

Lesson Plan Template

Grade: 6 th		Subject: Social Studies
Materials: Pencil, Paper for foldable		Technology Needed: Chromebooks for assessment
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 6.2.9 Identify the features (e.g., early democratic government, Olympics) and accomplishments of classical Greek civilization (e.g., contributions to art, literature, science, and philosophy; the development of the concepts of citizenship)		Differentiation Below Proficiency: Students that are below proficiency will have an AID help them fill in their foldable as we do the reading sections. Above Proficiency: Above proficiency students should strive to make connections from the cities of Athens and Sparta to the current day's governments. Approaching/Emerging Proficiency: Students understand the difference in the characteristics between each city. In the foldable they write what they learned, which is correct information. Modalities/Learning Preferences: Visual and Social
Objective(s) Students are able to recognize the key differences between the cities of Sparta and Athens. Students can elaborate on each cities' economy, treatment of women and slaves, education, and government. Bloom's Taxonomy Cognitive Level: Understand, analyze, apply		
Classroom Management- (grouping(s), movement/transitions, etc.) The movements in the classroom is when they share with each other. The students are able to share with anyone in the class for the first share, then sharing again at their tables.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are to be engaged and actively filling in their foldables during the lesson. When sharing, the volume is to be at a reasonable level. The side conversations should be kept to a minimum.
Minutes	Procedures	
60-75	Set-up/Prep: The setup period is primarily dedicated to the construction of the PowerPoint presentation. The in-class set up will be providing the blank pieces of paper for the foldables.	
10-15	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The opening activity is a comparison of two “teachers”. Each teacher has the characteristic of either the city of Athens or Sparta. I will discuss the pros and cons of each teacher with the class, having them offer up their opinions on each. The goal for this portion is the students see that both teachers have positive qualities and negative qualities. The preferred response from the students is that they seek a teacher that is a mixture of both.	
40	Explain: (concepts, procedures, vocabulary, etc.) This is the section where I explain that we will be covering the cities of Athens and Sparta. I tell the students which characteristics of each city we will be examining and their significance. In this portion I explain the purpose of the foldable, how to set the foldable up, and how to correctly fill it out. READING STRATEGY: We examine two images of each cities, by splitting the entire image into four smaller pieces, examining each piece looking for greater detail. As we work through the reading sections, the students write down one to two sentences about what they learn about the characteristic for each city.	
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The explore section of the lesson is to allow the students to share their foldables with their classmates. This can help them make connections to each other and share ideas that they may not have had before. The reflection part of this is important because the students sharing with each other can bring more information that they may have missed the first time.	
10	Review (wrap up and transition to next activity): The review section is part of the assessment. The students are able to use the foldable to review before and during the assessment. The students share with their table again before	

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Throughout the lesson, I ask students what they wrote in their foldables. This helps see if they are extracting the important details from the reading sections. This is progress monitoring, as I ask at least two students per reading section.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The assessment is a short essay question. The students explain what the most interesting thing they learned from the lesson in 15-30 words. A second question is for me, asking the students to reflect on the lesson as a whole. What worked in the lesson and what did not?</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>An overall assessment is creating connections between these two civilizations to two countries today. This assesses if the content from the lecture was taken, while also seeing the connection from a historical sense to the current day.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I think this lesson went really well. The students were really receptive to my teaching style. I felt extremely comfortable during the lesson. The biggest thing I would change from the lesson is the amount of time that students remained seated. I completely spaced on adding a movement component early into the lesson, as the students were sitting about 45 minutes before they were out of their seats for the first time. I taught this lesson three times through the day. The first time I taught it, the students were finishing the assessment as the class period was finishing. The third time I taught it, the students had about fifteen minutes of class remaining after the assessment. I did not account for my speed picking up as the day goes on. A thing that I think I did extremely well was the conversation like teaching style. That is how I want my teaching style to be, and I think I did really well with this.</p>	