

## Lesson Plan Template for Observation (C-5)

**DIRECTIONS:** For the support provider's observation of a lesson, use this template or a district-aligned lesson plan template. **Collect the graded work from the three focus students to attach to the Analysis of Student Work (C-7).**

Subject(s): U.S. History	Grade: 11th	Date(s) 3/15/16	Time: <b>3<sup>rd</sup> Period</b>
<b>Grade Level Standard(s)</b>			
<p>Common Core Standard or <b>Content Standard</b> addressed:</p> <p>11.8.1. Trace the growth of service sector, <b>white collar</b>, and professional sector jobs in business and government.</p> <p><b>11.8.3. Examine Truman's labor policy and congressional reaction to it.</b></p> <p>11.8.4. Analyze new <b>federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education</b>, including the California Master Plan.</p> <p>11.8.7. Describe <b>the effects on society and the economy of technological developments since 1945</b>, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</p>			
<p><b>Intended Learning Targets:</b> The goal is that by the end of the unit, my students will be able to analyze and compare the 1950s Post War America to any other decade (1920's Post War Era in specific). Students will be able to analyze 1950s print/television and explain the point of view of any source, in order to show the author's message, and to whom that message is directed.</p>			
<p><b>Language Objectives:</b> Students will draw from prior knowledge and perform an entry-level assessment using 1950s terminology. Students will use the terminology in practice with small groups where they will utilize terms and definitions prepared by another class for the purpose of playing the Charades game.</p>			
<b>Formative Assessment for Learning</b>			
<p>In what ways will you gather evidence of understanding (elicit evidence – interpret evidence – act on evidence) throughout your lesson?</p> <p>For today's lesson, we will begin by playing Charades in small groups using key academic vocabulary to build a deeper comprehension of the word. Using the data from the pre-assessment, I will position a few select students, students who might need more structure or students in the EL or SPED programs, in groups where they might be able to focus better. But by and large the students will be able to choose their own groups. I will have the student's record the scores round per round and this will be an informal assessment to see how the select students are performing. Students will then be provided with guided lecture notes for the lecture on the Affluent Society, upon the completion of the lecture, students will partner up and record two answer POV/Overall Messages for 15 Women's Magazine advertisements.</p>			
<p>In what ways will students be engaged in reflection and self-assessment of their learning or the learning of their peers?</p> <p>Students will be engaged and will build their vocabulary knowledge on the unit material by playing Charades. This will be played in small groups. Throughout the lecture I will use cold-calling to have students respond to questions throughout the lecture in order to ensure that all students are gaining understanding of the concepts they are being exposed to. Students will then be partnered and asked to record two sentence responses explaining and analyzing the POV/Overall messages of 1950s print advertising.</p>			
<b>Rigor and Relevance</b>			
<i>Place the tasks that will demonstrate student understanding in the appropriate Depth Of Knowledge (DOK) Levels.</i>			
<p>DOK Level 1 (Recall):</p> <p>Playing Charades using the academic vocabulary to which they have previously been exposed. Students will play this in small groups prior to the lecture.</p>	<p>DOK Level 2 (Skill/Concept):</p> <p>Students will continue to reinforce their vocabulary skills and acquisition of terminology. They will also be able to verbalize effectively while explaining 1950s propaganda and media messages.</p>		
<p>DOK Level 3 (Strategic Thinking):</p> <p>Students will collaborate by discussing and recording two sentence responses explaining the author's POV or the overall</p>	<p>DOK Level 4 (Extended Thinking):</p> <p>Students will then compare those findings to modern day advertisements by analyzing the first few pages from a Google</p>		

message of 1950s print advertising.	search of the previous year. "2015 Advertisements"
<b>21<sup>st</sup> Century Skills Incorporation</b> <i>How will students engage in the following?</i>	
<b>Communication:</b> Students will engage in small grouped and partnered discussion circles using 1950s terminology and academic vocabulary when performing the lesson's activities.	<b>Creativity:</b> Students will play Charades together and be engaged and, after reading the provided definition three times, students can provide any hints to get the other person to say the key term. Students will create written responses to 1950s print advertisements and will record comparisons to modern day advertisements.
<b>Collaboration:</b> Students will work in small groups for the Charades portion of the lesson as they build their unit vocabulary. Students will at the end of the lesson, collaborate with a partner while analyzing 1950s advertisements.	<b>Critical Thinking:</b> Students will be asked to reflect on what the main message of modern day advertising is by comparing it to the 1950s advertisements. What has changed? Has society progressed at all? Are we in any way still biased? What are the subliminal messages seen in today's advertisements?
<b>English Language Development</b> <i>Modes of Communication: How will students engage in the following mode(s) of communication? What scaffolds, structures, and supports will be used?</i>	
<p>Will this lesson be:</p> <ul style="list-style-type: none"> <li>• Integrated ELD X</li> <li>• Designated ELD</li> </ul> <p>What ELD Standards and Proficiency levels will be addressed?</p> <p>Listening, Reading, Writing, and Speaking.</p>	
<b>Collaborative</b> (engagement in dialogue with others)	
Students will work within small groups playing Charades, throughout the lecture students will be pair sharing and answering Socratic style questions. They will be partnered while analyzing the 1950s era print advertisements.	
<b>Interpretive</b> (comprehension and analysis of written and spoken texts)	
Students will be called upon to interpret through comparison and contrasting current advertising campaigns with those from the 1950s. They will be called on to analyze the documents and collaborate on a written response addressing their interpretation and analyses.	
<b>Productive</b> (creation of oral presentations and written texts)	
Students will participate and discuss with partners and in whole class setting throughout the lecture. Students will later write responses to 15 1950s print advertisements with a partner.	
<b>Differentiation</b> <b>Consider IEPs, 504s, English Language Proficiencies (ELP), learning styles,</b>	
<p>Special Populations:</p> <p>Johnny is capable of graduating out of SPED services, but he still struggles with auditory comprehension and often gets distracted or lost. He's capable of doing the work, and he's made a huge turn around in my class. I've provided him with guided lecture notes, seated him towards the front and next to a few good students, and I've made it a habit to pair share more frequently. His grade has shot up and he now has a B-, considering he earned an F in my class last semester. Not only did he do his homework, but he was pleased to have earned a 71% on my exam. The grouped Charades game, the guided lecture notes and strategic seating, as well as the partnered magazine analysis portion of the lesson should encourage better participation and engagement on Johnny's part.</p>	
<p>English learners: Kevin just needs to be engaged more within the lesson, and do his homework. He's been able to graduate out of the sheltered program at Roosevelt for over two years now, but it's a matter of applying himself that he needs to take care of. His lack of concern for his grades has him sitting below a 2.0 for the 3<sup>rd</sup> consecutive term. He's at a level 5 in almost every category, and has even passed the CAHSEE. The concentrated application and use of the vocab in a small group setting should get Kevin engaged. The partnered activity at the end of the lesson should help Kevin as well.</p>	
<p>General Population:</p> <p>Emmanuel will do fine on the post assessment and on the unit exam regardless of what I do as a teacher. It's making sure that he's not a distraction to other students and that he participates in all aspects of the lesson properly and without reminder that is the goal.</p>	