

Pickens High School Lesson Planning Template

Grade Level: 9					Teacher/Room: Cox/Bates / 482					Course(s)/ Period(s): Geography/Civics / 1-3					Week of: 2-1				
Unit Vocabulary: Geography---Geography, culture, religion, 5 themes of Geography, map, civilization, Latin America, Basin, Desert, Mountain, River, Ocean, Europe, Asia, Urial Mountians, Alps, WW1, WW2 Civics---Government, Federalism, Separation of Powers, Checks and Balances, Rule of Law, Limited Government, Popular Soverienty, Constitution, Article, Amendment, Bill of Rights, Federalists, Anti-Federalists, Preamble, Congress, legislate, bill, law, Senate, House of Reps,																			
Instructional Strategies Used: Notes, Discussions, Individual work, partner and collaborative work (peer assisance), computers, BYOTD, Project work, researched based topics-standards, review for understanding, KWL, Think pair share, partner work																			
Day 1				Day 2				Day 3				Day 4				Day 5			
Common Core Standard(s): Geo---5-6 Gov---9-10-11-12				Common Core Standard(s) Geo---5-6 Gov---9-10-11-12				Common Core Standard(s): Geo---5-6 Gov---9-10-11-12				Common Core Standard(s): Geo---5-6 Gov---9-10-11-12				Common Core Standard(s): Geo---5-6 Gov---9-10-11-12			
Essential Question: Civ--how does a bill become a law Geo--what geographical feature separates Europe and Asia				Essential Question: Civ--how does a bill become a law Geo--what geographical feature separates Europe and Asia.				Essential Question: Geo--What are the different regions of Asia Gov--What is the Presidents main job				Essential Question: Geo--What are the different regions of Asia Gov--What is the Presidents main job.				Essential Question: Media Center research			
Mini Lesson: <ul style="list-style-type: none"> Vocab and Essential Question Review Activating Strategies: <ul style="list-style-type: none"> Essential Question and Vocab Lesson: <ul style="list-style-type: none"> CIVICS-Essay over Separation of Powers and Checks and Balances (writing across the curriculum) discuss how a bill becomes a law Africa Map and Assignment 				Mini Lesson: <ul style="list-style-type: none"> Vocab and Essential Question Review Activating Strategies: <ul style="list-style-type: none"> Essential Question and Vocab Lesson: <ul style="list-style-type: none"> SUB ASSIGNMENT 				Mini Lesson: <ul style="list-style-type: none"> Vocab and Essential Question Review Activating Strategies: <ul style="list-style-type: none"> Essential Question and Vocab Lesson: <ul style="list-style-type: none"> Civics--Begin Executive Branch Notes and discussion (stations) Africa Partner activity with Cultures and Geographical features 				Mini Lesson: <ul style="list-style-type: none"> Vocab and Essential Question Review Activating Strategies: <ul style="list-style-type: none"> Essential Question and Vocab Lesson: <ul style="list-style-type: none"> Civics-President video and assignment and complete notes Geography-Africa Video and assignment and complete activity from Wednesday 				Mini Lesson: <ul style="list-style-type: none"> Media Center project research Activating Strategies: <ul style="list-style-type: none"> Media Center project research Lesson: <ul style="list-style-type: none"> Media Center project research 			
Resource/Materials: <ul style="list-style-type: none"> Text, Notebook, WIFI, Projector 				Resource/Materials: <ul style="list-style-type: none"> Text, Notebook, WIFI, Projector 				Resource/Materials: <ul style="list-style-type: none"> Text, Notebook, WIFI, Projector 				Resource/Materials: <ul style="list-style-type: none"> Text, Notebook, WIFI, Projector 				Resource/Materials: <ul style="list-style-type: none"> Text, Notebook, WIFI, Projector 			
Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, individual and partner work-different learning styles and peer lead assistance, extra time to allow for good complete product Grouping Strategy (if any): <ul style="list-style-type: none"> NA Assessment Strategy:				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, individual and partner work-different learning styles and peer lead assistance, extra time to allow for good complete product Grouping Strategy (if any): <ul style="list-style-type: none"> Partner work Assessment Strategy:				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, individual and partner work-different learning styles and peer lead assistance, extra time to allow for good complete product Grouping Strategy (if any): <ul style="list-style-type: none"> Shoulder partner Assessment Strategy:				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, individual and partner work-different learning styles and peer lead assistance, extra time to allow for good complete product Grouping Strategy (if any): <ul style="list-style-type: none"> NA Assessment Strategy:				Differentiation: <i>Content/Process/Product:</i> <ul style="list-style-type: none"> Media Center project research Grouping Strategy (if any): <ul style="list-style-type: none"> NA Assessment Strategy:			

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(What form of assessment did you use to determine your differentiation strategy?)

<ul style="list-style-type: none"> Call on a specific group or person to assess understanding with a question with explanation 	<ul style="list-style-type: none"> Call on a specific group or person to assess understanding with a question with explanation 	<ul style="list-style-type: none"> Call on a specific group or person to assess understanding with a question with explanation 	<ul style="list-style-type: none"> Call on a specific group or person to assess understanding with a question with explanation 	<ul style="list-style-type: none"> Media Center project research
Assessment :	Assessment :	Assessment :	Assessment :	Assessment :
(Formative should be listed daily. List all that apply. Summative only applies to major grades.)				
Formative: Students or groups of students may be called on to answer question about class topics to check for understanding and or staying on task Summative: quiz	Formative: Students or groups of students may be called on to answer question about class topics to check for understanding and or staying on task Summative: Test	Formative: Students or groups of students may be called on to answer question about class topics to check for understanding and or staying on task Summative: NA	Formative: Students or groups of students may be called on to answer question about class topics to check for understanding and or staying on task Summative: quiz	Formative: Media Center project research Summative: NA
Homework: Project work and study for test	Homework: project work	Homework: project work	Homework: project work	Homework: NA

Resources and Reflective Notes:

Lesson Plans are a guideline and should be viewed as a fluid document. Adjustments will be made dependent upon student progress and/or individual needs. In order to meet the needs of all learners, including special education students, the co-teacher will employ various accommodations throughout the school week. These may include small group instruction in a different location, pull out for assessments, individual instruction, modified tests and/or worksheets, grouping students by ability, paired reading, preferential seating, previewing of concepts, or other appropriate supports