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| **Daily Lesson Plan Template** |

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| **Name:** | Heber Diaz | **School:** | CHEC |

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| **Content Area:** | Social Studies | **Grade /Level:** | Grade 9 |

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| **Unit/Theme:** | Unit: 2.World Religions | Lesson \_\_\_\_\_1\_\_ of \_\_\_\_15\_\_\_ for Day\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **PRIOR PLANNING:**  **Lesson Context/Setup**  ***What skills and knowledge do you expect students to already have in place before you start the lesson?***  ***What do you need to prepare for the lesson?*** | | | |
| **Prior**  **Knowledge** | **Declarative** | | Students should have a broad understanding of culture |
|  | **Procedural** | | Students should be able to find patterns and similarities among different examples of a concept |
| **Prior**  **Preparation** | **Materials** | | Set of note cards with examples of culture for each table (6 sets of cards) |
| **Setup (e.g., tech)** | | , Laptop computer, 6 sets of index cards with one example written on each one. |
| **Aligning Objectives, Assessments, Activities, and Procedures**  ***What will students know and be able to do as a result of this lesson? How will you know they have met the expectations?*** | | | |
| **Common Core**  **Curriculum Standard(s)**  **(Look for opportunities to integrate content)** | | NCSS Social Studies Standard:  **1.b:** Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. | |
| **Terminal Objective (posted for students)**  **Enabling Objective(s) (as appropriate)**  **Language Objectives** | | **T.O.1:** Given the in-class development of subsets of culture, the 9th grade social studies student will be able to formulate a definition of culture by using their own culture being sure to give examples from each of the subsets in one paragraph.  **E.O.1:** The 9th grade social studies student will be able to find patterns among examples and non-examples of the concept of culture written on index cards by rearranging, manipulating, and finding connections  **E.O.2:** The 9th grade social studies student will be able to examine and compare examples of the concept of culture in convergent and divergent ways.  **Student Can Do Objective:**  **The historian can practice inductive reasoning to create their own definition for a given concept using at least 3 of key vocabulary words from the lesson**    **Language Objectives:**  **L.O.1**: The 8th grade social studies student will be able to read words from a card  **L.O.2:** The 8th grade social studies student will be able to listen to other students identify patterns  **L.O.3:** The 8th grade social studies student will be able to speak about patterns he/she found  **L.O.4:** The 8th grade social studies student will be able to write one paragraph | |
| **Assessment(s) for Learning**  **(Diagnostic, Formative, Summative or an appropriate combination)** | | **Formative Assessment:**  Formative assessment will take place throughout the lesson. The teacher will ask students questions in each of the phases, divergent and convergent, in order to gauge how students are making meaning of the concept. Questions will thus be changed according to how students are making meaning or to guide in a particular direction.  **Summative Assessment**  The summative assessment will be the paragraph that students write which includes a definition and examples of each of the subsets of culture using their own culture. This will allow for the teacher to measure how students are understanding the concept of culture through the use of the students’ own culture. | |
| **Special Needs**  **Student Accommodations**  **Special Education:**  **Gifted and Talented:**  **English Learners:**  **Other as Indicated:** | | Accommodations/Supports/Etc.   * Other students with IEPs and 504s will sit closer to the teacher in the classroom. * ELL students will receive academic language guides to support their understanding of the expected behaviors for the academic word: DEFINE   UDL:   * Students will have the option to either rework the examples in their notebooks or use the index cards to manipulate * Students will also have the options to create a drawing to support their definition and examples | |
| **Technology Applications to Enhance/Personalize Learning (Refer to the Maryland Technology Literacy Standards for Students [MTLSS])** | |  | |

