

Blueprint for Learning: C3 College, Career, and Civic Life

Foundation for Learning			
Title:			
Grade/Course:	Subject:	Duration:	
Focus Standard(s):			
Skills:	Concepts:	Bloom's Level	
DOK 1:	DOK 2:	DOK 3:	DOK 4:
Learning Targets: I am learning to . . .		Success Criteria: I will be successful when I can . . .	

Real-World Problem and Task Overview
Compelling Question: (Dimension I)
Overview of Learning Tasks (1-2 sentences with aligned standard codes):
Task I:
Task II:
Task III:
Task IV:

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Construction of Knowledge: Task 1			Check Expected level of R/R:	
Supporting Question: (Dimension I)			<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:			<input type="checkbox"/> A	<input type="checkbox"/> B
(Dimension II)	<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
(Dimension III)			Strategies:	
Gathering and Evaluating Sources				
Developing Claims and Using Evidence			Strategies:	
Task Closing:				
Primary and Secondary Sources (Print/Digital)	Teacher Resources:		Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)				

Inspection and Feedback			
Assessment/Task: (Dimension IV) Communicating and Critiquing Conclusions			
Success Criteria:	Not Yet	Meets	Feedback:

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Construction of Knowledge: Task 2			Check Expected level of R/R:	
Supporting Question: (Dimension I)			<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:			<input type="checkbox"/> A	<input type="checkbox"/> B
(Dimension II)	<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
(Dimension III)			Strategies:	
Gathering and Evaluating Sources				
Developing Claims and Using Evidence			Strategies:	
Task Closing:				
Primary and Secondary Sources (Print/Digital)	Teacher Resources:		Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)				

Inspection and Feedback			
Assessment/Task: (Dimension IV) Communicating and Critiquing Conclusions			
Success Criteria:	Not Yet	Meets	Feedback:

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Construction of Knowledge: Task 3			Check Expected level of R/R:	
Supporting Question: (Dimension I)			<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:			<input type="checkbox"/> A	<input type="checkbox"/> B
(Dimension II)	<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
(Dimension III)				Strategies:
Gathering and Evaluating Sources				
Developing Claims and Using Evidence				Strategies:
Task Closing:				
Primary and Secondary Sources (Print/Digital)	Teacher Resources:		Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)				

Inspection and Feedback			
Assessment/Task: (Dimension IV) Communicating and Critiquing Conclusions			
Success Criteria:	Not Yet	Meets	Feedback:

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Construction of Knowledge: Task 4			Check Expected level of R/R:	
Supporting Question: (Dimension I)			<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:			<input type="checkbox"/> A	<input type="checkbox"/> B
(Dimension II)	<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
(Dimension III)				Strategies:
Gathering and Evaluating Sources				
Developing Claims and Using Evidence				Strategies:
Task Closing:				
Primary and Secondary Sources (Print/Digital)	Teacher Resources:		Student Resources:	
Learner Considerations: (Special Ed, ELL, etc.)				

Inspection and Feedback		
Assessment/Task: (Dimension IV) Summative Argument and Extension		
Taking Informed Action: Understanding / Assess / Act		
Success Criteria:	Points	Feedback:
	_____ of _____	
	_____ of _____	
	_____ of _____	
	_____ of _____	
Total	_____ of _____	

Adapted from www.c3teachers.org Inquiry Design Model by Dr. Lissa Pijanowski
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Reflection on Design and Learning:

Teacher Reflection:

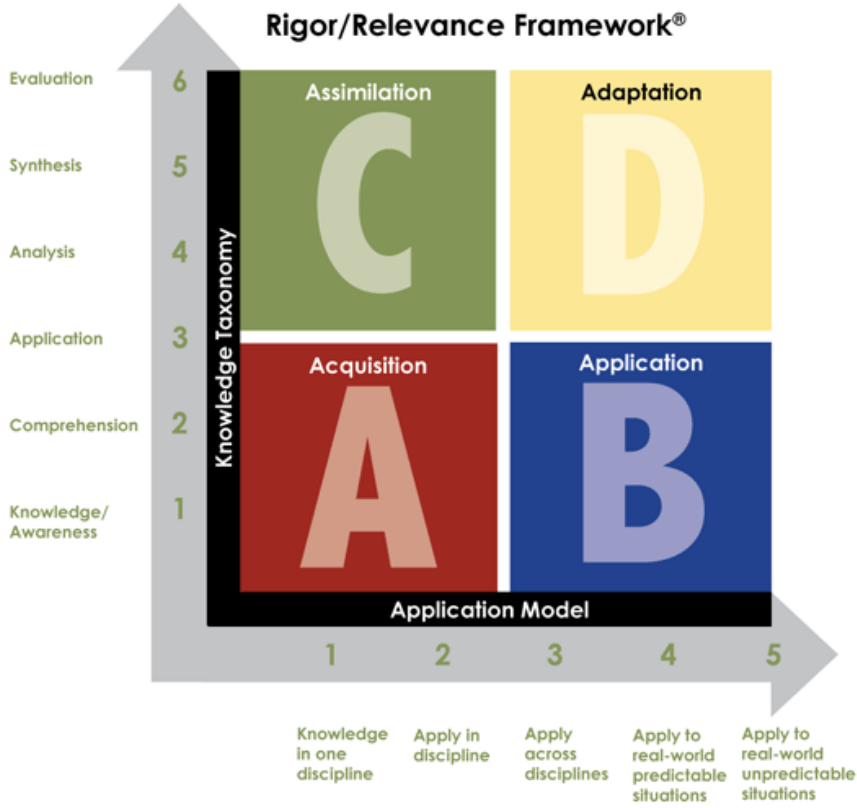
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Student Reflection:

-

Considerations for Redesign:

-



A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

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