

Lesson Plan Model¹

Lesson Title/#: Branches of the U.S. government

Grade Level: Fifth

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	For students to gain knowledge of the three branches of the U.S. government and how it works.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>Content Standard 2: Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.</p> <p>C.2.5.4 Examine actions of individuals and groups that illustrate civic virtues at the local, state, and national level</p> <p>D2.Civ.6, 8.3-5</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures</p> <p>What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies²</p> <p>What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will be able to list the three branches of the U.S. government, name the people involved and their duties, and describe the functions of each branch.</p> <p>Students should gain more understanding of how our government works. This will benefit them and prepare them for future classes about government.</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the</p>	Students should have some knowledge of the government. They should know we have a president and that we have laws that citizens abide by.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch __5-10__ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will introduce the students to the branches of the government by asking them what they already know. I will also ask what they want to know about the government. I will record their answers on the white board as they make their comments.</p>
<p>Instruction __20-25__ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>I will start by introducing the 3 branches of government and briefly explaining each one. Legislative is made up of Congress. The executive is the President. And the Judicial is the supreme court judges.</p> <p>Then I will play the video The Three Branches of Government House School Rock by ABC for them to view. This takes about 3 minutes. The students will be instructed to take notes if they wish while watching the video because there will be a worksheet to fill out afterwards.</p> <p>I will probably elaborate on <i>vetoing</i>. When the President doesn't want a law to pass but congress does. Two-thirds of congress can vote for it and it will pass.</p> <p>Once the video is over, I will answer any questions they may have about the video.</p> <p>I will ask them questions like: How do you feel about the laws we have now? Do you think you have broken any laws?</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will ask them to pick a law they don't like and research it. The students will write down the description and consequences if the law is broken. Then they will write a paragraph on how they could make the law more acceptable.</p>
<p>Structured Practice and Application _10_ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will pass out the Branches of Government fill-in worksheet (that I created using Inspiration). I will give them about 7-12 minutes to fill out and turn in to me.</p> <p>I will let them know they can add more if they wish but must fill in the slots I have on the sheet.</p>

<p>Closure ___5___ Minutes</p> <p>How will you end the lesson?</p>	<p>I will direct the students back to the white board and what we wrote at the beginning of the assignment. I will ask what they learned and compare it to what they already knew and wanted to know.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>I will have the students pair up (or share in front of the class) and share their laws they didn't like and how they would modify them.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The video may not play so I would have a back-up video or teach from the text book. The internet would be down and could teach the whole lesson from text book.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> • Web Worksheet (created by Inspiration) • Projector • Computer • White board and markers • The Three Branches of Government House School Rock by ABC • Paper • pencils

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students</p>	

need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your instruction ?	<i>Whole class:</i> <i>Groups of students:</i> <i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

<https://www.youtube.com/watch?v=-EISWIY9bG8>

<https://www.education.com/>

Attach each assessment and associated evaluation criteria/rubric.