

Lesson Plan Template

Grade: 12	Subject: AP Government
Materials: Laptop,	Technology Needed: Laptops, Cellphones
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) C.6_12.4 Evaluate the role and responsibilities of citizenship in society. C.6_12.4.4 Identify bias and evaluate its role in media sources	Differentiation Below Proficiency: Students performing below proficiency will be given feedback right away after answering a question. Material being taught will also be related to the real world and material will start with a question and end with a question. Above Proficiency: Students who are performing above proficiency will have the opportunity to work with technology in with using their Chromebooks to look up political news articles. Approaching/Emerging Proficiency: Students who are approaching proficiency will be able to receive help from the instructor while still be given the opportunity to utilize their own skills. Students will also be able to relate the material to real world and how it affects our world today. Modalities/Learning Preferences: Verbal/Linguistic, Visual/Spatial.
Objective(s) Students will be able to define media bias and examine it in their own lives. Students will be able to assess political news articles online and highlight any bias found in the article. Students will be able to summarize media bias in our political system and hypothesize how it affects the way people understand politics.	
Bloom's Taxonomy Cognitive Level: Remembering, Understanding, Evaluating	
Classroom Management- (grouping(s), movement/transitions, etc.) "Before we start our notes I would like you with a show of hands..." "Next I would like you to take out your phones and log into any social media site and look up "politics." "I would like you now to take out your notebooks and turn to a blank page for notes." "For your assignment I would like you to take out your chromebooks."	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are aware of the routine of entering and taking a seat. Students are expected to raise hand prior to speaking.
Minutes	Procedures
0-2 Min.	Set-up/Prep: Desks will be arranged in their usual spots. (While students are entering and getting ready for class, the teacher will take attendance and use this time as a check in with students.)
15 Min.	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) At the start of the lesson students will be asked: <ul style="list-style-type: none"> - Raise their hand if they have ever done something or attempted to do something because they saw it one Instagram, tiktok, twitter, facebook, etc? - For an activity students will be asked to take out their phones and: <ul style="list-style-type: none"> o Long into any social media platform o Look up, "politics" o Students will then be asked what the find and will raise their hand if they found anything that was trying to convince them of something, sell them something, etc. - Students will be asked to turn and talk with each other to answer the discussion questions that will be asked throughout the presentation from the instructor.

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25 Min.	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Student will be asked to get out their notebooks and take notes. - Student will be given the freedom to write down anything they find important out of the notes. - Students will be given vocabulary in the notes that include: <ul style="list-style-type: none"> o Bias o Media bias 	
20 Min.	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - As students go along in the notes they will be asked a series of questions to stay engaged with the content to which they will answer by turning and talking to the people in their pods and then sharing with the rest of the group. - These questions include: <ul style="list-style-type: none"> o EQ: How does the media function as a linkage institution? o Based on the video you just watched. Where do you see media bias in your own life? o What do you think is the most reliable form of media to get your political news from? Why? - During notes, students will be asked to turn and talk to their peers within their pods and answer the discussion question that have been placed throughout the notes such as: <ul style="list-style-type: none"> o Based on the video you just watched. Where do you see media bias in your own life? o What do you think is the most reliable form of media to get your political news from? Why? - After the notes students will then be given the assignment to go online and look up a political news articles and answer the questions given on a worksheet. The questions include: <ul style="list-style-type: none"> o Title of the article o What is the name of the website you found the article on? Does the website seem reliable? Why or why not? o What is the article about? (2-3 Sentences) o Is the article opinion based? Is it trying to convince you os something? Politically, does it lean towards one side or the other? 	
0-2 Min.	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Student will have time to work on the assignment given by the instructor. - At the end of the lesson instructor will ask for any final questions. - Students will then be asked to put stuff away, get their things organized, and wait to be dismissed. 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Throughout the lesson students will be in the process of the Formative Assessment in the form of questioning as well as answering the questions on paper.</p> <p>Consideration for Back-up Plan:</p> <p>If the lesson doesn't take up all of the time, a backup plan would be to have students complete a discussion post on google classroom analyzing and discussing a political cartoon that represents media in politics.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>At the end of lesson students will answer questions to see what knowledge they have gained from the presentation given by the instructor.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Concept: Media in politics. How does social media or any media affect the way that we look at and think about politics.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>By the end of the lesson students will be able to identify media bias and how it affects the way they understand politics. This lesson is to help students to understand the importance of media in our political system and how it can be affective towards certain political agendas. Through individual work, students will be able to analyze a political article of their choosing and see if they spot any bias within the article as well as explain how that bias within the article persuaded then or didn't persuade them.</p>		

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In the future with this lesson, I would like to be more specific when students are looking at their social media sites. I would be more specific on what they are looking for such as political posts, post that point to a specific political party, etc. I would also like to provide students with specific websites when they are looking up a political article for their assignment. This would be helpful, so students don't have to go searching on their own and they know that the article they are looking for is on a reliable website.