Lesson \_\_\_\_

|  |  |
| --- | --- |
| **Essential Standard/Common Core Objective** | **Central Focus of Unit** |
|  |  |
| **Learning Objective(s)** | |
| Students will be able to | |
| **Language Demands** | |
| Language Function: | Content/Academic Vocabulary: |
|  |  |
| Discourse: | Syntax: |
|  |  |
| Language Supports: | |
|  | |
| **Adaptations to Meet Individual Needs** (IEPs,504s, specific language needs, other learning needs) | |
|  | |
| **Instructional Resources & Materials** | |
|  | |

\*INSERT LESSON PLAN HERE\*

***Lesson Plan # (Secondary History / Social Studies)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **Course / Name of Unit** | |  | | | **Date(s)** | |
|  |  | |  | | |  | |
|  | | | | | | | |
| **Lesson Essential Question (LEQ) *or Learning Target Statement*** |  | | | | | | |
| **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)** | | **Alignment to LEQ/Standards/Goals** | | | | **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 enough that any substitute teacher would have the necessary details to conduct your lesson, including the setting, steps, materials, and prompts. **Do this for each activity row**) | | Explain in each part of the lesson how the activity aligns with the LEQ and/or content goals, and skills acquisition goal. **Do this for each activity row**) | | | | (Provide estimated time in each row) |
| **Acquisition**  \* How do students acquire new content or skills? [Establish objectives, emphasize LEQ, set agenda] |  | |  | | | |  |
| **Extending & Refining I** - group  \* Students need a safe space to work and learn from each other in a paired or group practice setting; this activity focuses on providing depth (over breadth) of content/skills. |  | |  | | | |  |
| ***Adjusting or 2nd Acquisition / E & R (group)***  *\* What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | | *Enter time (if necessary)* |
| **Extending & Refining II** – individual  \* How does each student (and the teacher) know if they are mastering the content and/or skills for this lesson? [Formal or informal assessments are needed here to measure learning of new material] |  | |  | | | |  |
| **Closure**  \* How do you help students put it all together for today’s lesson? The closure activity helps ties **this** lesson to the overall unit, and re-emphasizes the LEQ and learning objectives for today |  | |  | | | |  |
|  | **Formative (Informal)** | | | **Summative (Formal)** | | | |
| **Assessments** | (Explain how formative assessments measure progress) | | | (Explain how summative assess. measures actual learning) | | | |
| **Materials & Supplies** |  |  | | |  | | |
| **Sources for this lesson**  **\*** Where did you research content for today’s lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas? | ***Sources*** | | | ***Notes to self*** | | | |

Lesson \_\_\_\_

|  |  |
| --- | --- |
| **Essential Standard/Common Core Objective** | **Central Focus of Unit** |
|  |  |
| **Learning Objective(s)** | |
| Students will be able to | |
| **Language Demands** | |
| Language Function: | Content/Academic Vocabulary: |
|  |  |
| Discourse: | Syntax: |
|  |  |
| Language Supports: | |
|  | |
| **Adaptations to Meet Individual Needs** (IEPs,504s, specific language needs, other learning needs) | |
|  | |
| **Instructional Resources & Materials** | |
|  | |

\*INSERT LESSON PLAN HERE\*

***Lesson Plan # (Secondary History / Social Studies)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **Course / Name of Unit** | |  | | | **Date(s)** | |
|  |  | |  | | |  | |
|  | | | | | | | |
| **Lesson Essential Question (LEQ) *or Learning Target Statement*** |  | | | | | | |
| **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)** | | **Alignment to LEQ/Standards/Goals** | | | | **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 enough that any substitute teacher would have the necessary details to conduct your lesson, including the setting, steps, materials, and prompts. **Do this for each activity row**) | | Explain in each part of the lesson how the activity aligns with the LEQ and/or content goals, and skills acquisition goal. **Do this for each activity row**) | | | | (Provide estimated time in each row) |
| **Acquisition**  \* How do students acquire new content or skills? [Establish objectives, emphasize LEQ, set agenda] |  | |  | | | |  |
| **Extending & Refining I** - group  \* Students need a safe space to work and learn from each other in a paired or group practice setting; this activity focuses on providing depth (over breadth) of content/skills. |  | |  | | | |  |
| ***Adjusting or 2nd Acquisition / E & R (group)***  *\* What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | | *Enter time (if necessary)* |
| **Extending & Refining II** – individual  \* How does each student (and the teacher) know if they are mastering the content and/or skills for this lesson? [Formal or informal assessments are needed here to measure learning of new material] |  | |  | | | |  |
| **Closure**  \* How do you help students put it all together for today’s lesson? The closure activity helps ties **this** lesson to the overall unit, and re-emphasizes the LEQ and learning objectives for today |  | |  | | | |  |
|  | **Formative (Informal)** | | | **Summative (Formal)** | | | |
| **Assessments** | (Explain how formative assessments measure progress) | | | (Explain how summative assess. measures actual learning) | | | |
| **Materials & Supplies** |  |  | | |  | | |
| **Sources for this lesson**  **\*** Where did you research content for today’s lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas? | ***Sources*** | | | ***Notes to self*** | | | |

Lesson \_\_\_\_

|  |  |
| --- | --- |
| **Essential Standard/Common Core Objective** | **Central Focus of Unit** |
|  |  |
| **Learning Objective(s)** | |
| Students will be able to | |
| **Language Demands** | |
| Language Function: | Content/Academic Vocabulary: |
|  |  |
| Discourse: | Syntax: |
|  |  |
| Language Supports: | |
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| **Adaptations to Meet Individual Needs** (IEPs,504s, specific language needs, other learning needs) | |
|  | |
| **Instructional Resources & Materials** | |
|  | |

