



# FOUNDATIONS OF FREEDOM

## A Louisiana Civics Program

### Foundations of Freedom Unit Study Tool

Step 1: Start with the End in Mind		
<b>Unit Title and Topic(s)</b>		<b>Connected Standards &amp; Focus Objectives</b>
<b>After a brief overview, what are the most important ideas and primary sources in the unit?</b>	(big ideas, at-a-glance important ideas, key primary sources)	
<b>Performance Task Prompt</b>		
<b>What do students need to know and be able to do to succeed on the Performance Task and chapter assessments? (Be sure to consult the scoring rubric)</b>	<b>What knowledge (standards) will students need?</b>	<b>What skills (standards) will students need?</b>
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### Step 2: Develop Background Knowledge

<b>“What Teachers Need to Know” Notes</b>				
<b>Context-Setting Text or Source Title</b>	<b>How does this text/source support the development of background knowledge and social studies skills for students?</b>	<b>How does this source support students in successfully completing the Chapter Assessments and Performance Task?</b>	<b>What feature(s) of this source will students likely struggle with?</b>	<b>How is the Core Vocabulary for the unit supported in this source?</b>



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Step 3: Trace Knowledge and Skills Through Assessment					
Teacher Self Assessment		What are the key components of an exemplary “4” response?	How do the most important ideas in the unit connect to the Performance Task and Chapter Assessments?	What misconceptions do you anticipate that students will have?	
<input type="checkbox"/> Complete the Chapter Assessments					
<input type="checkbox"/> Complete exemplar Unit Performance Task					
Topic	Check for Understanding	What knowledge will students need?	What skills will students need?	What misconceptions do you anticipate that students will have?	
1					
2					
3					



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