

Unit Map & Lesson Plan Sequence

9-12 Social Studies Course	Unit (Learning Segment)	# of days	Instructor (Clinical Intern)	Dates
Civics Literacy	Principles of U.S. Democracy	8	Mr. John Doe	Jan 22-31
<i>Unit Objectives (“Students will be able to...”)</i>				
-Know- [Content Goal] Students will be able to identify different Enlightenment theories that shaped American democratic ideals		-Do- [Skill Goal] Students will be able to explain the reasons why American colonists entered into conflict with the British Crown		-Understand- [“Big Picture” Conceptual Goal] Students will be able to understand how a constitutional democracy represents the principles and values of its citizens
Unit Essential Question (UEQ)	How does the U.S. Constitution embody the principles and values of American citizens? <i>(If using an LLO instead: “Students will be able to describe how the principles and values of American citizens influenced the text of the U.S. Constitution”)</i>			
Overarching Concepts <i>see NC Standards Unpacking Document</i>	<ul style="list-style-type: none"> ● Power ● Principles 	<ul style="list-style-type: none"> ● Change ● Values 	<ul style="list-style-type: none"> ● Authority ● Rights (political, natural) 	
NC Standards	Interdisciplinary NC Standards <ul style="list-style-type: none"> ● CL.B.1.1 and 1.3 ● CL.G.1.1 ● CL.H.1.1, 1.2, 1.3, and 1.4 		Inquiry NC Standards <ul style="list-style-type: none"> ● I.1.1.1 ● I.1.4.3 ● I.1.5.2 	
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Impact of Philosophical Ideas on U.S. Democracy (1 day)	Governmental Systems (1 day)	Creating the U.S. (2 days)	Creating the U.S. Constitution (2 days)	American Democracy (1 day + review, assess)
Lesson Essential Question (LEQ) or Learning Objective (LLO)	LEQ / LLO	LEQ / LLO	LEQ/ LLO	LEQ/ LLO
How did Enlightenment ideas influence the development of American political theories?	What are the similarities and differences between the U.S. system of government and those of other countries?	How did conflict between American colonists & Great Britain lead to the formation of a new nation?	Which arguments over power and authority helped shape the principles of the U.S. Constitution?	Why did the new Constitution put limits on the power of government?
Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary
1. Enlightenment 2. Philosophy 3. Liberty 4. Justice 5. Equality	1. Democracy 2. Oligarchy 3. Authoritarianism 4. Anarchy 5. Monarchy 6. Republic 7. Federalism 8. Parliament	1. Mercantilism 2. Taxation 3. Representation 4. Boycott 5. Protest 6. Civil disobedience 7. Sovereignty 8. Patriotism	1. Limited government 2. Authority 3. Rights (individual, inalienable) 4. Consent 5. Governed 6. Due process 7. Common good 8. Compromise	1. Diversity 2. Political system 3. Opportunities 4. Limitations

History Content: Key People / Places / Events / Terms	Key People /Places / Events /Terms	Key People /Places / Events / Terms	Key People /Places / Events / Terms	Key People / Places / Events / Terms
<ol style="list-style-type: none"> Montesquieu John Locke Thomas Hobbes Leviathan Jean-Jacques Rousseau Magna Carta English Bill of Rights Constitutional Government Declaration of Independence Thomas Paine Common Sense Thomas Jefferson 	<ol style="list-style-type: none"> Monarch (King George III) President (George Washington) Prime Minister (Lord North) Parliamentary System Constitutional Monarchy Absolute Monarchy 	<ol style="list-style-type: none"> "Founding Fathers" Constitutional Democracy Salutary Neglect "Taxation Without Representation" American Revolution Articles of Confederation Benjamin Franklin Gen. George Washington Sons of Liberty Marquis de Lafayette Haym Solomon Abigail Adams Valley Forge Battle of Cowpens (King's Mountain) 	<ol style="list-style-type: none"> Federalists Anti-Federalists Alexander Hamilton James Madison Federalist Papers US Bill of Rights US Constitution Protection of Individual Rights (life, liberty, pursuit of happiness) Elastic Clause Separation of Powers Checks and Balances 	<ol style="list-style-type: none"> Mercy Otis Warren Phillis Wheatley John Adams Structures of Government Rule of Law

Unit Assessment	<p>In groups of 3, students will create physical or virtual posters that graphically (visuals and text) represent the values and principles of American citizens, as expressed from the founding fathers to today (other historical figures, modern issues, etc.). Individually, students will submit a short 2-3 page essay that explains how the group decided on the core principles and values (and which ones did not make the cut), their own contribution to the project, and what they learned about the principles of American democracy. In this essay, students must properly use unit-specific vocabulary in context, list significant figures and events, and discuss some of the broad themes of the unit.</p>
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Lesson Plan # 1

