

Lesson Plan Template

Lesson Segment Focus: Branches of Government and their functions

Lesson 1 of 4

Course & topic addressed Social Studies- 3 branches of Government

Date: September 2, 2019 Grade: 4

Student Outcomes: Be able to explain the 3 branches of Government, identify their roles, and members

Specific learning objectives for this lesson.	Students will learn the 3 branches of government, their roles, and functions. They will also be able to identify the individual branch members.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In grade 3 students would have discussed the roles and responsibilities of government officials at the state level. From that knowledge they will be able to better understand how that same government model functions at the federal level.
Knowledge of students background (personal, cultural, or community assets)	Students should already know about the President of the United States, they may not know or understand fully what his role is in government, but they recognize him as a public figure. They may not know about the legislative branch or judicial branch.

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.	C.1.4.3 Examine the origins, functions, and structure of state and federal government D2. Civ. 5.3.5
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	As a class we will discuss at length how the federal government is built and how checks and balances work. We will use the text book along with the graphic organizer to help the students understand the material being taught. This lesson is an introduction lesson in the next 3 series of lessons we will take a closer look at each individual branch of the federal government. By the end of the lessons the students will have a deep understanding of each branch of government.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Checks and Balances Legislative Branch
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	Judicial Branch Executive Branch Senator Representative Government President Supreme Court Supreme Court Justice
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Materials

Materials needed by teacher for this lesson.	Laptop, smart board, textbook
Materials needed by students for this lesson.	Laptop, Notebook, textbook

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.
15 min	Introduction: Read chapter in textbook Distribute laptops to students	Teacher will lead class in discussion about what they already know about the federal government. Asking questions like, “What do you know about the federal government?” “How does the President become the President?” Students and teacher will then read aloud from textbook so that students understand vocabulary. Teacher will then instruct students to open the Inspiration document
30 min	Instruction: Go over Inspiration document	Teacher and students will have an open class discussion about the 3 branches of government. We will start with the executive branch first since it is probably a branch that the students already have prior knowledge about. Then move to legislative branch and then judicial.

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.
5 min	Closure: Review information and close	Students will be asked to relay the information they learned

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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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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:EsQcNWuG1Z0J: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>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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