

## Lesson Plan Template

<b>Grade: 11-12</b>		<b>Subject: social studies, government, civics.</b>
<b>Materials: Student worksheets, scissors, tape or glue.</b>		<b>Technology Needed: Phones and laptop for teacher</b>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>🍏 Direct instruction</li> <li>🍏 Guided practice</li> <li>🍏 Socratic Seminar</li> <li>🍏 Learning Centers</li> <li>🍏 Lecture</li> <li>🍏 Technology integration</li> <li>🍏 Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>🍏 Large group activity</li> <li>🍏 Independent activity</li> <li>🍏 Pairing/collaboration</li> <li>🍏 Simulations/Scenarios</li> <li>🍏 Other (list)</li> </ul> Explain:
<b>Standard(s)</b> 9-12.1.5 Apply social studies skills (eg recognize cause and effect, trends, multiple perspectives, change) in real life contexts (eg backtracking current global issues, Model UN, mock trials, stimulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS.)		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>• Provide a campaign poster already assigned with a policy that is explained in simpler language</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>• If the student so desires, they can come up to the front and make an impromptu campaign speech.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>• Instead of giving a speech, present their poster and explain why they chose certain elements.</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Artistic, kinesthetic, linguistic.</li> </ul>
<b>Objective(s)</b> Students will be able to: <ul style="list-style-type: none"> <li>• Explain the steps taken from the primary season to the election through activities</li> <li>• Demonstrate and experience the voting process in primary and class wide elections</li> <li>• Engage in a simulated democratic process</li> </ul>		
<b>Bloom's Taxonomy Cognitive Level: Evaluate</b>		
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Students will be split into either the "orange party" or the "purple party", I will pick the two groups before class.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will enter the room and pick up a worksheet to begin quietly, and will work independently on their assignments.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>	
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Day before I will assign students to one of the two parties</li> <li>• I will print off the poster templates and the campaign worksheets</li> <li>• Set up a Kahoot site to vote, or use plickers, or something similar.</li> <li>• Pick the 5 classroom policies to use</li> </ul>	
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Walk in to the national anthem playing, or other American election music.</li> <li>• On the board will be the two parties listed, so students can find their groups and sit together</li> <li>• Students will take a worksheet and a reading as they enter, and their boardwork will be to read the introduction to the election unit.</li> <li>• Once all the students are seated and have had a few minutes to read over the introduction, I will go over it with them and explain.</li> </ul>	
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Vocabulary: Election, Campaign, Party, Ballot, Primary election.</li> <li>• Students will choose one Classroom Policy each that fits with the beliefs of their Party.</li> <li>• They will then create a campaign poster for themselves that clearly articulates their party affiliation and the policy they believe in</li> <li>• Students will then vote within their party to elect one candidate to run against the other party's candidate</li> </ul>	
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>	

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	<ul style="list-style-type: none"><li>• Voting using an online website, Kahoot or another website.</li><li>• This activity will explain Primary elections and how we get our candidates for the final election.</li></ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"><li>• Introduce the next day's topic- Campaign strategies. Eg- today you created your own posters advertising your party affiliation and policy standpoint. Tomorrow we will look deeper at campaign strategies that extend from posters to</li></ul>
<p><b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"><li>• Checking in with students, using colored cups if they're good to go, stuck, need help immediately.</li></ul> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <ul style="list-style-type: none"><li>• The poster they create; if it includes their party beliefs and their personal policy.</li></ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	