**Unit Map & Lesson Plan Sequence**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Unit (Learning Segment) / days** | | | | **Instructor (Clinical Intern)** | | | | | **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.1.2 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) | | | | | | | | | |

***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***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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*** | | | |