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
Civics Literacy	Impact of Philosophical Ideas on U.S. Democracy (1 day) / <i>Principles of American Democracy</i>	Mr. John Doe	Jan 22
Lesson Essential Question (LEQ)	<p>How did Enlightenment ideas influence the development of American political theories? <i>(If using an LLO instead: "Students will be able to analyze how Enlightenment ideas shaped American political theories")</i></p>		
Content Standards	<ul style="list-style-type: none"> Main Content Strand Objective: CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability. Supporting Content Strand & Objective(s): CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government; CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents. 		

Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> ● 1.1.1.1 Compelling Questions - Identify issues and problems in social studies. ● 1.1.3.3 Gathering and Evaluating Sources - Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies. 		
Activity The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	Details of Activities What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Purpose-Rationale Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Time Provide estimated minutes in each row
Previewing / Introduction How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?	<p>Examine the illustration by Abraham Bosse, which accompanied Thomas Hobbes' book, "Leviathan."</p> <p>In groups of 3-4, answer the questions on the board (and listed on your worksheet). Make sure to carefully examine the clues in the image, such as the Bible citation for the book of Job</p> <p>De-brief: From your conversations, how would you describe Hobbes' image of a ruler? Who is he responsible for? What are his duties?</p>	<p>The idea of this activity is two-fold: introduce Thomas Hobbes, and see whether or not students can "unpack" an image with informed assumptions.</p> <p>After a brief discussion, the next step is to present excerpts from Leviathan ("Did your view of Hobbes, and his ideas on governance, change after reading these passages?") ...</p> <p>And at closure, return to Leviathan and apply Hobbes' ideas to the US political system</p>	15 minutes
Acquisition How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	<p>Teacher presentation: Provide a concise, 5 min. presentation that highlights the origins and impact of The Enlightenment in Western Europe (review of World History). Emphasize the radical implications of Enlightenment thought.</p> <p>Watch the 4 min. video clip "Jefferson's Pursuit of Knowledge" (History.com) and list at least 3 influences on Jefferson's political views.</p> <p>Class discussion: How does Jefferson's personality explain his philosophical and political views?</p> <p>Partners: Read the biographical worksheet on your Enlightenment-era figure (Rousseau, Montesquieu, Hobbes, Locke, Jefferson, Wollstonecraft, etc.) and complete the graphic organizer on personality traits + ideas.</p>	<p>Students need context for a longer discussion on Jefferson, Thomas Paine, Common Sense – and how both men were influenced by political and economic thought from Western Europe (Enlightenment)</p> <p>This video will allow students to see how Jefferson – a local Virginian – was keenly aware of the larger discussions in W. Europe</p> <p>This discussion gets to Jefferson the man – who was he? who were his influences? what was his personality?</p> <p>Now, students will examine other Enlightenment figures in order to find common traits among these thinkers (what were they passionate about? what motivated them? what risks did they take?)</p> <p>[Students will acquire information on their own]</p>	<ul style="list-style-type: none"> ● 5 min ● 4 min ● 4 min ● 10 min.

			TOTAL: 23 minutes
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Prepare a 2 min. presentation to the class. Examine the directions for the presentation, use evidence from the texts, and decide on how you will convey the important aspects of your Enlightenment thinker's life and ideas	Students will continue to acquire specific knowledge on their figure through collaborative work, a guided worksheet for the presentation, and by making decisions on what to present (and what to exclude)	12 minutes
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.	A/B students – A students have a copy of the Declaration of Independence, B students a copy of the Bill of Rights (English or US?) Students will individually answer the remaining questions on their comparative chart of Enlightenment thinkers...with the task of connecting specific passages to ideas expressed by a particular Enlightenment figure	This individual activity allows students to see how The Enlightenment influenced the creation of key documents like the Declaration of Independence, Bill of Rights, etc. Big picture: Students should see these documents as an expression of people who saw injustice in their world	12 minutes
Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	Review what we have done today (go over our agenda that's on the board); if time allows, review vocab terms we covered today Ask students to write a 1-2 sentence answer to the EQ as their "ticket out the door" Preview tomorrow – A & B students will get together to go over their document analysis; we will explore different types of government	Link back to the LEQ driving our lesson today Teacher and student self-check on what we covered (and what we didn't address) Set the stage for tomorrow (making connections between lessons). After Lesson #2, I will want to remind students about the big picture – our Unit EQ and objectives	9 minutes

Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?

