

Pickens High School Lesson Planning Template

Grade Level: 9	Teacher/Room: Bates / 482	Course(s)/ Period(s): Geography/Civics / 1-3	Week of: 2-6
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, Gandhi, Islam, Hinduism, Middle East 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, Executive, President, Cabinet, 15 Ex. Dept's, Judcial Review, Supreme Court, Court, Judicial Restraint, Judicial Activism			
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
Common Core Standard(s): Geo---5-6-9 Gov---17, 18, 20, 21	Common Core Standard(s): Geo---5-6-9 Gov---17, 18, 20, 21	Common Core Standard(s): Geo---5-6-9 Gov---17, 18, 20, 21	Common Core Standard(s): Geo---5-6-9 Gov---17, 18, 20, 21
Essential Question: Civ--What is the Supreme Court's main Constitutional job Geo--Who is the person in the US that you could compare Gandhi to as far as what they both try to achieve in their own countries and explain.	Essential Question: Civ--What is the Supreme Court's main Constitutional job Geo--Who is the person in the US that you could compare Gandhi to as far as what they both try to achieve in their own countries and explain..	Essential Question: Civ--Compare and Constrast Federal and State Governments Geo--Discuss issues going on in the Middle East currently.	Essential Question: Civ--Compare and Constrast Federal and State Governments Geo--Discuss issues going on in the Middle East currently.
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"> Civs--Graphic Organizer over Separation of Powers and Checks and Balanc es. Discuss Organizers. Assignment over Federalism Geo--Test over Middle East map and Continent Project 	Mini Lesson: <ul style="list-style-type: none"> Lab for project completion Activating Strategies: <ul style="list-style-type: none"> Lab for project completion Lesson: <ul style="list-style-type: none"> CIVICS-Reading Across Curriculum Activity (CONGRESS)Individual activity, Parnter Activity, and Clas Activity Assignment over Federalism <ul style="list-style-type: none"> Geo--Continent Project- getting ready for next week and assignment over Middle East and Continent Project 	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-Reading Across Curriculum Activity (President)Individual activity, Parnter Activity, and Clas Activity Assignment over Federalism Geo--Continent Project - getting ready for next week and assignment over Middle East and Continent Project 	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-Reading Across Curriculum Activity (Supreme Court)Individual activity, Parnter Activity, and Clas Activity Assignment over Federalism Geo- Continent Project - ready for cultural day next week. Souteast Asia Map and Continent Project
Resource/Materials: <ul style="list-style-type: none"> Text, Notebook, WIFI, Projector 	Resource/Materials: <ul style="list-style-type: none"> Lab for project completion 	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: Content/Process/Product: <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, individual and 	Differentiation: Content/Process/Product: <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, 	Differentiation: Content/Process/Product: <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, individual and 	Differentiation: Content/Process/Product: <ul style="list-style-type: none"> Notes-Notebook, WIFI-research topics, illustrations- different learning styles, individual and partner work-

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<p>partner work-different learning styles and peer lead assistance, extra time to allow for good complete product</p> <p>Grouping Strategy (if any):</p> <ul style="list-style-type: none"> • NA <p>Assessment Strategy:</p>	<p>individual and partner work-different learning styles and peer lead assistance, extra time to allow for good complete product</p> <p>Grouping Strategy (if any):</p> <ul style="list-style-type: none"> • Lab for project completion <p>Assessment Strategy:</p>	<p>partner work-different learning styles and peer lead assistance, extra time to allow for good complete product</p> <ul style="list-style-type: none"> • <p>Grouping Strategy (if any):</p> <ul style="list-style-type: none"> • Partner work <p>Assessment Strategy:</p>	<p>different learning styles and peer lead assistance, extra time to allow for good complete product</p> <ul style="list-style-type: none"> • <p>Grouping Strategy (if any):</p> <ul style="list-style-type: none"> • Partner work <p>Assessment Strategy:</p>	<p>and partner work-different learning styles and peer lead assistance, extra time to allow for good complete product</p> <p>Grouping Strategy (if any):</p> <ul style="list-style-type: none"> • NA <p>Assessment Strategy:</p>
(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"> • Lab for project completion 	<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
Assessment :	Assessment :	Assessment :	Assessment :	Assessment :
(Formative should be listed daily. List all that apply. Summative only applies to major grades.)				
<p>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</p> <p>Summative: Tests</p>	<p>Formative: Lab for project completion</p> <p>Summative: NA</p>	<p>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</p> <p>Summative: NA</p>	<p>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</p> <p>Summative: NA</p>	<p>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</p> <p>Summative: NA</p>
Homework: Project work	Homework: project work	Homework: project work	Homework: project work	Homework: NA

Resources and Reflective Notes: