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| **Unit Title:** | | | |
| Kentucky Academic Standards for Social Studies (KASS) | This should include draft standards and can include current standards. | | |
| Practices of the Inquiry Cycle | This should include specific reference to 1-10 of the Inquiry Cycle in draft standards. | | |
| 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. | | | |
| **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… | | | |
| **Connections to All Disciplinary Core Concepts** | | | |
| *Geographic Reasoning*    *Economic Decision Making*  *Civic Mindedness*  *Historical Thinking*   * 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. | | | |
| **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. |  |  |  |
| **Formative Task** | **Formative Task** | **Formative Task** | **Formative Task** |
| These are intentional moments where the teacher will check for student understanding. |  |  |  |
| **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 |  |  |  |
| 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.  **Extension**:  An extension activity offers an optional task. Every unit may NOT contain an EXTENSION component | | |
| **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 | | |