

Lesson Plan Template

Lesson Segment Focus: Local and State Government **Lesson:** 4 of 4
Course & topic addressed: Social Studies **Date:** 11/27/19 **Grade:** 4th

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> - Simulate the roles, responsibilities, services, and organization of county government - Consider how a budget and major sources of local revenue affect both services and citizens - Identify appropriate resources and departments of county government to solve problems
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	<ul style="list-style-type: none"> - Lessons 1-3 covered the duties of being an American Citizen, the lawmaking process, and the process of protecting and upholding the laws and our rights provided by the Constitution within the local courts. - Students have experience creating a budget in previous lessons (Monthly Expenses Budget Math Lesson)
Knowledge of students background (personal, cultural, or community assets)	<ul style="list-style-type: none"> - Most of the students were born and raised in the United States with the exception of one or two, for which this lesson has been accommodated and modified for.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<ul style="list-style-type: none"> - C.1.4.2 Examine responsibilities and powers of government officials at various levels and branches of local and state governments D2.Civ.1.3-5
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<ul style="list-style-type: none"> - I will make connections to background knowledge, incorporate intentional partner work, and provide vocabulary assistance by having the vocabulary words for the unit written on large, visible posters throughout the room that students can look back on throughout the week/school year - I will provide a visual instruction through an introduction video and auditory instruction through spoken instruction and discussion
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> - Budget, County, Delegate, Constituent, District, Federalism, Governor, Policy, Senate, House of Representatives, Legislature, Cabinet, Constitution, Council, Amendment
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> - Classroom set of MacBooks, Assessment tools, sticky notes, internet, projector
Materials needed by students for this lesson.	<ul style="list-style-type: none"> - MacBook, writing utensil

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	<ul style="list-style-type: none"> - I will introduce the lesson by playing Crash Course’s “Deficits & Debts” on YouTube on the class projector https://www.youtube.com/watch?v=3sUCSGVYzI0 - While the video is playing, I will prepare the classroom set of computers and make sure that I have enough handouts for each student. - When the video is completed, I will carry the class through guided discussion about what we’ve learned in the previous 3 lessons of this unit and assess what students already know about local government.
	<u>Instruction:</u>	<ul style="list-style-type: none"> - I will divide the board in the front of the classroom into sections with different parts of local government (Mayor and City Council, City Manager, City Clerk, Parks and Recreation, Fire Department, Police Department, Planning Department, Public Works, etc) and break the students up until groups. - Each group will discuss what they think the purpose of each of these groups are and write it on a sticky note. One student will be selected to write the group’s answer, one to place the sticky note on the board, and one to explain their thinking to avoid unnecessary chaos. - Once every group is finished we will discuss their thought process and I will place my own sticky notes and explain my reasoning to the class. I will ask the students if they have any questions and discuss. - Students will then use their MacBooks and go to iCivic’s interactive game titled “Counties Work” to simulate the experience of being a county official with the responsibility of deciding how the county’s budget is used. - Students will use the modified version of my Excel Worksheet from previous lesson to enter in how they ended up spending their budget. Students can replay and take a different path if time is permitted after completing the actual assignment.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Closure:	<ul style="list-style-type: none"> - After everyone has come to a stopping place and all the computers are neatly put away and the room is picked up, I will ask the students whether they feel like they have a better understanding of the roles and responsibilities of local government officials and review the information we've learned.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	<ul style="list-style-type: none"> - I would provide those students with a printed-out version of my verbal instructions beforehand for them to reference if they get lost, confused, or behind. Since they have access to computers for this lesson, I would allow those students to use online dictionaries or translation programs to assist with their understanding of what I'm asking of them.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<ul style="list-style-type: none"> - Verbal instruction, visual instruction, introductory video
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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