

## Lesson Plan Template

<b>Grade:9-12</b>		<b>Subject: History</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>🍏 <b>Direct instruction</b></li> <li>🍏 Guided practice</li> <li>🍏 Socratic Seminar</li> <li>🍏 Learning Centers</li> <li>🍏 <b>Lecture</b></li> <li>🍏 <b>Technology integration</b></li> <li>🍏 Other (list)</li> </ul> <ul style="list-style-type: none"> <li>🍏 Peer teaching/collaboration/cooperative learning</li> <li>🍏 Visuals/Graphic organizers</li> <li>🍏 PBL</li> <li>🍏 Discussion/Debate</li> <li>🍏 Modeling</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) Explain:</li> </ul> <ul style="list-style-type: none"> <li>🍏 <b>Hands-on</b></li> <li>🍏 <b>Technology integration</b></li> <li>🍏 Imitation/Repeat/Mimic</li> </ul>	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• <b>9-12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies</b></li> <li>• <b>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)</b></li> </ul>		<b>Differentiation</b> <p><b>Below Proficiency:</b> Give the students pamphlets on how to register and all the technicalities of voting</p> <p><b>Above Proficiency:</b> If some of the students are already registered to vote or even have voted before, they could explain some of the processes or help other students get registered.</p> <p><b>Approaching/Emerging Proficiency:</b></p> <p><b>Modalities/Learning Preferences:</b> Logical, visual, linguistic.</p>	
<b>Objective(s)</b>  <b>Students will:</b>  Understand the requirements to vote  Become registered to vote/learn how to register to vote  Learn how to vote   <b>Bloom's Taxonomy Cognitive Level: apply</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <p style="text-align: center;"><b>Work quietly, be respectful of others' opinions on voting.</b></p>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  We might go to the computer lab or stay in the classroom if it's a one to one school. Students will work independently.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <p style="text-align: center;"><b>Work quietly, be respectful of others' opinions on voting.</b></p>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b>		

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	<p>Print off pamphlets that contain the crucial information on how to vote and how to get registered to vote.</p>
	<p><b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Remind students of the questions we discussed at the beginning of the unit that had to do with voting and put them into practice. Review what the answers were to the questions and apply them to reality.</p> <p>Ask the students what they think the requirements are to vote, write them on the board.</p>
	<p><b>Explain:</b> (concepts, procedures, vocabulary, etc.)</p> <p>Do a webquest individually or as a class look up what the actual requirements are, and contrast them with what is already on the board.</p> <p>Ask the students how many of them fit the characteristics, and then ask how many of them are registered to vote. (Also how many have voted before, if there was an opportunity to)</p> <p>Go through the process of voting. Go to the voting station, usually at a local school or city hall and how to fill out a ballot. Go over how to get an absentee ballot if you're not living in your home state.</p>
	<p><b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Go to the computer lab and register to vote</p>
	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Exit slip of how helpful the students found this lesson to be</p>
<p><b>Formative Assessment:</b> (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Always asking students, and always using the colored cups.</p>	<p><b>Summative Assessment</b> (linked back to objectives)</p> <p>End of lesson:</p> <p>Exit slip</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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**Consideration for Back-up Plan:**

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**