

Lesson Plan Template

Grade: 9-12		Subject: Financial Literacy
Materials: Students will need: Paper Pencil Device with internet access		Technology Needed: Projector Devices with internet access
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) Identify costs for investments (5.13.1.16)		Differentiation Below Proficiency: Student does not answer the prompting questions. Above Proficiency: Student answers all of the prompting questions and looks up the salary or wages they are hoping to obtain from attending college and earning a degree. Approaching/Emerging Proficiency: Student answers the prompting questions. Modalities/Learning Preferences:
Objective(s) Students can identify the different costs that are associated with college (an investment). Bloom's Taxonomy Cognitive Level: Comprehension Analysis		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be able to keep cell phones and can use them appropriately to research a college. If a student is off task of their cell phone, they will be asked to put their phone away and move to a computer.		
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will work quietly together. Students will be respectful when others are presenting.		
Minutes	Procedures	
60 minutes	Set-up/Prep: Creating lesson plan Creating PowerPoint Venn Diagram	
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Bell Ringer: Think of your dream college and write it down What are 3 things you would want to know before attending that college? Write down your answers.	
10 minutes	Explain: (concepts, procedures, vocabulary, etc.) Students will pair up with someone who has a different college as them and one they are also interested in. Students will draw or illustrate a Venn Diagram to compare and contrast the two colleges. Students will use the questions they brainstormed in the bell ringer, along with prompting questions from teacher. Prompting Questions: <ol style="list-style-type: none"> 1. What programs does the college offer? 2. Where is the college located? 3. What is the tuition of the college? In-State or Out-of-State? 4. What scholarships does the college offer? 5. What ACT score do you need to obtain to be accepted into the college? 6. What is the registration fee? 7. What is the cost of housing? 8. What is the cost of a meal plan? 	
25 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students can use their cellphones or computers to fill in their Venn Diagrams (If time, students will present their findings to the class) Students will be given poster board or big Post-It Note paper to display their findings. The posters will be hung up around the classroom to show their finds. Students will do a gallery walk to explore the different colleges.	
5	Review (wrap up and transition to next activity):	

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minutes	Exit Slip	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Exit Slip: Based on your findings, would you attend the college you researched? Consideration for Back-up Plan:	Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The lesson went great! The students were able to research colleges of their choice and learned more about their college and the other college they had in mind. Next time, I may not have the students pair up to research two colleges, I will have each individual student research two different colleges that they have in mind. The students did respond well to the activity and their exit slips are proof they did learn more about the college. I would like to add a presentation piece to this assignment. Students would create a PowerPoint or some form of a presentation about the cost of attending a college. Revised since reflection.		

Exit Slip

Name: _____ Date: _____ Class Period _____

Based on your findings, would you attend the college you researched? Why or Why not?
