

# Social Studies Education Methods Lesson Plan Rubric

CATEGORY	Unacceptable	Acceptable	Competent	Exemplary
<b>Curricular Area</b>				
<b>Culture and Cultural Diversity</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of culture and cultural diversity. (NCSS 1.1)	Not Met			Met
<b>Time, continuity, and Change</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of time, continuity, and change. (NCSS 1.2)	Not Met			Met
<b>People, Places, and Environment</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of people, places, and environment. (NCSS 1.3)	Not Met			Met
<b>Individual Development and Identity</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of individual development and identity. (NCSS 1.4)	Not Met			Met
<b>Individuals, Groups and Institutions</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of individuals, groups, and institutions. (NCSS 1.5)	Not Met			Met
<b>Power, Authority, and Governance</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of power, authority and governance. (NCSS 1.6)	Not Met			Met
<b>Production, Distribution, and Consumption</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services. (NCSS 1.7)	Not Met			Met
<b>Science, Technology and Society</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of science, technology and society. (NCSS 1.8)	Not Met			Met
<b>Global Connections</b> – Lesson Plan organizes and provides instruction at the appropriate school level for the study of global connections and interdependence. (NCSS 1.9)	Not Met			Met
<b>Civic Ideals and Practices</b> – Lesson Plan organizes and provides instruction at				

the appropriate school level for the study of civic ideals and practices. (NCSS 1.10)				
<b>Lesson Plan Content</b>				
<b>Lesson plan integration -</b> Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.  NCSS 1.1, 1.3	Lesson plans are not integrated with other curricular areas.	Lesson plans integrate at least 2 curricular areas.	Lesson plans integrate at least 3 curricular areas.	Lesson plans integrate four or more curricular areas.
<b>Lesson plan alignment –</b> The Lesson Plan objectives are stated for instructional purposes and instruction and practice is aligned with standards.  NCSS 1.1-1.10, 3.1	Lesson plans does not align instruction and practice with standards	Lesson plan aligns some instruction, and practice, with standards .	All areas in the lesson plan somewhat aligns instruction and practice with standards	All areas of instruction and practice are aligned with standards.
<b>Lesson assessments –</b> Formal and informal assessment strategies are used to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.  NCSS 1.4, 3.1	No assessments are noted in the lesson plan.	Lesson plan contains some assessment for objectives.	Lesson plan contains both formal and informal assessments for most objectives.	All objectives are covered in a variety of assessments and standards are aligned with assessments.
<b>Lesson plan procedures –</b> The Lesson Plan is well organized and sequenced.  NCSS 3.1	Lesson plan lacks organization or logical sequencing.	Lesson plan exhibits some organization and sequencing.	Lesson plan procedure exhibits organization and sequencing as instructed.	Lesson plan procedure is well thought out and logically sequenced.
<b>Technology –</b> The Lesson Plan has incorporated a variety of technology and a variety of techniques to enhance understanding and aid instruction in teaching and learning.  NCSS 3.1	Does not utilize technology.	Encourages students to use learning and work processing software.	Understands and applies diverse technology in support of full range of student processing	Applies diverse technology to encourage and support individual student learning and teacher

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			continuum.	creative and administrative tasks.
<b>Integration and alignment with PASS</b> – Candidates plan of instruction is based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community and is aligned with PASS Objectives at the appropriate grade level for the lesson taught.  NCSS 1.1-1.10, 3.1	Lesson Plan does not align with Priority Academic Student Skills	Lesson Plan superficially aligned with Priority Academic Student Skills	Lesson Plan implements some alignment with PASS and there is some integration across more than 1 curricular area.	Lesson Plan has cohesive alignment and integration with Priority Academic Student Skills across multiple curricular areas.