

Office of Teaching and Learning

Social Studies Lesson Study Protocol

Understanding the backward design of the social studies units is crucial for effective daily lesson planning. The formative and summative assessments help teachers evaluate whether students are prepared to succeed in the Performance Task. Lesson annotations help teachers intentionally plan supports for all students.

Preparing to Teach a Lesson

Step One: Review Unit Study Tool

- ☐ Review and complete the [Unit Study Tool](#) for your curriculum.
- ☐ In the final section of the [Unit Study Tool](#), connect the formative assessments to the specific content knowledge, skills, and practices students are expected to master throughout the unit.

Step Two: Complete lesson annotations

- ☐ Determine the purpose of each activity and question within the high-quality instructional materials (HQIM) lesson.
- ☐ Create exemplar responses for written and spoken expressions of understanding to serve as student look-fors.
- ☐ Identify possible student misconceptions.
- ☐ Create additional questions to support students in meeting the expectations of the student look-fors and to clarify anticipated misconceptions.
- ☐ Identify places in the lesson that might need timing adjustments.
- ☐ Identify when HQIM-provided Additional Activities (K-8) and/or DBQs (high school) will be used and how they will fit into the lesson.

Step Three: Gather materials

- ☐ Ensure HQIM-provided implementation materials are accessible for students.
- ☐ Determine a procedure and explicit directions for distributing student activity pages to minimize disruptions to instructional time.
- ☐ Secure technology for displaying Instructional Slide Decks.