

From Standards to Success: USHC 2 Lesson Planning Portfolio

Designing Coherent, Evidence-Centered Instruction

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Use this planning portfolio to design a coherent, standards-aligned U.S. History lesson. As you complete each planning component, you'll build a classroom-ready learning experience that intentionally aligns historical thinking, instructional anchors, content, evidence, and differentiation.

1. Indicator & Instructional Anchor

Indicator Code: USHC.2.____

Chosen Instructional Anchor: _____

Why It Works: (2–3 sentences)

2. Historical Thinking Skill

HTS Code (CE / CO / P / CX / CC / E): _____

DOK Level: _____

Skill Focus: (How will students practice this skill?)

3. Content Mapping

Identify relevant historical developments that support the indicator and instructional anchor. Organize the content to show meaningful relationships among the anchor, related developments, and targeted historical thinking.

Role	Aligned Content
Causes	
Instructional Anchor	
Short-Term Effects	
Long-Term Consequences	
Connection to Historical Thinking	

Suggested Sources

4. Source Selection

1. **Source A:** [Title & Type] — How it supports the lesson
 2. **Source B:** [Title & Type] — How it supports the lesson
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5. Evidence-Centered Task & PLD-Informed Supports

Prompt (same for all students):

“Use at least two sources to _____.”

PLD Level	What the Student Produces	Instructional Supports
Minimally Meets		
Meets		
Exceeds		

6. Lesson Alignment Reflection

(1–2 paragraphs)

Describe how your instructional anchor, content, sources, and evidence-centered task work together to develop the historical thinking required by the selected indicator. Explain how DOK and PLDs informed your planning for rigorous expectations and appropriate instructional supports.

Optional Professional Learning Reflection

After completing your portfolio, consider how your instructional anchor, historical thinking, content, and differentiation work together to create a coherent learning experience.