Target Group of Student	MLs and struggling readers	Strategies	Presentations of Enlightenment figures will be modified for MLs (with some key translation, easy text) and SRs. Graphic organizers for MLs and SRs will also be visual heavy and scaffolded so students can focus on building vocabulary (especially from this unit) and use the G.Os to contribute to class presentations. Ticket out the door response to the LEQ will be scaffolded using select, highlighted text.
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Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?

<p>Formative - Informal</p> <p>Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?</p>	<p>Use visual Graphic Organizers focused on the personality traits of key characters, as well as ideas & comparative charts. Student-led presentations will be in groups, with MLs and SRs paired with students who are proficient in oral presentation; targeted students will contribute to the presentations through images and text and prepared slides they can read in their own words. Ticket out the door response to the LEQ will be scaffolded using select, highlighted text.</p>		
<p>Summative - Formal</p> <p>Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?</p>	<p>None today (we're building the foundation for upcoming lessons)</p>		
<p>Materials & Supplies</p>	<ul style="list-style-type: none"> ● Copies of "Leviathan" (image on screen as well) ● Smartboard ● Jumbo post-it notes 	<ul style="list-style-type: none"> ● G.O.s (2) ● Projector ● Video (History.com) ● Markers 	<ul style="list-style-type: none"> ● Prezi presentation ● Texts: Decl. of Independence, BoR, Bio papers, <i>Leviathan</i> excerpt
<p>Sources & Notes</p> <p>Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?</p>	<p>Sources (cited in Chicago Manual of Style)</p> <ul style="list-style-type: none"> ● (Video) "Enlightenment," <i>History.com</i>, A+E Networks, 2009. (Access Date August 01, 2015) http://www.history.com/topics/enlightenment ● (Image) https://upload.wikimedia.org/wikipedia/commons/a/a1/Leviathan_by_Thomas_Hobbes.jpg ● (Text: <i>Leviathan</i>) (https://www.gutenberg.org/files/3207/3207-h/3207-h.htm) ● Katherine J. Wolfenden, "Hobbes' Leviathan and Views on the Origins of Civil Government: Conservatism by Covenant," <i>Inquiries Journal/Student Pulse</i> 2 (12), 2010. http://www.inquiriesjournal.com/a?id=349 		<p>Notes to self (post-lesson)</p> <ul style="list-style-type: none"> ● After today's lesson, I realized that I should trim the Preview/Introduction to 10 minutes in order to allow extra time for student presentations.

Lesson Plan # 2

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
Lesson Essential Question (LEQ) <i>OR</i> Learning Objective (LLO)	(type question) <i>OR</i> <i>Students will be able to ... (type objective)</i>		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> ● Main Content Strand Objective: ● Supporting Content Strand & Objective(s): 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> ● 		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Previewing / Introduction How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?			
Acquisition How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]			
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?			
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.			

Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding			
Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student		Strategies	
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?			
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?			
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?			
Materials & Supplies	•	•	•
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (cited in Chicago Manual of Style) •	Notes to self (post-lesson) •	

Lesson Plan # 3

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	(type question) OR <i>Students will be able to ...</i> (type objective)		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> ● Main Content Strand Objective: ● Supporting Content Strand & Objective(s): 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> ● 		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Previewing / Introduction How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?			
Acquisition How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]			
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?			
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.			

Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding			
Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student		Strategies	
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?			
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?			
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?			
Materials & Supplies	•	•	•
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (cited in Chicago Manual of Style) •	Notes to self (post-lesson) •	

Lesson Plan # 4

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	(type question) OR <i>Students will be able to ...</i> (type objective)		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> ● Main Content Strand Objective: ● Supporting Content Strand & Objective(s): 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> ● 		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Previewing / Introduction How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?			
Acquisition How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]			
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?			
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.			

Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding			
Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student		Strategies	
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?			
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?			
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?			
Materials & Supplies	•	•	•
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (cited in Chicago Manual of Style) •	Notes to self (post-lesson) •	

Lesson Plan # 5

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	(type question) OR <i>Students will be able to ...</i> (type objective)		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> ● Main Content Strand Objective: ● Supporting Content Strand & Objective(s): 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> ● 		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Previewing / Introduction How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?			
Acquisition How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]			
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?			
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.			

Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding			
Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student		Strategies	
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?			
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?			
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?			
Materials & Supplies	•	•	•
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (cited in Chicago Manual of Style) •	Notes to self (post-lesson) •	