

Stony Brook Social Studies Lesson Plan Template

Name:	Course/Grade Level: (if Inclusion class, be sure to indicate this)
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Responses to the specific items in this lesson plan should be kept as brief as possible. Use bullet points rather than a narrative.

Lesson Aim/State as one question
Main Ideas/Student learning goals: <i>What are the main ideas or understandings that you wish students to take away from this lesson?</i> 1. 2. 3. Social Studies Skill(s):
Rationale: <i>How does this lesson align with other lessons in the unit?</i>
Prior Knowledge Needed: <i>What prior knowledge, experiences, and/or misconceptions are students likely to have?</i> <i>What knowledge and skills do students already need to have to be successful in this lesson?</i> <i>How will you determine whether students have mastered these prerequisites?</i>

NYSED Standards: *cut and paste from K-8 or 9-12 Social Studies Framework*. For example: 10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:. Also include the sub-sections of the standard that apply to this lesson:

10.2a Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens.

>Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works

Reading and Writing standards/ /Next Generation Learning standards: List standard and brief description (i.e. R1- Cite Textual Evidence to support conclusions) Use the one-page synopsis for these standards.

Modifications for Special Needs Students:

Key terms, concepts, and individuals (limit to no more than six items)

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Time	<u>Motivation</u> <u>What the teacher will do:</u> <u>What the students will do:</u>	Explain how this activity addresses the lesson aim and learning goals.
		Explain how this activity will motivate students, activate prior knowledge (where relevant), and/or connect with previous lessons. List the key higher level content questions you will ask in this activity.
Time	<u>Transitional sentence/question to Learning Activity:</u> <u>Topic and description of Learning Activity #1:</u>	Explain how this activity is aligned with the learning goal(s). How will it enable students to construct a relevant concept and/or acquire relevant content knowledge.

What the teacher will do:

For any Cooperative Learning activity, be sure to describe the structure of the activity as well as the debriefing at the conclusion of the activity.

What the students will do:

Identify the Reading and Writing Standards addressed during this activity (if any).

List the questions you will ask in this activity, including both scaffolding questions as well as higher level questions.

Explain how you will assess student learning during this activity (should refer to learning goals, not mechanics), what you expect students to say or do, and how this assessment strategy will provide evidence of student understanding of the material being taught.

Note: Add additional boxes if needed.

Time	Closing	How did this lesson meet the aim/central focus/compelling question? How will you assess this?
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Homework

The assignment must have legitimate value, be tied to the Framework and skills assessed in the course and should not be simplistic but require thoughtful analysis in a written response. (For example, students may analyze a primary source document and write 4-5 sentences regarding their findings.) Indicate required length and other expectations for the assignment.

