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| **Unit Title:** | | | |
| Kentucky Academic Standards for Social Studies (KASS) | This should include draft standards and can include current standards.  *The key standards (usually 1-2) that serve as the foundation for the inquiry.* | | |
| Practices of the Inquiry Cycle | This should include specific reference to 1-10 of the Inquiry Cycle in draft standards. *The inclusion of this section highlights the shift in the new draft standards around balancing content with skills. The skills, or inquiry practices, allow students a mechanism through which to access the content.* | | |
| What will students know and be able to do? | * Student outcomes * Defensible evidence for learning * What will demonstrate mastery of the standards? | | |
| **Potential Compelling Question** | | | |
| * This will serve as a draft of the compelling question the teacher believes students will ask based on the STIMULUS experience. * This may be modified or edited as the lesson progresses and is not necessarily shared with students until after the stimulus experience.   *Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students and the curriculum and*  *Content. For example, “Am I rich?”* | | | |
| **Potential Stimulus for Question** | | | |
| * This experience is how students will engage with the learning topic. * It will reflect how the teacher will stage the thinking to allow students to create compelling and supporting questions. * This could include text, video, pictures, experiences, activities, lecture, speakers…   *This experience will serve as a means to introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. This could be where we use a question focus from QFT, a simple statement, a visual or aural aid; anything to help students generate questions. It is important to note that this is a shift from traditional teacher practices where teachers ask a question of the students; this stimulus is not a question, but rather something that will prompt students to formulate their own questions. For example, “I am an American.”* | | | |
| **Connections to All Disciplinary Core Concepts** | | | |
| *Geographic Reasoning – spatial patterns: looking at the development of the suburbs*    *Economic Decision Making – national economy: looking at how the U.S. changed from that of a savings-focused nation during the war to a spending-focused nation during this time period*  *Civic Mindedness – civic and political institutions: looking at the planned urban developments represented microcosms of decision-making bodies or the beginnings of HOAs*  *Historical Thinking – causation and continuity: looking at the changes in post-war culture to include the television, jobs, social values; or architectural changes (no porches but now we see garages)*   * This section should include connections to the DCCs within the new standards. * The connections could be introducing or reinforcing DCCs, therefore not measuring them in their entirety.   *The importance of this section is to denote the importance around making intentional connections to all of the DCCs whenever possible. This is another key shift in the draft standards to signify that these methods in which social scientists engage in disciplinary thinking are connected and do not happen in isolation. For example, if we were in a historical thinking-focused unit and studying Levittown, PA in the 1950s we might make the connections listed above--* | | | |
| **Potential Supporting Question** | **Potential Supporting Question** | **Potential Supporting Question** | **Potential Supporting Question** |
| These are drafts of questions teachers believe students will ask based on the STIMULUS experience and student created COMPELLING QUESTION.  This may be modified or edited as the lesson progresses. |  | *Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct* *explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question; although, there is no magic number. For example, “What do we want and what do we need?’* |  |
| **Formative Task** | **Formative Task** | **Formative Task** | **Formative Task** |
| These are intentional moments where the teacher will check for student understanding. |  | *Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the culminating task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. For example, “How did Robespierre justify the Reign of Terror?”* |  |
| **Featured Sources/Texts** | **Featured Sources/Texts** | **Featured Sources/Texts** | **Featured Sources/Texts** |
| These will include sources that will be used to inform students thinking.  Sources should :   * help students answer COMPELLING and SUPPORTING QUESTIONS * accomplish the FORMATIVE TASKS * show mastery on the CULMINATING TASK |  | *Each Formative Performance Task should ideally have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students’ curiosity and interest in the topic, b) to build students’ content knowledge, and c) to help students construct and support their arguments related to a compelling question. For example, images of traditional dwellings and modern dwellings.* |  |
| Culminating  Performance Task | **Task**:  This is what students will be asked to DO with their learning. This will allow the student to demonstrate what he/she has mastered through the learning experience. This provides defensible evidence of the student’s mastery of the standard or a component of the standard.  *Each inquiry ends with students constructing something and often may be an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. For example, Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.*  **Extension**:  An extension activity offers an optional task. Every unit may NOT contain an EXTENSION component  *An extension activity offers an optional task that might be used as a means of differentiation or it might be used in place of the Culminating Performance Task. For example, create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American*  *Revolution.* | | |
| **Taking Action**: This is how a student could use his/her learning to take public action, propose a solution or demonstrate civic readiness. This could be independent or collaborative and could be for every student, a group of students or a single student.  Every unit may NOT contain a TAKING ACTION component.  There are three components to Taking Action:   1. Understand 2. Assess 3. Act   *The three activities described in this space represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. For example, Understand--Research a proposed tax in the United States. Assess--Examine the benefits and disadvantaged to the proposed tax. Act--Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.* | | |