

Name: Claire Reid

Lesson Plan Template

Lesson Segment Focus: Classroom Government

Lesson: 4 of 6

Course & topic addressed: Government, Democracy

Date: 11/07/18 Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will understand democracy and basic guidelines for voting.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students understand the role government authorities have and basic knowledge of how a democratic government works.
Knowledge of students background (personal, cultural, or community assets)	Students have been exposed to voting, campaign posters, and campaign ads.

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.2.2.4 Use listening, consensus-building, and voting procedures in the classroom D2.Civ.9.K-2
--	---

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?	iMovie app Students will collaborate in groups.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Democracy, Election, Voting, Government, Authority, Campaign
---	---

Materials

Materials needed by teacher for this lesson.	
Materials needed by students for this lesson.	iPads

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.
5-10mins	<u>Introduction:</u>	<ul style="list-style-type: none"> - Introduce topic - Review previous lessons on democracy - Introduce iMovie campaigns - Introduce roles that students can “run” for
2-3 days with about 30 minutes each day of collaboration	<u>Instruction:</u>	<ul style="list-style-type: none"> - Students will be in groups. Each group must run for positions in the classroom - Students will work to create campaign videos together - Students will present campaign videos, describing what they offer, want to change, want to advocate for, etc - Each student will have a paper ballot and they will vote for the other students of their choice.
30 mins (last day)	<u>Closure:</u>	<ul style="list-style-type: none"> - Winner announced (everyone will get a position!) - Discuss why a democracy works - How votes were collected - Pros and Cons to a democracy

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Groups, some students might need to just be voters instead of running for a position
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Auditory- Lecture and explain Visual- Watching videos Tactile- Creating videos
--	---

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.	
--	--

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>
---	---------------------------------------

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%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.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>