. (3.1.1)
* How the environment affects cultural groups and how cultural groups affect the environment. (3.2.1)
* How the economic systems of groups are influenced by laws, values, and customs. (2.2.1)

**Students will be able to...**
* Use a graphic organizer to organize main ideas and supporting details from visuals and literacy, narrative, informational, and expository texts. (5.2.2)
* Engage in discussions that attempt to answer questions about cultural similarities and differences. (5.3.1)
* Draw conclusions using at least two clear, specific, and accurate examples in a paper or presentation. (5.4.1)

## 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:**
Cultures of North America

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand...</em></td>
<td><em>What should you know about your neighbors?</em></td>
</tr>
<tr>
<td><em>How Mexico, Canada, and the United States are similar and different.</em></td>
<td><em>How does the geographic region influence culture?</em></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
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<tr>
<td><em>The physical, political, and cultural characteristics of places, regions, and people in North America including the location of the fifty states within the regions of the U.S.</em> (3.1.2)</td>
<td><em>Understand that learning about the geography of North America helps us understand the global issue of culture.</em> (3.3.1)</td>
</tr>
</tbody>
</table>

## 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:**
Cultures in Our Community

<table>
<thead>
<tr>
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<tr>
<td><em>Students will understand...</em></td>
<td><em>What makes up a culture? Why is it important?</em></td>
</tr>
<tr>
<td>✯ What cultures have contributed to your community &amp; how they have made these contributions.</td>
<td>✯ What are the critical attributes of culture (cultural universals)?</td>
</tr>
<tr>
<td>✯ How contributions made by various cultural groups have shaped the history of the community and world. (4.2.2)</td>
<td>✯ How are cultures similar and different?</td>
</tr>
<tr>
<td>✯ The key ideals of unity and diversity. (1.1.1)</td>
<td>✯ What can we learn about ourselves by studying cultures in other places?</td>
</tr>
<tr>
<td>✯ The cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. (3.2.2)</td>
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<th>Students will be able to...</th>
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<tr>
<td>✯ The key ideals of unity and diversity. (1.1.1)</td>
<td>✯ Apply the key ideals of unity and diversity within the context of the community. (1.1.2)</td>
</tr>
<tr>
<td>✯ The cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. (3.2.2)</td>
<td>✯ Evaluate if information is clear, specific, and detailed. (5.1.2)</td>
</tr>
<tr>
<td>✯ How contributions made by various cultural groups have shaped the history of the community and world. (4.2.2)</td>
<td>✯ Prepare a list of resources, including the tile and author for each source. (5.4.2)</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

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### Stage 3 – Learning Plan

**Learning Activities:**

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