Portfolio Project: Future Lesson Plan Ideas

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**Portfolio Project: Future Lesson Plan Ideas**

In this section of the Portfolio Project, there are four future lesson plan ideas. These lesson plan ideas are based off the other six content standards, chosen in Module 2. These lesson plan ideas will include: Content Standards, Essential Questions, Assessments, Instructional Strategies and Feedback Strategies.

**Lesson Plan Ideas**

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| **Content Standards** | **Essential Questions** | **Assessments** |
| **History 1.a.**  Evaluate a historical source for point of view and historical context (DOK 2- 3) | How does the point of view impact how history is interpreted? | * Informal:   Observational anecdotal notes. POV Statements   * Formal: POV Statements DBQ Essay   (Rubric and checklist for teacher) |
| **History 1. b.**  Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3) | How do we determine if a source is accurate? | * Informal:   PASTA protocol, anecdotal notes, POV Statements, group discussion.   * Formal:   POV Statements DBQ Essays  Rubrics and worksheets (test/quiz). |
| **History 1. c** Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4) | How do people use evidence to justify their claims/arguments? | * Informal:   Class discussion, Claims Statement Round Robin, teacher observation.   * Formal:   Rubrics to evaluate student writing skills and ongoing formative assessments for student portfolios. |
| **History  1. d**  Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3) | How does a person’s position and experience alter their view of events? | * Informal:   Writer’s workshop, POV Statements, DBQ breakdown, class presentations, group discussion, individual discussion.   * Formal:   Formative assessments for student portfolios, and rubrics to evaluate writing within AP guidelines. |
| **History 2.a.**  Evaluate continuity and change over the course of world history (DOK 1-3) | What causes change over time? | * Informal:   Writer’s workshop, class presentations, group discussion, individual discussion.   * Formal:   Formative assessments for student portfolios, and rubrics to evaluate writing/speaking. |
| **History 2. b**.  Investigate causes and effects of significant events in world history (DOK 1-2) | Why do societies/countries face revolution? | * Informal:   PASTA protocol, anecdotal notes, POV Statements, DBQ Essay Draft, Whip Around Share Session, group discussion.   * Formal:   Sourcing Quiz  POV Statements DBQ Essays   * Rubrics and worksheets |

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| **Instructional Strategies** | **Feedback Strategies** |
| Model activities, give opportunities for guided practice, group work, individual work and indirect instruction. | Direct teacher to student and student to teacher feedback. |
| Direct instruction, guided independent practice, and peer work. | Weekly feedback form—“What worked? What didn’t work?” (Wiggins & McTighe, 2006), peer evaluations. |
| Student warm ups and exit slips, writing prompts, direct instruction and guided independent practice. | Direct teacher to student feedback, essay portfolios and peer evaluation. |
| Writers workshop, direct instruction, indirect instruction, guided independent practice, guided essay and peer work. | Essay portfolios, direct student to teacher and teacher to student feedback, and peer evaluation. |

| **Cognitive Strategies** | **Metacognitive Strategies** |
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| * Previewing a chapter before reading allows students to activate prior knowledge and become familiar with vocabulary * Establishing a purpose for reading—students will know their focus before beginning to read. * Consciously making connections with past learning, questions to prompt connections to prior learning will be made when appropriately. * Highlighting and underlining text to identify important information that relates to guiding questions and content objectives. * Taking notes or outlining as students participate in a chunk and chew activity as well as a directed reading thinking activity. * Using a graphic organizer while viewing film and reading selected passages. * Identifying key vocabulary—through vocabulary scanning and explicit whole group and small groups discussions. | * Predicting based on prior knowledge of the subject. * Inferring from text and being able to cite evidence from that text to support inference. * Monitoring and clarifying questions about content as questions arise. * Summarizing and synthesizing information from sources. * Generating questions and using the questions to guide comprehension (questions can be posed to the whole group or in small group discussion situations. |

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| **Differentiated Assessment Approaches:** |
| All IEP accommodations will be met, but overall, the final assessment is dictated by College Board Advanced Placement standards of assessment and performance. Other than some additional or extended time on assignments, students need to meet the College Board standards to earn a passing grade of 3 or above on the AP exam. |

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