

Crestwood High School Instructional Lesson Plan

Teacher: Niesel Ongonion

Subject: Civics

Unit 1_Lesson 1

Week of: Jan 6, 2025

	Monday	Tuesday	Wednesday	Thursday	Friday	Time
Student Preparation (10-15 minutes)						
Do Now (posted when students enter)		Warm-Up: "Reality TV Show Intro" (5–10 minutes)	Warm-Up Activity: "Colonial Government Trivia"	Warm-Up Activity: "Colonial Government Brainstorm"	Review and Quiz	10 minutes
South Carolina State Standards: (coding and words)	USHC.1.CO Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis.					
Learning Objective: (measurable skill, concepts, main ideas, aligned to standard, kid-friendly)	Students will be introduced to civics, the importance of government and citizenship, and establish a fun, engaging classroom environment. The lesson will focus on setting the tone for the class, building rapport, and sparking interest in civics topics through interactive and lighthearted activities.	By the end of the lesson, students will understand the basics of colonial history in a fun and relatable way.	Students will understand the origins of the 13 original colonies, how they were governed, and how the experiences of these colonies shaped the foundations of American government.	By the end of the lesson, students should be able to connect colonial governance structures to modern American political systems.	Students will demonstrate their understanding of the 13 original colonies, their government systems, and the foundational principles that influenced American democracy. The quiz will cover topics like colonial governance, key historical documents, and the impact of these on the U.S. Constitution.	
Content Presentation						
Concept & Skill Development: (Definitions, rules, critical attributes, concept details, explain, model, demonstrate)	The teacher will: present the lesson through PowerPoint/questioning and discussion Students will: listen attentively, type questions into chat, notate important/helpful info, and participate via chat. Students will take notes, show me their notes, and be held accountable for note-taking every day through a daily quiz, drawing questions from the Bellwork, highlighted notes included in the lecture, and information I relay verbally.					15 minutes

<p>Guided Practice: (Questioning on student thinking process, whole class or collaborative, provide sufficient practice of all the material)</p>	<p>Goal: Provide an overview of the subject and the importance of civics education.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Class Discussion: • Definition: • Relating Civics to Everyday Life: 	<p>Goal: Get students thinking about how colonies could be like a reality TV show. Start the class by asking students:</p> <ul style="list-style-type: none"> • “What’s your favorite reality TV show?” • “What do all reality TV shows have in common?” 	<p>Class Discussion: "How Did Colonial Governments Shape the U.S. Constitution?"</p>	<p>Mini-Lecture: “Colonial Government and American Foundations” Overview: Explain that while the colonies were governed in different ways (e.g., royal colonies, proprietary colonies, self-governing colonies), they all experienced key political concepts that would later shape the U.S. Constitution and government.</p>		<p>10 minutes</p>
<p>Collaborative - “Students do together”</p>	<p>Fun Activity: “Civic Responsibilities Bingo” (15 minutes)</p>	<p><i>“Colonial Reality Show Contestant Card.”</i></p> <p>Goal: Reflect on the personalities and challenges involved in creating a colony. Ask students to reflect on the activity and answer:</p>	<p>Group Activity: “The Colonial Government Breakdown” Goal: Help students understand how each of the colonies was governed and how this influenced the development of American democracy.</p>	<p>Group Activity: “Create Your Own Colonial Government” Goal: Apply knowledge of colonial government structures by having students design their own model of governance based on colonial principles.</p>	<p>*Quiz *Rediscussion *Crash Course</p>	<p>20 minutes</p>
Assessments						
<p>Assessments: (Oral check, Quizizz, Edpuzzle, Kahoot, Mastery Connect, Mastery Check, Journal Entry, Portfolio,</p>		<p><u>Mastery Check</u> (4-5 multiple choice questions via Exit Slip on</p>	<p>Schoology</p>	<p>Quizizz review</p>	<p>Assessment (Short Quiz)</p>	<p>20 minutes</p>

Hands on Practice, Projects, Teacher Made Quiz/Test, ect.)		Schoolology)				
Independent Practice						
Independent Practice: (Must match objective)	<p>“My Civic Superpower!”</p> <p>Goal: Reinforce the idea that being a responsible citizen is empowering.</p>	<p>Students will create their own “Colonial Reality Show Contestant” using the traits they think would be useful for surviving in a colony. They can draw a picture and write a funny description of their character's skills, personality, and how they would approach colony life.</p>	<p>"Colonial Report" Instructions:</p> <ul style="list-style-type: none"> • Ask students to choose one of the 13 original colonies and write a brief report (1-2 pages) on the following: <ul style="list-style-type: none"> ○ Why the colony was founded. ○ What type of government was in place? ○ How that colony’s government influenced the creation of the U.S. government. 	<p>Homework (Optional): "Constitutional Connections"</p> <p>Goal: Extend learning by connecting colonial experiences to modern government.</p>	<p>The students will answer the short quiz, and watch a crash course for this week's topic and Make-up work.</p>	15 minutes
Full detailed lesson Plan Link	Day 1	Day 2	Day 3	Day 4	Day 5	
Literacy/Vocabulary						
Reading		Reading & analysis of Winthrop’s A Model of Christian Charity .		Colonial map of New England		
Writing			Essay question			
Speaking				Work Presentation (Poster Activity)		
Academic Vocabulary					Quiz	
Content Vocabulary	Class Discussion					
Technology Use/Level and 21st Century Skills						

Technology Used	Virtual learning tools Google classroom suite Kahoot quizzes EdPuzzles						
SAMR (Substitution, Augmentation, Modification, Redefinition)							
Communication, Collaboration, Critical Thinking, Creativity							
Differentiation (Modification/Personalization)							
Types of Differentiation (Notes provided, repeated instruction, small group instruction, reteaching, IEP/504 Accommodations, teacher station, early finishers, multiple intelligence activity, etc.)	Fill in the notes provided, slides provided in Schoology, repeated instruction/reteaching as needed, questioning, and IEP/504 accommodations.						