

Lesson Plan

Learning Segment Focus: The Branches of Government

Lesson 3 of 4

Course & topic addressed: Social Studies/The Three Branches of Government

Date: February 2,2020 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to determine the three branches of government, their purposes, and who is included in each branch successfully. Student will create a graphic organizer to help them remember what is included in each branch and as an assessment.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will have had an introduction to the U.S. government and history. They will have had studied the constitution, pledge of allegiance and a citizen's civic duty. This background knowledge will help them identify the branches of government and how our society in the U.S. works.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	My class is very diverse and will have to find strategies to use to differentiate my lesson. My class has 9 white, 10 African American, 1 Asian and 4 Hispanic. I have 5 who have been identified as are English Language Learners and 2 who have been identified as SPED. My 5 ELL students are part of a pull- out program twice a week for 30 minutes each. My 2 SPED students are part of a resource class they have every day for an hour. I have 2 ACE students, who are pulled for higher-learning two days a week at in the afternoon. With a great diversity in my classroom, my class is able to learn amongst their peers through cultural differences.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	C.1.3.2 Identify responsibilities and powers of government officials in different branches of state government C.3.3.3 Examine the process for creating rules and laws at the local level
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Branches • Executive • Legislative • Judicial • Cabinet • Congress • Senate • House of Representatives • Supreme Court • Federal court • President/Vice President (for any ELL student)
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to</p>	<p>Students will have a word wall we have created in class with terms we have learned in civics and U.S. Government for them to refer to when needed from past lessons. We will be dissecting the U.S. government a little more into 3 branches of government, their duties, and who is involved. Any new term will be added to the word wall for future reference. There will be an anchor chart we will fill out as</p>
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<p>provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>a class on these branches. Students will then fill their own graphic organizer as an assessment for future reference.</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<ul style="list-style-type: none"> • Anchor Chart on The Three Branches of Government • 24 Graphic Organizer for students to fill out • Pencils • Word Sort • Word Wall to put definitions on • SmartBoard • Computer • Youtube: https://www.youtube.com/watch?v=-EISWIY9bG8
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<ul style="list-style-type: none"> • Pencils • Note Folder

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
<p>5 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Anchor Chart on The Three Branches of Government • Word Wall to put definitions on 	<p>“Boys and girls, these past few days we have gone over a little on the history of our government in the United States. We talked a little about the constitution. Can someone remind me what is the constitution?” *Student replies* “Good job!! It establishes our government and our freedoms as citizens of the United States. Someone remind me from our word wall, what is a government?” *Student Replies* “Good job!! Yes that is correct.”</p>
<p>20 mintues</p>	<p>Instruction:</p> <ul style="list-style-type: none"> • Anchor Chart on The Three Branches of Government • Word Wall to put definitions on • Word Sort • SmartBoard • Computer • Youtube: https://www.youtube.com/watch?v=-EISWIY9bG8 	<p>“We are going to dig a little deeper into what makes up the government and its different duties. We are going to create an anchor chart together. Then you all are going to create your own chart to see if you can remember these parts. It is also there to help you!”</p> <p>I will then explain how constitution states that our government has a separation of powers. Each power is divided into 3 different branches. I will name of each branch as I draw it on the anchor chart. We will discuss the purpose of each branch and the part they play in our society. I will teach them who is included in each branch and the role they play</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		<p>in each branch. As we go over these terms, we will add them to our word wall. We will discuss each term like senate, cabinet, house of representatives and supreme court. I will tell how many are in each group. I will relate each branch to a family. How each member of the family has a different role in the household. I could also relate it to the school. Who is the head of the school and how all these roles help run the school? We will list these examples to connect it to the branches of government. It helps fulfill a purpose, which is stated in the preamble of the constitution.</p> <p>I will then show them the Schoolhouse Rock video to help them understand a little bit better.</p> <p>We will then do a sort as groups and see if we can sort the branches purposes and groups in the right order.</p>
10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> • 24 Graphic Organizer for students to fill out • Pencils 	<p>“Alright, you are going to fill out this personal chart so you can test yourself and see if you can remember everything we learned today. Plus, sometimes we forget what we learned. This will help you when you forget! When you are done, put it in your note folder. Put it on my desk! Get your book out and get ready for literacy.”</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Accommodations and modifications will be in place according to the LPAC, IEP, or 504 of the students. If they are in partner or silent reading, text will be read aloud if listed on plan.</p>
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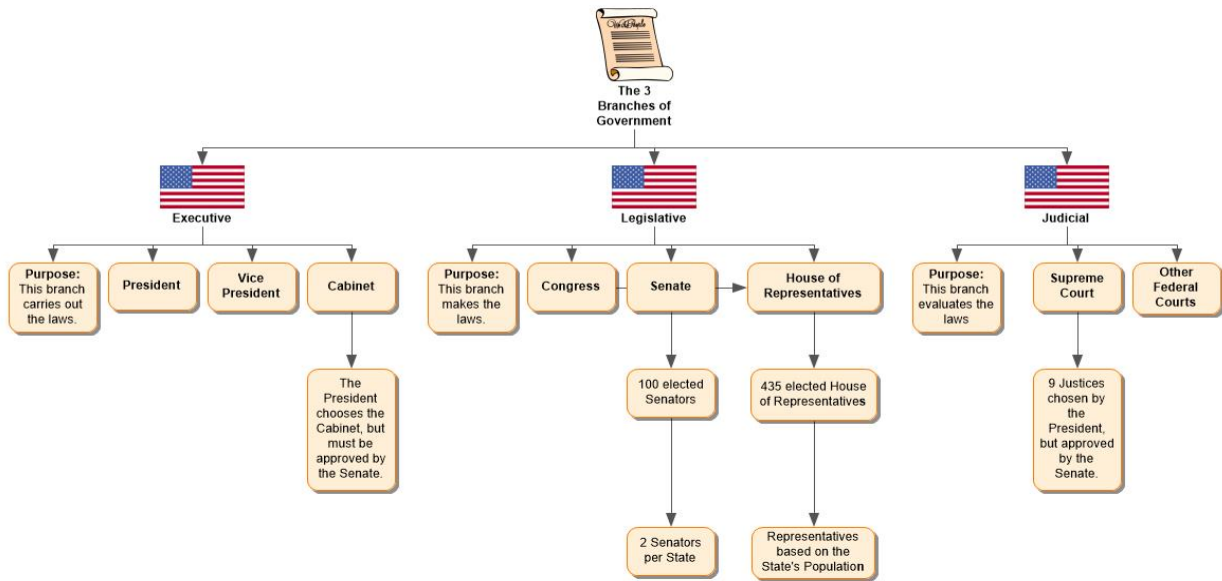
Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>The ACE students or higher leveled students will be paired with ELs, SPED or Tier II or III students to act as a peer tutor in reading and writing assignments. ACE students will give more information about who is included in each group under each branch. ELL, SPED, and Tier II/III students will be given sentence frames to help them fill out their graphic organizers and speak to their partner about the topic. Graphic Organizers and an example will be given to all students to help them.</p>
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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	Students will answer questions out loud on what is a law and government.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will sort the three branches of government and their purposes.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will fill out the graphic organizer successfully with branches, purpose and who is included.

The Three Branches of Government Assessment (key)



Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	Constructivism: Students must use their prior knowledge of what is a law, president/vice president, and what is a government. Students will use their schema to build upon and identify the different parts of the U.S./state government.
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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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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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