

From Standards to Success: USHC 2 | Coherent Learning Experience Design

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In this culminating activity, you'll design a 2–3-lesson U.S. History learning experience centered on the historical thinking required by a U.S. History Standard 2 indicator. Using an appropriate instructional anchor, sequence learning through Hook → Explore → Apply → Synthesize while aligning learning targets, inquiry tasks, formative assessment, PLD-informed supports, and historical sources. You'll conclude by designing a culminating evidence-centered performance task that assesses the historical thinking and evidence use developed throughout the learning experience.

Steps

1. Establish the Learning Focus

- Identify the U.S. History Standard 2 indicator and Historical Thinking Skill (HTS).
- Select an appropriate instructional anchor.
- Identify the intended cognitive demand (DOK).
- Determine how the historical thinking will develop across Hook → Explore → Apply → Synthesize.

2. Plan the Learning Sequence

- Design a key inquiry task for each phase: Hook, Explore, Apply, and Synthesize.
- Ensure each task develops the historical thinking and content required by the indicator.

3. Embed Formative Assessment

- Plan formative checks that provide evidence of students' developing historical thinking and content understanding.
- When appropriate, incorporate SR, EBSR, or TE/TECR items aligned to the intended historical thinking and cognitive demand.
- Use formative evidence to anticipate instructional adjustments or support.

4. Plan PLD-Informed Supports

- Use PLDs to anticipate differences in students' historical reasoning, evidence use, and independence.
- Identify supports or extensions that help students engage with the same rigorous historical thinking target.

5. Select Materials & Sources

- Select relevant primary and secondary sources that support the instructional anchor, content, and historical thinking across the learning experience.

- Consider how students will use the sources as evidence during inquiry and assessment.

6. Design the Culminating Task

- Design an evidence-centered performance task that assesses the historical thinking and evidence use developed throughout the learning experience.
- Establish scoring criteria for historical reasoning, evidence use, content accuracy, and the indicator-specific expectation.
- Use PLDs to anticipate student performance and plan appropriate supports or extensions.

7. Check for Coherence

- Review how the instructional anchor, learning sequence, formative assessment, supports, sources, and culminating task work together to develop and assess the historical thinking required by the indicator.
- Identify any adjustments needed to strengthen alignment across the learning experience.

Use the Coherent Learning Experience Design Template to record and refine your completed plan.