

Lesson Plan Template

Grade: 11 & 12		Subject: AP Government	
Materials: Notebooks		Technology Needed: None	
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)		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:	
Standard(s) C.6_12.4 Investigate the role and responsibilities of citizenship in society. C.6_12.4.1 Explain how citizens can influence government. C.6_12.4.3 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 take a survey related to the material Political ideologies. 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 identify the two major political parties in United States government. Students will be able to define the term political party. Students will be able to categorize where they lie in a political spectrum. Students will be able to defend why they do or do not lie in a specific political party. Bloom's Taxonomy Cognitive Level: Remembering, Understanding, Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) "We will first start off our notes with an activity to see how much you already know about political parties." "I would like you next to take out your notebooks and flip to a blank page." "I would like you now to take out your chrome books and log on to Google Classroom to take the political party survey."		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.) The instructor will also take this time to hand out materials for the activity at the start of the notes.		
15-20 Min.	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Day 1 Students will start off their notes with a political ideology's activity entitled Republican/Democratic/Double Down. <ul style="list-style-type: none"> - Students will be separated into small groups and each group will be given slips with representations of the Republican party, the Democratic Party, the words double down. - Students will be given a series of questions relating to political parties and will have to answer those questions by holding up the specific representation for the specific party that the question goes to. - If the students are confident in their answer they hold up the representation for double down in order to gain extra points for their team 		

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	<ul style="list-style-type: none"> - The team with the most points wins Tootsie Rolls. <p><u>Day 2</u></p> <ul style="list-style-type: none"> - Students will start off by taking what they learned the day before from their notes and use their notes to analyze political cartoons and political platform quotes. - After students analyze the cartoons and missions' statements students will be asked to take out their Chromebooks and log on to Google Classroom. <ul style="list-style-type: none"> o Students will then take the survey that is provided on google classroom <ul style="list-style-type: none"> ▪ https://www.isidewith.com/political-quiz - At the end of the survey students will then be asked to take out their notebooks and this prompt: <ul style="list-style-type: none"> o What were the results of your survey? o Do you agree/disagree with the results? Why? - Students will not turn this in at the end of class
<p style="text-align: center;">25 Min.</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p><u>Day 1</u></p> <ul style="list-style-type: none"> - When finished with the activity students will be asked to get out their notebooks and take notes. - Students will be given the freedom to write down anything they find important out of the notes. - Important vocabulary in the notes include: <ul style="list-style-type: none"> o National Convention o National Committee o Party Image o Party Identification o Party Competition o Political Party o Political Ideology <p><u>Day 2</u></p> <ul style="list-style-type: none"> - Students will start off class back taking what they learned from the notes the day before and using that information to analyze quotes from different political websites, as well as political cartoons.
<p style="text-align: center;">2 Min.</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p><u>Day 1</u></p> <ul style="list-style-type: none"> - As students go along in the notes they will be asked series of question 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 Where do you think you lie on the political spectrum? o Do you think the political spectrum is an accurate tool to determine what political party you associate with? o What are state's rights? o What is progressive tax? o What is a major policy in the workplace that we see and hear a lot about today, that also affects you? o What are your thoughts on the minimum wage policy that is being proposed? o How have ideologies of the two major parties shaped policy debate? - 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 Where do you think you lie on the political spectrum? o Do you think the political spectrum is an accurate tool to determine what political party you associate with? o What are your thoughts on the minimum wage policy that is being proposed? - At the end of the notes, students will answer and write down their answer to the Essential Question (EQ): <ul style="list-style-type: none"> o How have ideologies of the two major parties shaped policy debate? <p><u>Day 2</u></p> <ul style="list-style-type: none"> - Students will take what they learned from the day before along with their notes and analyze political cartoons and political campaign platforms. - Students will share in small groups and then large groups of what they analyzed.

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0-2 Min.	<p>Review (wrap up and transition to next activity):</p> <p><u>Day 1</u></p> <ul style="list-style-type: none"> - At the end of the period the instructor will ask for any final questions. - Students will be given a brief intro into what will be taught in the next lesson. - Students will then be asked to put stuff away, get their things organized, and wait to be dismissed. <p><u>Day 2</u></p> <ul style="list-style-type: none"> - At the end of the period the instructor will ask for any final questions. - Students will then have time to read ahead for any assignments for then next class. - 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 discuss their political cartoons or even take two surveys instead of one and then compare the two surveys.</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: Political Ideologies. What are political parties and which parties do we identify with.</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 understand the important of political parties, and how political parties shape policy. Students will also be able to identify where they lie on the political spectrum as well as what media and bias do to influence the way we think about major political issues. On the second day students will also be able to take a survey to see which political party they associate more with according to the results of the survey. After the survey students will answer the question of whether or not they agree with the results of the survey, and why they do or do not agree. This will allow students to think about what influences their political views as well as be able to conduct more in dept learning as to why they got the results that they did. One thing that I would change is having student discuss a bit more about the political cartoons that they analyzed as well as instead of taking one survey they take two and then compare the two surveys.</p> <p>In the future, I would have students turn and talk to each other more about the political cartoons and then after about 5 minutes I would like them to share with the large group about what they thought about the political cartoons. I would also use more techniques of getting students engagement such as using index cards with their names on them or having them use the popcorn technique where one students gives an answer and then calls on someone else. In the future I will also plan to have something to do for the students that have to do with political ideologies if we have time left over after they have analyzed their political cartoons or even after the political ideologies quiz that they take. I would also have multiple quizzes for students to take to see if they get a different answer on each quiz that they take.</p>	