

**Template
for
Designing History-Social Science
Standards-Based Assessment and Instruction**

Grade Level _____ Name _____ Time Frame _____

LESSON TITLE:

THE ACADEMIC CONTENT STANDARD(S): Select the content standard(s) in each academic content area that identifies what it is students need to know and be able to do.

- **History-Social Science Academic Content Standard(s)**

- **Other Academic Content Standard(s)**

HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS: What are the student learning outcomes in each area listed below:

- **Chronological and Spatial Thinking**

- **Research, Evidence and Point of View**

- **Historical Interpretation**

FRAMEWORK CONNECTION: How does this lesson support the framework?

ASSESSMENT: Determine what students will need to do to demonstrate achievement of the standard(s) and learning outcomes. The assessment task should provide students with various options for demonstrating achievement.

- **Assessment Design** (See attached “Designing Assessment Tasks” for examples.):

- **Articulate Criteria for Success** (See attached History Day L. A. scoring rubrics for samples.):

GUIDED INSTRUCTION: (See “Designing Guided Instruction” for examples in each category below.)

- **Learning Opportunities:** What will students need to do to achieve the knowledge and skills identified in the standard(s) and learning outcomes? Describe the instructional activity or activities that will engage students. Learning opportunities should be culturally sensitive and address multiple learning styles of students.

GUIDED INSTRUCTION, cont.,

- **Instructional Strategies::** What instructional strategies will the teacher provide to enable all students to successfully participate in the identified learning opportunities described above and achieve the knowledge and skills identified in the standard(s) and learning outcomes? Describe specific strategies that will describe how student will engage in learning opportunities.

Motivational Strategies: How will you start the lesson?

Accommodations: What support systems or accommodations will be provided so that every student has the opportunity to learn?

Resources:

Visuals (e.g., pictures, realia, charts, maps)

Primary Sources (e.g., diaries, documents, journals)

Other Resources

USING DATA: How will the teacher use data from the assessment measure(s) to ensure that all students will achieve the knowledge and skills identified in the standard(s) and learning outcomes? (See “Using Data to Redesign Instruction” for examples.)