

Lesson Plan Model¹

Lesson Title/#: Citizenship

Grade Level: 2

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	The focus of this lesson is to increase student awareness on the democratic systems and create a sense of citizenship. It does this by having students compare and contrast roles and responsibilities of individuals in a democracy.
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	C.2.2.3 Describe roles and responsibilities of individuals in a democracy.
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	The learning goals and objectives of this lesson are to better understand the democratic system and what the people in power do. This way they will be able to carry a conversation on about law makers and their role in the government. They will also be able to identify similarities and differences between leaders' roles and responsibilities. This will help enhance their concept and reasoning skills.
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students must already know that the government is a democracy and what a democracy is. They must also know that there are different leaders that control the country and they all play a different role.</p> <p>Some gaps in knowledge that can help support learning the skills and concepts of this lesson are that they think everyone does the same thing. Students might also not know they are many different positions with similar roles.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u> 5-7 </u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To engage students, I will ask them what they know about the government. Explain that our government is a democracy and see if anyone knows what a democracy is. I will see if anyone knows who the president or vice president is to get them thinking. This should take anywhere from 5-7 minutes.</p>
<p>Instruction <u> 10 </u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their</p>	<p>I will explain the lesson for the day and read "<u>D is for Democracy</u>" by Elissa Grodin. This will give students an idea of what a democracy is and peak their interest in the assignment.</p> <p>I will take the content they are learning and apply it to every day life and we will have a mock democracy, so they can visually see what happens. We will go over past leaders and the different cultures ideas they brought to the table. This could relate to some students' cultures.</p>

personal/cultural and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

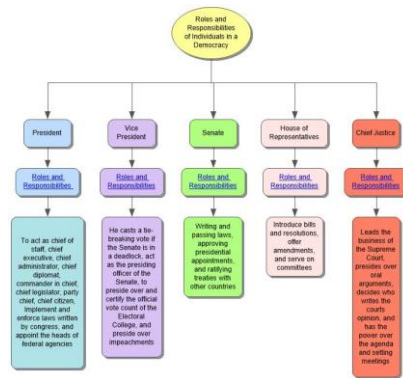
What will students do?

I will ask students inquisitive questions. What do you think a democracy is? How would you run your own democracy? If you could be in any leadership position, which would you be and why?

I will engage students by having them get to pick which positions they want to learn about, which allows them to have a say in what they are learning.

Students will get to pick the leadership positions they want to learn about from a series of three different diagrams. They will then get in groups and discuss the similarities and differences between the different positions. After we have had a discussion we will have a mock democracy and students will pull on of the positions we learned about and that what they will be for the lesson.

Example of one graphic for students to pick from



How will you determine if students are meeting the intended learning objectives?

During the mock democracy students will know their roles and responsibilities. If they are successfully acting out their position I will be able to tell if they understood and comprehended the objective.

Structured Practice and

<p>Application <u>45</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Before our mock democracy students will compare and contrast the roles and responsibilities. We will then go over them and see what everyone found and then if I see any one has gotten confused then I will go over these discrepancies before we start.</p> <p>Students will apply what they learned by doing the mock democracy.</p> <p>If I see that students are successfully portraying their part, then from that I should be able to determine if they have learned even just a tiny bit of what I set out for them to learn.</p>
<p>Closure <u>10</u> Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by getting student feedback. I will ask questions and see how students liked the activity and if they would like to do something like that again.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>

<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will work together in multiple ways. First, students will group together and compare and contrast the roles and responsibilities and make a list of them. I will group students in groups of two-three. Students who picked the same leaders will be grouped together so they can discuss these differences. Then everyone will come together and get ready for the mock democracy with me leading it.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<ul style="list-style-type: none"> • What if students do not have the prior knowledge of what a democracy is • What if the plan does not work • What if students do not engage how I want them to
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Teacher needs</p> <ul style="list-style-type: none"> • Diagrams with roles and responsibilities • Hat with positions in it • Props for positions <p>Student needs</p> <ul style="list-style-type: none"> • Willing attitude • Cooperativeness

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

Rubric: There is no real rubric as long as students participate they will receive full credit