

Lesson Plan Template

Grade: 9-12	Subject: History, Government, Social studies, civics.
Materials:	Technology Needed:
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) <ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) <p>Explain:</p> <ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic
Standard(s) 9-12.1.5 Apply Social Studies skills in real life contexts	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) Students will: <ul style="list-style-type: none"> • Learn pertinent life information regarding elections, politics, and the government Bloom's Taxonomy Cognitive Level:	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Prior to answering a question, ask students to have a turn and talk for 3 minutes or so about what they would speculate the answer to be or if they have any prior knowledge on the topic • Ask students to share their partner's answer 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will sit quietly and take notes, and will discuss the point when directed to turn and talk.
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> • Pick questions to answer, research answers.
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Put a list of student questions on the board (without the names attached) organized into the lesson topics for the next few days. Ask the students how many of them have wondered these same questions and tell them we're going to take a break from dates and facts to learn some real-life information that will be pertinent to their future.

Lesson Plan Template

	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I wanted to take a day at the beginning of the unit to address any questions the students have about how to vote or any questions they have about the government that pertains to elections and voting. I think this will help give the unit an element of reality and connect the concepts to real-life questions they have.</p> <p>Two days before the unit starts, I will have students come up with three questions each about voting, elections, or the government. I will select the most frequently asked questions and others that apply the most to real life and research answers. The first day of the unit I will discuss the questions and give the students answers to their questions.</p>	
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>After going over all the questions, have students write an exit slip with one or two questions that stood out to them.</p>	
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Color coded cups</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Exit slips</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Lesson Plan Template

--