

**Fort Thomas Independent Schools  
Social Studies Curriculum Planning Folder**

Course:  
Unit Title:  
Designed by:

Grade Level:  
Time Spent:  
Quarter :

**Stage 1: Identifying Desired Results**

| <u>KAS 1st Civics:</u> | <u>KAS 1st Economics:</u> | <u>KAS 1st Geography:</u> | <u>KAS 1st History:</u> | <u>KAS 1st Inquiry:</u> |
|------------------------|---------------------------|---------------------------|-------------------------|-------------------------|
| n/a ▾                  | n/a ▾                     | n/a ▾                     | n/a ▾                   | n/a ▾                   |
| n/a ▾                  | n/a ▾                     | n/a ▾                     | n/a ▾                   | n/a ▾                   |
| n/a ▾                  | n/a ▾                     | n/a ▾                     | n/a ▾                   | n/a ▾                   |
| n/a ▾                  | n/a ▾                     | n/a ▾                     | n/a ▾                   | n/a ▾                   |
| n/a ▾                  | n/a ▾                     | n/a ▾                     | n/a ▾                   | n/a ▾                   |

**UbD Transfer**

**Compelling Question *(Students will be able to independently use their learning to...):***

**UbD Meaning**

**Supporting Questions *(Students will understand that...):***

**UbD Acquisition**

**Essential Skills *(Students will be skilled at...):***

**Academic Vocabulary *(Students will know...):***

\* Stage 1 should answer: What should ANY FTIS student know at the end of this unit regardless of school or teacher? Additionally, if I am a NEW teacher to FTIS this page will tell me the minimum expectation of what I am teaching.

**Stage 2: Evidence & Assessments**

Summative Assessment / Performance Task: (*What understanding will students demonstrate?*)

Formative Assessment Strategies:

**Stage 3: Learning Plan Experiences**

Daily Learning Targets:

Suggested Activities:

**DBQ Scoring Rubric**

| <b>Traits:</b> | <b>Read, Annotate &amp; Label Documents</b> | <b>Claim Sentence</b> | <b>Thesis Statement</b> | <b>Essay</b> |
|----------------|---|-----------------------|-------------------------|--------------|
| <b>4</b>       |   |                       |                         |              |
| <b>3</b>       |   |                       |                         |              |
| <b>2</b>       |   |                       |                         |              |
| <b>1</b>       |   |                       |                         |              |

**Differentiated Modification Considerations**

**Suggested Activities:**

**Teacher Self Assessment & Reflection:**

## Learning Plan Considerations

The list below are activities and/or strategies that may be a part of your unit. Refer to the concepts below and check off the ones used.

### Marzano's Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions and advance organizers

### Kagan Structures: (examples, but not limited to):

- Stand Up, Hand Up, Pair Up
- All Write Round Robin
- Expert Groups
- Inside Out Circle
- Timed Pair Share
- Rally Robin
- Boss & Secretary
- Rally Coach
- Corners
- Jigsaw

### SS Skills:

- Asking questions
- Speaking / listening / communicating
- Map reading
- Interpret data for understanding
- Interpersonal skills / collaboration
- Evaluate primary / secondary resource
- Analysis of primary / secondary sources
- Claim and defending
- Contextualization
- Point of View
- Intended audience
- Reading various text like a historian

### Learning Plan Considerations: GRASPS

**G** - goals from the real world  
**R** - authentic, real-world roles for students to practice  
**A** - audience for the final product  
**S** - situations involving real-world inquiry, inventions, problems, etc... **how will students generate their own questions and work toward answering them?**  
**P** - products or performances resulting from culmination of study  
**S** - standards for evaluation