

Name: Carinna Coletti

Lesson Plan Template

Lesson Segment Focus: U.S. History Assessment

Lesson: Five of Five

Course & topic addressed: U.S. History/Citizenship & Structure and Function

Date: 10-29-18 Grade: 5th Grade

Student Outcomes

Specific learning objectives for this lesson.	This is an assessment lesson to check that students understand a multitude of U.S. History information.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	As this is an assessment lesson, this builds on our entire unit's knowledge.
Knowledge of students background (personal, cultural, or community assets)	This our last lesson so any background issues that may have arose have already been solved.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution) D2.Civ.3.3-5 C.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of powers D2.Civ.1, 4.3-5 C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States D2.Civ.8.3-5
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students will be working in teams for this activity and any academic support will be provided.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	United States, History, President, Judicial, Executive, Legislative, Etc
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Materials

Materials needed by teacher for this lesson.	Jeopardy PowerPoint
Materials needed by students for this lesson.	None

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
3 Minutes	<u>Introduction:</u> Introduce students to the Jeopardy game and explain rules. Divide into teams.	I will play the Jeopardy theme song to gather attention then explain that we will be playing Jeopardy. I will divide the class into two teams and allow them to rearrange their seats as necessary. When the students have re-settled, I will explain the rules and check for understanding.
35 Minutes	<u>Instruction:</u> Play Jeopardy and record scores, using this as a form of assessment. Pay attention to what is missed in order to evaluate what needs to be re-explained.	Teacher is controlling PowerPoint and keeping score. Students are working in teams to solve the entire Jeopardy puzzle.
2 Minutes	<u>Closure:</u> Winning students each receive 2 tickets while other team students receive 1 ticket.	Teacher announces winners and gives out tickets. Students return their seats to the original location and begin the next task.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students who need assistance will be working on teams so there is not individual pressure. They may also adjust to see the board better. Any additional assistance will be provided as needed.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This is an assessment tool, so there is not a specific instructional method for this lesson.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20lnTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>