

Lesson Plan Template

Grade:9-12		Subject: History	
Materials: white poster paper		Technology Needed: phones or laptops	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 	
Standard(s) <ul style="list-style-type: none"> • 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 • 9-12.1.11 Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination) 		Differentiation <p>Below Proficiency: Have notes printed out for students to take home and study.</p> <p>Above Proficiency: Allow students to take notes on their own</p> <p>Approaching/Emerging Proficiency: Have template notes to fill out</p> <p>Modalities/Learning Preferences: Visual, linguistic, artistic.</p>	
Objective(s) <p>Students will be able to compare and contrast the major political parties in the US.</p> <p>They will be able to determine which political party their beliefs align with.</p> <p>They will work collaboratively to create a party platform.</p> <p>Bloom's Taxonomy Cognitive Level: analyze/evaluate</p>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>Students will sit quietly during the lecture, and will be respectful when discussing various political parties and candidates.</p>	
Classroom Management- (grouping(s), movement/transitions, etc.) <p>Group students together based on their overall party results.</p>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>Students will sit quietly during the lecture, and will be respectful when discussing various political parties and candidates.</p>	
Minutes	Procedures		
	Set-up/Prep: <p>Prepare a powerpoint of the notes for the day, discussing the definitions of the major political parties and some famous people from each party.</p>		

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	<p>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)</p> <p>Assess what students already know about the major parties by having a class discussion, writing what the students already know on a list on the board to be revisited later.</p> <p>If the situation is appropriate, ask if students already align themselves with a certain party.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Lecture the notes for the day, discussing the definitions of the major parties and certain famous people from each party.</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>Have students take a political survey on ISideWith.com to determine their political affiliation. Have the students answer discussion questions to be collected at the end of class:</p> <ul style="list-style-type: none">• Which candidate do you side with the most? Which political party is the candidate a member of?• Which political party do you side with on foreign issues?• Which political party do you side with on economic issues?• Which political party do you side with on social issues? <p>Group students together based on their overall party results. Have the students collaborate to create a brief party platform, highlighting their group's key beliefs on important issues. Have the students share their responses.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Discuss the major differences between democrats and republicans.</p> <p>Have the students write a one-paragraph reflection about their political party survey results.</p> <ul style="list-style-type: none">• Where do you fit politically overall? On economic issues? On social issues? Are the results what you expected? Why or why not?

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Formative Assessment: (linked to objectives)

The one-paragraph reflection

Progress monitoring throughout lesson- clarifying questions, check-

in strategies, etc.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

Discussion and reflection

If applicable- overall unit, chapter, concept, etc.:

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