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| **THE LESSON PLAN:**  **Instructional Flow/Content Exploration and Practice**  ***How will you facilitate the lesson? What will students do during the lesson to meet the objectives?*** | | | |
| ***Warm-up*** | *What say/do to as the bell rings and the lesson starts? Plan what you’ll say/do, and what students will be doing as the class gets underway.*  *The warm up should be a natural part of the lesson, reactivating prior learning and/or getting students ready for exploration.* | | **Warm Up: (10 Minutes)**  Room is neatly organized and clean prior to receiving students at the door.The simplified CAN DO student objectives (written above) will be written on board the teacher will have the projector on with the warm-up question. In another window, the teacher should have the videos for the warm up buffered.  For the warm up, the teacher will show two different music videos. The students will be asked to pay very close attention to the people in the video even if they only appear shortly and as they watch they are to take notes about what they see (What they do, what they wear, how they interact with one another, and anything they notice about the people in the vide).  First video: *Watch Me (Whip/Nae Nae)* By Silento  <https://www.youtube.com/watch?v=vjW8wmF5VWc>  Second video: *Blank Space* By Taylor Swift  <https://www.youtube.com/watch?v=e-ORhEE9VVg>  **“Good morning, Historians! ☺ Please open your sourcebooks to page 60 and write down the prompt for today’s warm up before I show the videos we will watch. When you watch these videos, I want you to really focus on the people in the video, even if they only appear for a short period of time. Write your observations about what they do, how they act, what they are wearing and how they interact with one another."**  Warm Up Prompt:  You will watch parts of two different music videos. For each of the videos pay close attention and observe any and all details that you notice about the people and write those down as you watch or after you have watched the video.  \*\*Note: These are music videos of popular songs that the students most likely know. Be sure that students are able to remain on task despite the excitement of watching and listening to these songs. Teacher may preface this as needed.  Once students are done writing the prompt, switch the window on the screen to the first video (Silento). Have students watch the first minute and a half of the video (1:30) before stopping it. Give students 20 seconds to finish up their notes about what they have watched.  **“Please take 20 seconds to finish writing your observations about the first video and get ready to watch the next one!”**  Switch the video to the next window with the second video (Taylor Swift). Have the students watch the first minute and a half of the video (1:30) before stopping it and give students another 20 seconds to finish of their notes and add anything else that they observed.  **“Now that you have watched and written down what you observed in these two very different music videos I want you all to share what observations you made about the specific people in the music videos. Remember, I am looking for things they did, what they wore, what they did, how they interacted and others, and specific details that you observed.”**  Students are to share what they observed. This part of the warm up requires some anticipation and guidance to get students thinking in a way that will move the lesson forward. Guiding questions may be: **“What were they wearing? What kinds of different people appeared in the videos? How did their actions differ?”**  The purpose of this exercise and discussion is to get students thinking about specific things, actions or circumstances that can be observed and explained by culture. At this point, the teacher will not say that to the student.  In moving forward, emphasis should be made on the differences and/or similarities that were observed between both videos. |
| ***Objective/Bridge/* T*ransition*** | *How will you connect this lesson to previous lesson(s) and prior knowledge?*  *How will you make the objective explicit and indicate its relevance for students?*  *How will you engage the students’ interest in the topic?* | | |  | | --- | | Timing: 2 Minutes |   **Bridge/Objectives:**  The teacher briefly recaps the lesson from the day before in order to connect it to our  Transition to the objectives on the slide for today by having one of the students read the objectives on the board:  **“The social studies student can formulate a definition and examples of an important social studies concept using their critical thinking skills and personal experiences”**  **Transition:**  **“I want you to think about the videos and our discussion that we had for the warm up. I know that you are probably thinking: ‘why is Mr. Diaz showing us these videos? And what in the world does it have to do with social studies?’ With everything that we do in this class, you’ll see very soon why it is important ad significant. Today will require you to use your critical thinking skills as we try to make sense of our concept for today.** |
| ***Content***  ***Content Exploration and Practice (Step-by-Step Lesson Plan)*** | | *What strategies will be used to explore new content, to present content and guide discovery of important concepts in a way that responds to varying learner needs?*  *How will students practice/apply what they are learning? How are Higher Order Thinking Skills engaged? How are the Levels of Questioning integrated? What are the key questions? Are there opportunities for cross-curricular connections?*  *How will you differentiate instruction when that teaching method is indicated?*  ***(Differentiation is using what is known about students [data] to pre-plan a variance in content, processes or products in order to address differing student needs and provide appropriate entry points that maximize learning opportunities.)***  *How will students be involved in the learning?*  *How will you assess student achievement of the objective?*  *How will you use technology to enhance instruction, foster exploration, and boost content understanding?* | |  | | --- | | Timing: 30 Minutes |   **Introduction /MINI LESSON**  **“Today, you are and I are going to use a really cool tool that we have in our brains- EVERYONE has this ability- You have used this at some point, but you probably unaware that you were using it. Its called, your ability to use INDUCTIVE REASONING.