UNITS DESIGN FRAMEWORK

PART I: UNIT OVERVIEW

Content	
Grade Level	
Power Standard/CCSS Power Standard	
Suggested Length of Unit	

Reference Deconstruction Document and Power Standard/CCSS Power Standard	

Unwrapped Concept: Pull "the what" from deconstruction documents, should represent what students need to know.	**Key Vocabulary**: Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	**Depth of Knowledge** (DOK)

Supporting Standards (current and CCSS): Standards that build to the power standard.	**Other Vocabulary Terms:** Terms worth covering in the unit.

Reference to Power Standard Assessment: Paste the link to the appropriate power standard assessment in this box.	

PART II: LEARNING PROGRESSIONS

Directions:
1. Copy the unwrapped power standard concepts, vocabulary, and DOK into the frames provided below.
2. Brainstorm three to five possible performance tasks that incorporate these concepts, skills, and levels of rigor.
3. Write a synopsis for each selected task and list the tasks in a "learning progressions" sequence. Bold those concepts and skills that are directly represented in the tasks.

Learning Progressions:

<u>**Task 1:**</u>

<u>**Task 2:**</u>

<u>**Task 3:**</u>

<u>**Task 4:**</u>

EXAMPLE: UNIT DESIGN FRAMEWORK

PART I: UNIT OVERVIEW

Content	High School Government
Grade Level	10th and 11th Grade
Power Standard/CCSS Power Standard	1Aa2
Suggested Length of Unit	4 weeks

Reference Deconstruction Document and Power Standard/CCSS Power Standard	http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Government.pdf

Unwrapped Concept: Pull "the what" from deconstruction documents, should represent what students need to know.	Key Vocabulary: Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	Depth of Knowledge (DOK)
Apply the principle of separation of powers to historical and contemporary issues.	Apply	3

Supporting Standards (current and CCSS): Standards that build to the power standard.	Other Vocabulary Terms: Terms worth covering in the unit.
1Ab 1Ac 1-3 1Ad 1-5 1Ae	Determine, assess, describe, identify, give examples

Reference to Power Standard Assessment: Paste the link to the appropriate power standard assessment in this box.	8-12 Apply the following principles of constitutional democracy to historical and contemporary issues: checks and balances, separation of powers, federalism, representation, popular sovereignty, due process of law, judicial review. 1.A.a

PART II: LEARNING PROGRESSION

Directions:
1. Copy the unwrapped power standard concepts, vocabulary, and DOK into the frames provided below.
2. Brainstorm three to five possible performance tasks that incorporate these concepts, skills, and levels of rigor.
3. Write a synopsis for each selected task and list the tasks in a "learning progressions" sequence. Bold those concepts and skills that are directly represented in the tasks.

Learning Progression:
Task 1: Identify the powers of each branch of government: With a cooperative team identify the powers of each branch of government and create a graph (electronically) listing the powers by each branch of government.
Task 2: Select a branch and research: As a cooperative team, select one branch of government and research the evolution of this group's powers from the framing of the Constitution to contemporary times.
Task 3: Research contemporary issues: As a cooperative team, research current issues that could involve the application of powers from your selected branch of government. Identify the issue, explain the relevance of the issue to our society, and state how this issue could involve the application of the separation of powers.
Task 4: Written report: Your team is a team of political advisors providing a report to a congressional candidate, utilizing the graphs you have developed detailing the separation of powers, a synopsis of the evolution of powers for your branch, and explanation of the issue you have selected, write a report applying one or more of the powers of your branch to the current issue and discuss how the application of this (these) powers might impact the other branches. From your application, discuss the potential ramifications of the application of this (these) powers and forecast any potential issues this may cause for your branch and your candidate in the future.