\*INSERT LESSON PLAN HERE\*

***Lesson Plan # (Secondary History / Social Studies)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **Course / Name of Unit** | |  | | | **Date(s)** | |
|  |  | |  | | |  | |
|  | | | | | | | |
| **Lesson Essential Question (LEQ) *or Learning Target Statement*** |  | | | | | | |
| **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)** | | **Alignment to LEQ/Standards/Goals** | | | | **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 enough that any substitute teacher would have the necessary details to conduct your lesson, including the setting, steps, materials, and prompts. **Do this for each activity row**) | | Explain in each part of the lesson how the activity aligns with the LEQ and/or content goals, and skills acquisition goal. **Do this for each activity row**) | | | | (Provide estimated time in each row) |
| **Acquisition**  \* How do students acquire new content or skills? [Establish objectives, emphasize LEQ, set agenda] |  | |  | | | |  |
| **Extending & Refining I** - group  \* Students need a safe space to work and learn from each other in a paired or group practice setting; this activity focuses on providing depth (over breadth) of content/skills. |  | |  | | | |  |
| ***Adjusting or 2nd Acquisition / E & R (group)***  *\* What adjustments will you make if students struggle or progress too quickly (before advancing further)?* |  | |  | | | | *Enter time (if necessary)* |
| **Extending & Refining II** – individual  \* How does each student (and the teacher) know if they are mastering the content and/or skills for this lesson? [Formal or informal assessments are needed here to measure learning of new material] |  | |  | | | |  |
| **Closure**  \* How do you help students put it all together for today’s lesson? The closure activity helps ties **this** lesson to the overall unit, and re-emphasizes the LEQ and learning objectives for today |  | |  | | | |  |
|  | **Formative (Informal)** | | | **Summative (Formal)** | | | |
| **Assessments** | (Explain how formative assessments measure progress) | | | (Explain how summative assess. measures actual learning) | | | |
| **Materials & Supplies** |  |  | | |  | | |
| **Sources for this lesson**  **\*** Where did you research content for today’s lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas? | ***Sources*** | | | ***Notes to self*** | | | |

Lesson \_\_\_\_

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| **Essential Standard/Common Core Objective** | **Central Focus of Unit** |
|  |  |
| **Learning Objective(s)** | |
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| **Language Demands** | |
| Language Function: | Content/Academic Vocabulary: |
|  |  |
| Discourse: | Syntax: |
|  |  |
| Language Supports: | |
|  | |
| **Adaptations to Meet Individual Needs** (IEPs,504s, specific language needs, other learning needs) | |
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| **Instructional Resources & Materials** | |
|  | |

\*INSERT LESSON PLAN HERE\*

***Lesson Plan # (Secondary History / Social Studies)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **Course / Name of Unit** | |  | | | **Date(s)** | |
|  |  | |  | | |  | |
|  | | | | | | | |
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| **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) | | | | | | |
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Lesson \_\_\_\_

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| **Learning Objective(s)** | |
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| Language Function: | Content/Academic Vocabulary: |
|  |  |
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|  | |
| **Instructional Resources & Materials** | |
|  | |

\*INSERT LESSON PLAN HERE\*

***Lesson Plan # (Secondary History / Social Studies)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **Course / Name of Unit** | |  | | | **Date(s)** | |
|  |  | |  | | |  | |
|  | | | | | | | |
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| **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) | | | | | | |
|  | | | | | | | |
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| **Materials & Supplies** |  |  | | |  | | |
| **Sources for this lesson**  **\*** Where did you research content for today’s lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas? | ***Sources*** | | | ***Notes to self*** | | | |

**Unit Map & Lesson Plan Outlines**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit (Learning Segment) /days** | | | | **Course** | | |  | | | | | **Dates** |
|  | | | |  | | |  | | | | |  |
| *Unit Objectives (“Students will be able to…”)* | | | | | | | | | | | | |
| ***-Know-***  *(content goal)*  (Enter learning target/objective) | | | ***-Do-***  *[skill goal]*  (Enter learning target/objective) | | | | | | ***-Understand –***  *[“big picture” / conceptual / applying]*  (Enter learning target/objective) | | | |
| **Unit Essential Question (UEQ) *or Learning Target Statement*** |  | | | | | | | | | | | |
| **Unit Concepts - Themes** |  | | | | |  | | | |  | | |
| **NC Essential Standard(s)** | ***Main Focus***   * (Enter NCES objective #; i.e. WH.H.4.2) | | | | | | ***Other Standards to Address: Content & Skills*** *(NCES #1, C3 Dimension 2)*   * (Enter full objective #; i.e. AH2.H.5.2; D2.Geo.5.9-12) | | | | | |
| **LESSON 1** | | **LESSON 2** | | | **LESSON 3** | | | **LESSON 4** | | | **LESSON 5** | |
| (Enter name / # of days) | |  | | |  | | |  | | |  | |
| **Lesson Essential Question (LEQ) *or Learning Target Statement*** | | **LEQ / LTS** | | | **LEQ / LTS** | | | **LEQ/ LTS** | | | **LEQ/ LTS** | |
| (Enter LEQ) | |  | | |  | | |  | | |  | |
| **Social Studies Vocabulary** | | **Social Studies Vocabulary** | | | **Social Studies Vocabulary** | | | **Social Studies Vocabulary** | | | **Social Studies Vocabulary** | |
| 1. (List social studies-specific vocabulary terms) | |  | | |  | | |  | | |  | |
| **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** | |
| 1. (List people, groups, places, events, and/or terms specific to this unit – by lesson) | |  | | |  | | |  | | |  | |
| **Unit Assessment** | | (Describe your end-of-unit assessment. Explain how it aligns with: the Unit UEQ, LEQs, unit concepts -themes, NCES, and/or the learning goals detailed in this unit map) | | | | | | | | | | |