Name: Emily Oldman

Lesson Plan

Learning Segment Focus: 8th Grade History

Lesson 2 of 2 Topic: Branches of Government **Date:** 5/2/2021 **Grade:** 8th grade

Student Outcomes

Specific learning **objectives** for this lesson.	The students will be able to distinguish between the three branches of government and the features of each branch. The students will be able to tell how a law is passed, and how a representative is picked for each state. The students will be able to create a flyer and vote on two representatives for their class.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will have already gone through the lesson on branches of government along with playing the app called Branches of Power. This gives them multiple ways to learn the different branches and the process on how to get a bill approved. Once they have learned the logistics of the branches of government we will be going more in depth on the Senate and House of Representatives.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Using the app allowed the students, no matter their background, use an app to pass a bill they believed was important to them. They will be using Sparks to create their flyer, but they will be able to show case why they should be picked. They can talk about the laws they do and don't like, and what they might want to change for the future. This allows them to use their background in favor of them to be picked.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CG.5.AH.7-8.1 – Examine the functions and powers of the three branches of government in Arkansas. CG.5.AH.7-8.2 – Examine features of government in Arkansas with reference to the Arkansas Constitution.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Judicial, Legislative, Executive, Senate, and House of Representatives

Academic Language Support

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? 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 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)?**	They were able to play an app called Branches of Power, so they can distinguish between the three branches of government. They used this app as well to understand what it is like to pass a bill through the three branches. Since we are discussing the House of Representatives and the Senate, I want the students to be able to understand how to be voted in for the House of Representatives. They will be making a flyer to show why they should be elected. The language support was based off of the activity using the app. This is where they had the repetition of using vocabulary words, and using what we were learning in class into context.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	- iPad - Sparks account - Handout (instructions)
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	- Ipad - Sparks account

	- Handout (instructions)

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)
5 minutes	**Introduction**: - Explain activity - Show example	To start off the class we will go over again what the Senate and the House of Representatives does. I will show them an example of my flyer and give a brief explanation as to why I should be elected for class representative. This will show them what they need to achieve and possible add to their flyer. They can add whatever they want to it, but they need to add at least one picture of themselves, and one graphic. Everything else is up to them.
50 minutes	**Instruction:** - Working on the flyer	"I know we have already discussed the three branches of governments, but what are the two groups in the legislative branch." They should answer Senate and House of Representatives. "Today you will be making flyers to show case why you should be one of the two people elected for the class representative. You will be given today to work on the flyer, and we will present them tomorrow in the class. You will need to show why you should be elected and why are you the best fit." "You should use any background knowledge whether that is what we learned in the class or what you have experienced outside of the class." The students will use the rest of the time to create their flyer.
5 minutes	**Closure:** - Last minute discussion	The class will start to wrap up with the last 5 minutes of class. This gives them some time to ask last minute questions before they have to present tomorrow.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives	The first part of this lesson what to use the app called Branches of Power because the students are able to create a bill and have it pass through government. Instead of reading about law passing, it helps the students get a more hands on approach on what it is like and how difficult it can be to get a bill approved. The second part of this lesson was to use sparks, so the

(beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	students can create a flyer. I wanted to create something that showcased why they should be elected for class representative. Just like how actual government officials create commercials and other things, they are going to create a flyer and present why they should be elected. This shows the students the voting process along with the commercially side of trying to be elected.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	For the students needing remediation and intervention, using the app I feel as though should help. It explains, in extreme details, the different steps they are taking and why. For the students with an IEP/504 and students who are LEP/ESL can use the app as a way for extra help. The app gives them more details sometimes, and there are visuals that go along with that. The flyer gives them a way to be creative and show that they can be elected too.

Differentiation

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.)	Going into prior knowledge is a way to ensure that the students need are met. Reviewing allows them to understand new information when it all becomes connected. I will be showing them how the app works along with showing an example of my own flyer. This gives them visuals and it helps them hear the instructions for this activity.

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).	☐ **Formative** /☐ ~~Summative~~	As a formative assessment, I will be using what is called interview assessment at the beginning of this less. This will allow me to engage with the students and see where they are at in understanding the material before continuing with the project.
	☐ **Formative** /☐ ~~Summative~~	Another formative assessment is having the students fill out a worksheet along with the app, so I know they understand the process that they had to do.
	☐ ~~Formative~~ /☐ **Summative**	For a summative assessment, I will have the students create a flyer to discuss why they should be elected for class representative. I will be observing what they are saying as well as why they want to picked.

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.**	**Piaget:** This theorist uses the developmental approach. Humans are to develop in various stages, so it was easy to use this model. We introduced the concept of branches of government in the classroom when taking notes. We have also done other handouts before this project (classwork) to solidify that they do know the material. Once they have mastered the material, they can use this knowledge and use it to complete the process on the app and make a flyer.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING* (I am not sure if I need to write this out)

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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