

Design a Learning Experience Aligned to USHC 1

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Purpose:

This task allows you to apply all the tools introduced in this training: unpacking a USHC 1 indicator, aligning to Depth of Knowledge (DOK) and Performance Level Descriptors (PLDs), selecting purposeful sources, and designing coherent learning experiences that align historical thinking, instructional anchors, differentiation, evidence, and assessment.

Your goal is to design a coherent learning experience that reflects the historical thinking, cognitive demand, instructional anchor, and performance expectations embedded in a single USHC Standard 1 indicator.

Instructions

1. Choose one indicator from *USHC Standard 1*.
2. Use the SC Alignment Guide and PLDs to unpack the indicator. Identify:
 - The historical thinking skill
 - DOK level
 - Instructional Anchor
 - Key content and developments
3. Design a coherent learning experience that includes a Hook, Explore, Apply, and Synthesize sequence. During the Apply phase, create one PLD-tiered task that provides appropriate supports while maintaining common learning expectations across all PLD levels.
4. Integrate at least one primary or secondary source into your learning experience.
(e.g., an excerpt, historical document, map, image, chart, or data set)
5. Complete the planning template for your selected indicator.

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Lesson Design Template

	Component	Your Response
	Chosen Indicator	e.g., USHC.1.CX
Analyze the Standard	Historical Thinking Skill	e.g., Contextualization
	DOK Level	e.g., DOK 3
Design the Learning Experience	Instructional Anchor	
	Key Content (from Alignment Guide)	e.g., Magna Carta, John Locke, Declaration of Independence
	Source(s) Used	Title, author/source, and purpose for using the source
	Hook	How will you engage students in the instructional anchor?
	Explore	How will students investigate evidence and build understanding?
	Apply (PLD-Tiered Task)	How will students apply and strengthen their historical thinking? Minimally Meets: Identify and explain key ideas using teacher supports Meets: Explain and support historical relationships with evidence Exceeds: Develop and defend an evidence-based historical claim using multiple sources.
	Synthesize	How will students demonstrate and communicate their historical thinking? Examples: • Write a short constructed response supported with historical evidence. • Develop historical generalization or conclusion using evidence from multiple sources. • Create a comparison, argument, or explanation using evidence from multiple sources.
	Student Product	What will students produce as evidence of their learning? e.g., Graphic organizer, annotated source, short constructed response, presentation, argumentative paragraph

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Exceeds-Level Historical Thinking Checklist

For your Exceeds-level task, use the following process to ensure students demonstrate deeper thinking:

1. Investigate multiple pieces of historical evidence.
2. Make connections across sources or historical developments.
3. Construct an evidence-based historical claim.
4. Support the claim with relevant historical evidence.
5. Explain the broader historical significance.

Extension Task: Translate Instruction into an EOCEP Item

Take your learning experience a step further by adapting one of your lesson tasks, preferably your Apply or Synthesize task. This task will help you see how instructional planning transfers directly into assessment design.

Choose one of your tasks and rewrite it using one of the following EOCEP item types:

Item Type	Format Guidance
SR (Selected Response)	One correct answer out of four options
MS (Multi-Select)	Select two correct answers from five
EBSR	Part A = claim; Part B = evidence
TECR	Drag-and-drop, hot spot, or dropdown- multi step and constructed thinking

Tip: Keep the same content and Historical Thinking Skill. Reframe it into an EOCEP item structure that mirrors assessment expectations. Identify the Historical Thinking and DOK before writing your assessment item.

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Reflection

Take a moment to reflect on the planning decisions you made throughout this activity. Which planning decision contributed most to the coherence of your learning experience? Explain why.

- Identifying the historical thinking
- Selecting an instructional anchor
- Designing the PLD-tiered task
- Selecting evidence
- Aligning the assessment