

## Lesson Plan Template

<b>Grade: 9-12</b>		<b>Subject: AP Psychology</b>	
<b>Materials:</b>		<b>Technology Needed: Projector screen</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> <b>Lecture</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>		<b>Differentiation</b>	
<b>Objective(s)</b> Students will be able to differentiate between nature and nurture, and understand why they are of equal importance.  <b>Bloom's Taxonomy Cognitive Level:</b> Evaluation. Students will be asked to defend their statements made during the class discussion of the nature vs nurture debate.		<b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> I will encourage students to be both respectful and open in the class discussion, to feel free to ask questions and speak their mind. I will work to keep control of the discussion by asking purposeful questions and using attention cues to keep control and order during the discussion.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> Set up computer and PowerPoint to presentation mode		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		
30	<b>Explain:</b> This class will consist of lecture, followed by a class discussion on nature versus nurture prompted by the lecture material, and finished with a formative assessment in the form of a finger quiz to review what they learned in class.		
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>		
10	<b>Review (wrap up and transition to next activity):</b> Finger Quiz		
<b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Finger Quiz  <b>Consideration for Back-up Plan:</b>		<b>Summative Assessment (linked back to objectives)</b> End of lesson:  If applicable- overall unit, chapter, concept, etc.:	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> First off, I would relax a little bit. Then, I would have more specific question prompts to keep our class discussion going in a direction that creates an opportunity for learning.			

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