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| Inquiry Design UnitDesigned Grade Level: **Compelling Question:** **WHAT ARE THE SOCIAL EMOTIONAL UNDERSTANDINGS, SKILLS AND STRATEGIES THAT WE WILL NEED TO BE SUCCESSFUL IN THE WORLD OF WORK?** **Narrative Background: This might include: Growth Mindset (Growing from mistakes), Self-Belief (Hope/Goals, Positive Self Talk—Hope Creators/Hope Crushers), Grit (Hope Under Fire, The Power of Passion and Perseverance) and Character Strengths and Synergy (What is Life Calling You to Do and Why Need Synergy (Ability to Combine Strengths, Work with Others, and Compromise)****Staging the Question ​: Staging the Question ​:****Standards and Practices​:** **ELA Standards:**Ask and answer questions about key details in a text. Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud s s s Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships.Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groupsAnalyzing Narrative and Supporting Opinions Analyzing Narrative and Supporting Opinions**W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**MORE? |

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| 1. **Supporting Question:**

  | **Formative Tasks:****Lesson Objective:** | **Sources:** |

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| **2. Supporting Question:**  | **Formative Task:****!** |   | **Sources:**  |
| **3. Supporting Question:** | **Formative Task:** |   | **Sources:**  |

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| **4. Supporting Question:**  | **Formative Tasks:** |  | **Sources:**  |

**Summative Performance Task: (Independent Practice Lesson # 4)**

SHARE WITH THE NEXT COHORT WHAT YOU HAVE LEARNED…

**Extensions: Working through a Universal Design paradigm, all lessons embrace the defining principles of Universal Design (Choice of activity, differing levels of challenge built into choice, grouping), activities that appeal to different modalities and strengths beyond literacy, etc.)**

**Taking Informed Action: In the world of work interview key people and interview them on the role of growth mindset, self-belief (hope), grit and character strengths and synergy in their careers?**