***Lesson Plan # 1 Secondary History / Social Studies***

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| **Course** | **Lesson Topic / Unit Name** | | **Instructor** | | | **Date(s)** | |
|  |  | |  | | |  | |
| **Lesson Essential Question (LEQ) or Learning Objective (LLO)** |  | | | | | | |
| **NC Essential Standard(s)** | * (Enter NCES for this lesson’s **content** learning goal) * (Enter objectives from NCES #1, or C3 Dimension 2 standards, for this lesson’s **skill** goal) | | | | | | |
| **Activity** | **Details (Setting, steps, prompts)** | | **Purpose-Rationale** | | | | **Time** |
| **Pre-Lesson**  How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson? | (Enter details for each activity in your lesson. Be explicit so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | | (Explain the logic behind each activity. Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/LLO? **Do this for each activity row**) | | | | (Provide estimated minutes in each row) |
| **Acquisition**  How will students acquire new content or skills? Is 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? |  | |  | | | |  |
| ***Adjustments***  *What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | |  |
| **Extending & Refining II (individual)**  How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning] |  | |  | | | |  |
| **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 |  | |  | | | |  |
|  | **Formative - Informal** | | | **Summative - Formal** | | | |
| **Assessments** | (Explain how formative assessment measures progress) | | | (Explain how summative assessment measures actual learning) | | | |
| **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 (Chicago Manual of Style)*** | | | ***Notes to self*** | | | |

***Lesson Plan # 2 Secondary History / Social Studies***

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| **Course** | **Lesson Topic / Unit Name** | | **Instructor** | | | **Date(s)** | |
|  |  | |  | | |  | |
| **Lesson Essential Question (LEQ) or Learning Objective (LLO)** |  | | | | | | |
| **NC Essential Standard(s)** | * (Enter NCES for this lesson’s **content** learning goal) * (Enter objectives from NCES #1, or C3 Dimension 2 standards, for this lesson’s **skill** goal) | | | | | | |
| **Activity** | **Details (Setting, steps, prompts)** | | **Purpose-Rationale** | | | | **Time** |
| **Pre-Lesson**  How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson? | (Enter details for each activity in your lesson. Be explicit so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | | (Explain the logic behind each activity. Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/LLO? **Do this for each activity row**) | | | | (Provide estimated minutes in each row) |
| **Acquisition**  How will students acquire new content or skills? Is 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? |  | |  | | | |  |
| ***Adjustments***  *What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | |  |
| **Extending & Refining II (individual)**  How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning] |  | |  | | | |  |
| **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 |  | |  | | | |  |
|  | **Formative - Informal** | | | **Summative - Formal** | | | |
| **Assessments** | (Explain how formative assessment measures progress) | | | (Explain how summative assessment measures actual learning) | | | |
| **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 (Chicago Manual of Style)*** | | | ***Notes to self*** | | | |

***Lesson Plan # 3 Secondary History / Social Studies***

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| **Course** | **Lesson Topic / Unit Name** | | **Instructor** | | | **Date(s)** | |
|  |  | |  | | |  | |
| **Lesson Essential Question (LEQ) or Learning Objective (LLO)** |  | | | | | | |
| **NC Essential Standard(s)** | * (Enter NCES for this lesson’s **content** learning goal) * (Enter objectives from NCES #1, or C3 Dimension 2 standards, for this lesson’s **skill** goal) | | | | | | |
| **Activity** | **Details (Setting, steps, prompts)** | | **Purpose-Rationale** | | | | **Time** |
| **Pre-Lesson**  How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson? | (Enter details for each activity in your lesson. Be explicit so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | | (Explain the logic behind each activity. Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/LLO? **Do this for each activity row**) | | | | (Provide estimated minutes in each row) |
| **Acquisition**  How will students acquire new content or skills? Is 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? |  | |  | | | |  |
| ***Adjustments***  *What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | |  |
| **Extending & Refining II (individual)**  How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning] |  | |  | | | |  |
| **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 |  | |  | | | |  |
|  | **Formative - Informal** | | | **Summative - Formal** | | | |
| **Assessments** | (Explain how formative assessment measures progress) | | | (Explain how summative assessment measures actual learning) | | | |
| **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 (Chicago Manual of Style)*** | | | ***Notes to self*** | | | |

***Lesson Plan # 4 Secondary History / Social Studies***

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| **Course** | **Lesson Topic / Unit Name** | | **Instructor** | | | **Date(s)** | |
|  |  | |  | | |  | |
| **Lesson Essential Question (LEQ) or Learning Objective (LLO)** |  | | | | | | |
| **NC Essential Standard(s)** | * (Enter NCES for this lesson’s **content** learning goal) * (Enter objectives from NCES #1, or C3 Dimension 2 standards, for this lesson’s **skill** goal) | | | | | | |
| **Activity** | **Details (Setting, steps, prompts)** | | **Purpose-Rationale** | | | | **Time** |
| **Pre-Lesson**  How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson? | (Enter details for each activity in your lesson. Be explicit so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | | (Explain the logic behind each activity. Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/LLO? **Do this for each activity row**) | | | | (Provide estimated minutes in each row) |
| **Acquisition**  How will students acquire new content or skills? Is 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? |  | |  | | | |  |
| ***Adjustments***  *What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | |  |
| **Extending & Refining II (individual)**  How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning] |  | |  | | | |  |
| **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 |  | |  | | | |  |
|  | **Formative - Informal** | | | **Summative - Formal** | | | |
| **Assessments** | (Explain how formative assessment measures progress) | | | (Explain how summative assessment measures actual learning) | | | |
| **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 (Chicago Manual of Style)*** | | | ***Notes to self*** | | | |

***Lesson Plan # 5 Secondary History / Social Studies***

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| **Course** | **Lesson Topic / Unit Name** | | **Instructor** | | | **Date(s)** | |
|  |  | |  | | |  | |
| **Lesson Essential Question (LEQ) or Learning Objective (LLO)** |  | | | | | | |
| **NC Essential Standard(s)** | * (Enter NCES for this lesson’s **content** learning goal) * (Enter objectives from NCES #1, or C3 Dimension 2 standards, for this lesson’s **skill** goal) | | | | | | |
| **Activity** | **Details (Setting, steps, prompts)** | | **Purpose-Rationale** | | | | **Time** |
| **Pre-Lesson**  How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson? | (Enter details for each activity in your lesson. Be explicit so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | | (Explain the logic behind each activity. Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/LLO? **Do this for each activity row**) | | | | (Provide estimated minutes in each row) |
| **Acquisition**  How will students acquire new content or skills? Is 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? |  | |  | | | |  |
| ***Adjustments***  *What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | |  |
| **Extending & Refining II (individual)**  How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning] |  | |  | | | |  |
| **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 |  | |  | | | |  |
|  | **Formative - Informal** | | | **Summative - Formal** | | | |
| **Assessments** | (Explain how formative assessment measures progress) | | | (Explain how summative assessment measures actual learning) | | | |
| **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 (Chicago Manual of Style)*** | | | ***Notes to self*** | | | |