**  Teacher provides simple example on the board of Inductive Reasoning using the concept of colors (Have studnets come up to board to write and explain what they are doing  Examples:  red  yellow  blue  orange  green  purple  Categories:  Primary colors  Secondary colors  Concept:  Colors  **We are going to explore words, or examples of a specific concept. We are going to explore these terms, find patterns, and connections between them. The terms that we are going to be looking at are parts of a larger concept that we will identify and you will define. In other words, we are going to use our critical thinking skills by using inductive reasoning. Who can remind me what inductive reasoning is? What does it mean to use inductive reasoning to make sense of a concept? Look in your sourcebooks if you need help remembering.**  Students should be familiar with the meaning of inductive reasoning from a previous lesson. Pick a student who has volunteered to give the definition. Support the student’s definition as necessary.  **Work Period:**  Divergent:  **“I am going to pass out a set of index cards for each table with words that make up the concept that we are talking about today. These are all words or components that explain the concept. In your groups, I want you to look at these words and think about what they mean. You can rearrange them, and play around with the cards. Most importantly I want you to do two things that you will write in your interactive sourcebooks:**   * **Are there any patterns that you find with the words, what are they?** * **Are there any connections among them and what are they?”**   Have students work on drawing these connections and talking to one another. The teacher should walk around the classroom to gauge how students are discussing and making meaning these terms. Because this is divergent thinking, questions to consider asking students may be:  **“How can food be related to religion or family structure?”**  **“What are the different patterns that you can see in each of the words?”**  **“How many patterns do you see, and what are they?”**  **“How can some of these words be grouped together and why?”**  **“What are possible concepts that these words might explain?”**  EXAMPLES:  The words written on the index cards are:  Food  Music  Language  Dance  Clothes  Humor  Body Gestures  Body language  Interaction  Greetings  Religion  Morals  Education  Family Structure  Marriage  Norms  Rituals  Latino  Hispanic  African American  Asian  Native American  Gender  NON EXAMPLES  Natural Environment  Bodily Functions  Chemical Bonds  Convergent:  This part of the lesson will begin to get students focused on finding a broad definition of the concept that they have been looking at though the words. At this point, students may have already talked about what the concept could be. Some students may have already identified culture as a possible explanation of these terms. This step will require the teacher to scaffold so that the students can be directed to converge to specific attributes of the concept. At this point, the concept should be identified as culture either by the students coming up with it or the teacher telling me  This questions session should be in form of a discussion for students to thinking about the specific attributes of the concept of culture. Questions to ask students:  **“Why does language bring people together?”**  **“What is the difference between ethnicity and race, and why is it important?”**  **“How is can race be a part culture and how can it not?”**  **“Name two ways language and music are related”**  **“Describe the culture in the Silento video”**  **“Describe the culture in the Taylor Swift video”**  The goal is to get students to understand culture’s specific attributes. By thinking about how there are so many different aspects to culture and ways to interpret it. Depending on how the questions and discussions go, it may be a good idea to focus two or three specific attributes to highlight the key features to help understand culture as a concept. For example, language and music or dance and music can be looked at in the contexts of the two videos that were watched. It is important to also begin to draw on personal cultural experiences of the students as well. This will also help prepare them for the assessment.  **Closure:**  For the closure part of the lesson, ask students to talk to one another in their groups. They are to talk about what they think would be the best way to define the concept of culture using another example from the attributes that we talked about (Cannot use the same one used in the whole class discussion). Then they are to write 3 key points in their interactive notebooks.  **“In your groups you are going to discuss what you think a definition of culture is using all of the example and subsets that we have come up with in class. Make sure each person contributes to the discussion. Then, write at least 3 main points that you talked about in your interactive sourcebooks.”**  **Application: EXIT TICKET**  This is the final part of the lesson will be done independently by each student. Students are to take the remaining time available to come up with their own definition of the concept of culture and to think about examples of each subset formulated in class using their own culture.  **“The final part of today’s lesson will be done in your interactive notebooks. You are to come up with your own definition of culture. Then give examples of each of the subsets of culture that we talked about using your own culture. Think about your own background, your family, any traditions, languages or any of the things that we talked about that are part of your culture. I will be reviewing the sourcebooks today so make sure you place them in the bin before you leave.”** |

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| **Summary/Closure** | *Never let the clock, or a bell, end your lesson. It is more important to abbreviate an activity to ensure closure than to omit closure.* ***Closure is vital to retention of learning.***  *How will you revisit the objective and establish relevance? (Elicit from students whenever possible.)*  *How will this lesson link to the next lesson?* | |  | | --- | | Timing: |   **“Today we talked about the concept of culture. We were able to learn about individual parts and organized subsets to talk about them morea and compare them to one another. You were also able to talk about a possible definition and then write one down using examples from your own culture.”**  **“Tomorrow we will look at the RELIGION CARD part of culture and use our Divergent Reasoning skills in order to come up with as many examples and characteristics of the concept of religion.”** |

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| **Justification and Reflection**  **Justification:** Why was this the best method to use to meet the learning objectives for the day?  **Reflection**: In an ideal world, what would you have done differently? What were the constraints of this environment, and how would you revise in the future to implement the lesson in a different environment? What were my lessons learned in terms of procedural and behavioral management? What were the best, most effective parts of the lesson ? |
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