Lesson Plan Template

Crada: 12	Lesson Pla	an Template	
Grade: 12 Materials: paper (papeil		Subject: US Government	
Materials: paper/pencil Instructional Strategies:		Technology Needed: laptop or phone for QuizletLive Guided Practices and Concrete Application:	
<ul> <li>Direct</li> <li>A Guide</li> <li>Socration</li> <li>Learn</li> <li>Lecture</li> </ul>	t instructionXPeer teaching/collaboration/ cooperative learningd practicecooperative learningtic SeminarVisuals/Graphic organizersing CentersPBLreDiscussion/Debatenology integrationModeling	Large group activity       Hands-on         X       Independent activity       X         Technology integration       Imitation/Repeat/Mimic         Simulations/Scenarios       Other (list)         Explain:       Explain:	
Standard(s) C.6_12.3.1 Describe and examine the amendments to the United States Constitution and their application in the United States.		Differentiation         Below Proficiency:         These students will be expected to complete as much of the work as they are able in the time given. Aids will be consulted before class or while students complete the pre-test to determine the best adaptations for these students.         Above Proficiency:         These students will likely know a higher number of amendments on their pretest and will therefore have fewer to choose from for the activity. They will provide high-level examination and analysis of their chosen amendments on their own.         Approaching/Emerging Proficiency:         Students with emerging proficiency will likely only know a few amendments at the beginning of the lesson. They will be able to analyze their chosen amendments with some guidance.         Modalities/Learning Preferences:         Students who learn best when reading and writing or when working with others will enjoy this lesson most.	
Objective(s) TLW Come to a deeper understanding of 1-2 amendments they did not previously remember and share this learning with their classmates. Take a pre-test to determine which amendments they already know			
Examine and analyze 1-2 amendments they did not already know (what is it, why is it important) Think of a creative way to remember the amendment Share their amendment knowledge with a partner or small group			
Play quizlet Live in a group to practice amendment knowledge, based on class notes for C3S4 (no use of notes)			
	post-test/exit slip: Which amendment is most important to /hy? (explain in 2-3 complete sentences)		
evaluation			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will work on their own at first, but then will have the opportunity to share with their classmates.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students must wear their masks correctly if they are within 6ft of one another.	
When students are working together, they must be COVID-conscious and wear their masks.		Students must treat one another's ideas with respect. When competing the Quizlet Live activity, students must each use their own device, and MUST discuss the answer. Each student may only select the answer from their own device	
Minutes	Procedures		
Class is	Set-up/Prep:		
60 minutes long	Create a quizlet based on C3S4 notes		
10-15	Engage: (opening activity/ anticipatory Set – access prior Greet students and introduce self: allow students to ask m		
	Pre-test: Students will take out a blank sheet of paper and their notes and other activities. Knowing the number is less Ask students how many they remembered	write down as many 'rights' or amendments as they can remember from s important than knowing the content.	
Check in after 10	Explain: (concepts, procedures, vocabulary, etc.) Students will use pre-test and notes to determine 1-2 amendments they did not remember. For these two amendments, students will write: 1. What is it 2. Why is it immertant?		
minutes Up to 20 minutes	2. Why is it important? 3. How can I remember it?		

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	Students may use notes or online resources for this activity: one resource students can use-         https://project.wnyc.org/themostperfectalbum/         Ask a student to repeat these directions before sending students off on the activity (10 minutes)         Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)         After the above activity, students will be placed into random groups using QuizletLive         Students will share one of their amendment analyses         We will play 1-2 round of QuizletLive- teams may stay the same or be shuffled between rounds depending on how even they are.         Winning teams will be offered extra credit for the next test.		
15-20			
	After each round, we will go through the answers as a class. The stats will show which terms students know, learned, and need to keep working on.		
10	Review (wrap up and transition to next activity): Exit slip: Which amendment do you think is most important to you, and why? (explain in 2-3 complete sentences)		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions,		Summative Assessment (linked back to objectives) End of lesson:	
check- in strategies, etc.		At the end of the class period the post-test will serve as a check-in and exit ticket to wrap up the lesson	
At the beginning of the lesson, the pre-test is a formative assessment to determine what students already know.		Students will use what they learned from their analysis and what they learned from the analyses of their peers to evaluate which amendmen they think is most important. Their explanation is more important that the answer itself.	
<b>Consideration for Back-up Plan:</b> If students cannot responsibly work in groups, they will share their work with a partner who is seated near them, and the class will do the individual version of quizletLive		If applicable- overall unit, chapter, concept, etc.: Mr. Stewart will test on the amendments with the rest of chapter 3.	
	-	did not know. Overall, I think it went very well. I felt confident in the egan class by going around the room with a silly question about	
breakfast engaged i album" re	foods and even though they were high school seniors, they on the lesson for the most part, although I had to redirect a co	did not seem to mind helping me learn their names. The students were ouple students during the independent work time. The "most perfect ing information from random websites or even from the notes, so I	
If I taught	this lesson again, I would make sure that students wrote a I	little bit more on each of the questions, and clarified that they need to	

If I taught this lesson again, I would make sure that students wrote a little bit more on each of the questions, and clarified that they need to write things in their own words. I would also need to come up with something for students to work on if they finish the activity early.