

History Lesson Preparation & Planning

Unit:
 SOL Objective(s):
 Chapter Title (Savvas):
 Essential Questions:
 Primary Sources:
 PBA Alignment:
 Unit Unpacking: ((Backward design - how are you planning out your check ins and assessments?))

Resources Needed: What resources do you need to deliver the lessons (ie. charts to make, work to distribute, text, project based assessment, assessments, manipulatives)

Lesson Titles: Dates:	Day	Day 2	Day 3	Day 4	Day 5
Learning Targets (SOLs Addressed)	I can.... ()				
Essential Questions					
What is the purpose of the lesson? How is it aligned to the standards and essential knowledge & practices?					
How will you check for understanding throughout the lesson?					
What are examples of student work? (ex., responses for entrance or exit tickets, annotation of texts, note-catchers,					

etc.) (Link to the activity)					
Lesson Plan:					
Indicate the essential knowledge and skills to address the content objective and learning target.					
What are high impact strategies that will be used to build student voice, engagement, and ownership of learning? (High Yield Instructional Strategies)					
<p>Opening: How will students be introduced to the major actions of the day?</p> <p>How will student prior knowledge be tapped and leveraged?</p> <p><i>Highlight most important parts of the opening</i></p>					
<p>Lesson at a Glance: <u>Student actions:</u> What will the students be doing during the day's lesson?</p> <p><u>Teacher actions:</u></p>					

What will you be doing to facilitate the student actions?					
Closing/Assessment/Reflection: How do we know students met the Learning Target? <i>Highlight most important parts of the Closing</i>					
Students' Needs (<i>see the Differentiation section within the Daily Lesson overview</i>): What supports are needed to scaffold and ensure rigor, access to grade-level learning, and opportunities for extensions?	LIEP SPED HONORS	LIEP SPED HONORS	LIEP SPED HONORS	LIEP SPED HONORS	LIEP SPED HONORS
Other Key Lesson Elements					
What vocabulary is essential to understanding the purpose, text, or skill?					
What strategies are being used to address equity and culturally relevant teaching?					