

Unit Plan Template: Day _____

Grade: 9-12		Subject: History	
Materials: Realistic ballots, voting guides, make shift voting booths.		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> <li style="width: 50%; margin-right: 50%;">🍏 Direct instruction <li style="width: 50%;">🍏 Peer teaching/collaboration/cooperative learning <li style="width: 50%; margin-right: 50%;">🍏 Guided practice <li style="width: 50%;">🍏 Visuals/Graphic organizers <li style="width: 50%; margin-right: 50%;">🍏 Socratic Seminar <li style="width: 50%;">🍏 PBL <li style="width: 50%; margin-right: 50%;">🍏 Learning Centers <li style="width: 50%;">🍏 Discussion/Debate <li style="width: 50%; margin-right: 50%;">🍏 Lecture <li style="width: 50%;">🍏 Modeling <li style="width: 50%; margin-right: 50%;">🍏 Technology integration <li style="width: 50%;">🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <li style="width: 50%; margin-right: 50%;">🍏 Large group activity <li style="width: 50%;">🍏 Hands-on <li style="width: 50%; margin-right: 50%;">🍏 Independent activity <li style="width: 50%;">🍏 Technology integration <li style="width: 50%; margin-right: 50%;">🍏 Pairing/collaboration <li style="width: 50%;">🍏 Imitation/Repeat/Mimic <li style="width: 50%; margin-right: 50%;">🍏 Simulations/Scenarios <li style="width: 50%;">🍏 Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> • 9-12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS) 		Differentiation Below Proficiency: Have examples of correctly filled out ballots as examples for students to look at. Above Proficiency: Could be available for questions about ballots when the other students are filling them out Approaching/Emerging Proficiency: Modalities/Learning Preferences: Logical, visual, linguistic.	
Objective(s) Students will -experience a life-like scenario of voting -Learn how to fill out a ballot and vote correctly Bloom's Taxonomy Cognitive Level:		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will take turns voting in the booths and will vote in a timely manner to make sure all the students get a turn. While they are waiting to vote or for the voting to conclude, they can read a book from a selection of books about past elections.	
Classroom Management- (grouping(s), movement/transitions, etc.) Part of the room will be set up like a voting station with multiple voting booths. Students will take turns voting and once all the students have voted, they'll help me count the ballots.			
Minutes	Procedures		
	Set-up/Prep: Make the voting booths, get them into the classroom. Move some of the desks around to create space. Print off realistic looking ballots. Make a powerpoint on how to vote, how to fill out a ballot correctly.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) When students walk in, hand them a ballot and have them sit down.		
	Explain: (concepts, procedures, vocabulary, etc.) Go through the steps of filling out a ballot. Pull out the voting guides the students made for their campaign and go through how to fill out the correct people. Go over all the little things that can accidentally invalidate a ballot.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have half the students go to the mock voting booths and half read. Switch the students out when a booth becomes available.		
	Review (wrap up and transition to next activity): Have the students help count the ballots and declare the winner and their winning policy.		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Colored cups and frequent checking. Check in on the booths.		Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	

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Standard(s)		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s)		
Bloom's Taxonomy Cognitive Level:		
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
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	Set-up/Prep:	
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)	
	Explain: (concepts, procedures, vocabulary, etc.)	
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	Explain: (concepts, procedures, vocabulary, etc.)		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		
	Review (wrap up and transition to next activity):		
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives)	

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