Lesson 1

|  |  |
| --- | --- |
| **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 # 1 Secondary History / Social Studies***

|  |  |  |
| --- | --- | --- |
| **Course** | **Lesson Topic / Name of Unit** | **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** | **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 so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | Explain in each part of the lesson how the activity aligns with the lesson’s LEQ/LLO, content standard, and skills standard. **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 or 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*** | ***Notes to self*** |

Lesson 2

|  |  |
| --- | --- |
| **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 # 2 Secondary History / Social Studies***

|  |  |  |
| --- | --- | --- |
| **Course** | **Lesson Topic / Name of Unit** | **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** | **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 so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | Explain in each part of the lesson how the activity aligns with the lesson’s LEQ/LLO, content standard, and skills standard. **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 or 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*** | ***Notes to self*** |

Lesson 3

|  |  |
| --- | --- |
| **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 # 3 Secondary History / Social Studies***

|  |  |  |
| --- | --- | --- |
| **Course** | **Lesson Topic / Name of Unit** | **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** | **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 so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | Explain in each part of the lesson how the activity aligns with the lesson’s LEQ/LLO, content standard, and skills standard. **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 or 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*** | ***Notes to self*** |

Lesson 4

|  |  |
| --- | --- |
| **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 # 4 Secondary History / Social Studies***

|  |  |  |
| --- | --- | --- |
| **Course** | **Lesson Topic / Name of Unit** | **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** | **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 so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | Explain in each part of the lesson how the activity aligns with the lesson’s LEQ/LLO, content standard, and skills standard. **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 or 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*** | ***Notes to self*** |

Lesson 5

|  |  |
| --- | --- |
| **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 # 5 Secondary History / Social Studies***

|  |  |  |
| --- | --- | --- |
| **Course** | **Lesson Topic / Name of Unit** | **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** | **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 so any substitute teacher can effectively conduct your lesson. Provide the necessary setting, steps, materials, and prompts. **Do this for each activity row**) | Explain in each part of the lesson how the activity aligns with the lesson’s LEQ/LLO, content standard, and skills standard. **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 or 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*** | ***Notes to self*** |

**Unit Map & Lesson Plan Sequence**

|  |  |  |
| --- | --- | --- |
| **Course**  | **Unit (Learning Segment) /days** | **Dates** |
|  |  |  |
| *Unit Objectives (“Students will be able to…”)* |
| ***-Know-*** *(content goal)*(Enter content learning objective) | ***-Do-*** *[skill goal]*(Enter skill learning objective) | ***-Understand –****[“big picture” / conceptual / applying]*(Enter “big picture” objective) |
| **Unit Essential Question (UEQ) or Learning Objective (ULO)** |  |
| **Unit Concepts - Themes** |  |  |  |
| **Essential Standard(s)**  | ***Content Standards**** (Enter NCES objective #; i.e. WH.H.4.2)
 | ***Skills Standards**** (Enter NCES # 1 or C3 Framework; i.e. AH2.H.5.2, or 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 Objective (LLO)** | **LEQ / LLO** | **LEQ / LLO** | **LEQ/ LLO** | **LEQ/ LLO** |
| (Enter LEQ/LLO) |  |  |  |  |
| **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 following: UEQ, LEQs, unit concepts -themes, NCES, and/or the learning goals detailed in this unit map)  |