**ADO Social Studies Lesson Plan Template**

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| **OVERVIEW** |
| **Candidate Name** |  |
| **Date** |  |
| **Central Focus of Learning Segment** |  |
| **Lesson Title and Number in Learning Segment** |  |
| **Context/Brief Description of Class** | *(Grade Level, gender, race/ethnicity, & special needs)* |
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| **PLANNING** |
| **Standards****(at least 2 NCSS & 2 NYCCF)** | **NCSS Standards***(How will these standards be addressed in your lesson?)* |
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| **NYCCF***(How will these standards be addressed in your lesson?)* |
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| **Essential Questions (2)** | *2 Open-ended guiding questions* |
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| **Duration** | *(Approx. 40 minutes)* |
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| **Pre-requisite Knowledge** | *(What should students already know? What should students already be able to do?)* |
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| **Objectives in Behavioral Terms (SWBATS)** | **Content Knowledge** *(What will students be able to state, define, etc. Include academic language and other vocabulary)* |
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| **Process Knowledge** *(What skills will the students have? What will they be able to do? Keep Bloom’s Taxonomy in mind.)* |
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| **Dispositional Knowledge** *(What will students feel, value, appreciate?)* |
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| **Materials/****Resources** | *Include technology; address text complexity; both quantitative and qualitative; attach materials when necessary. Please cite sources of any texts not created by you.* |
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| **Attention to Language Development** | **Academic Language Function***Language Function refers to how you will help students complete the learning task. This includes defining and explaining how you will students complete the function-i.e. analyze, synthesize, evaluate, compare, etc.)* |
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| **Academic Language Demands***Language Demands include vocabulary, content-specific terms, syntax & discourse* |
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| **INSTRUCTION** |
| **Anticipatory Set** | *What is the motivational opening? How will you engage students?* |
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| **Sequence of Instruction** **(Please Number or Bullet)** | *How will your instruction unfold? List and develop your strategies. Include some direct instruction. Include all relevant Teacher Instructional Methods: including but not limited to using materials, addressing concepts, lecture/powerpoint slides, questions, differentiation or grouping methods. Describe the development of your lesson, as well as closure. Identify how you will model and/or scaffold concepts and understandings. Make sure to include script/dialogue that represent your instructional methods. How will you voice your instruction? What will you say/do and when?*  |
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| **Student Engagement (Please Number or Bullet)** | *Include all relevant student activities as they correspond to the Instructional Sequence, and indicate independent versus guided practice. What is the expectation of the student during the instructional sequence? (e.g. notetaking, group work, independent work, etc.)* |
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| **Differentiated Instruction** | *What are the adaptations for students with special needs? What modifications have you made for advanced learners? How have you included English as a New Language Learners? Are there choices based on content, process, and product?* |
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| **Issues of Social Justice** | *Social Studies concepts are full of issues of social justice, and many of them can be traced to today’s issues. How is your lesson culturally relevant? Are you using multicultural literature? Are you addressing and making connections to injustices, both past and present?* |
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| **Enrichment Opportunities** | *How can you help students who may have prior knowledge or an increased interest about a topic? (Think beyond a paper or simple research. Consider authentic opportunities.)* |
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| **Assignments** | *What are in-class and out-of-class activities or assignments? What are the expectations for completion?*  |
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| **ASSESSMENT** |
| **Assessments** | *Include all types of assessment practices, including formal, informal, formative, summative, etc. Make sure to include how assessments relate to each other.* |
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| **How Will Assessments Inform Future Instruction?**  | *What will the assessment demonstrate, and how will it help you plan for future lessons?* |
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