

Lesson Plan Template

Lesson Segment Focus: How a bill becomes a law

Lesson 1 of 1

Course & topic addressed Social studies

Date September 8, 2019

Student Outcomes

Specific learning objectives for this lesson.	For students to complete a graphic organizer detailing each step of how a bill becomes a law at the federal level.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will know that the legislative branch is responsible for making laws
Knowledge of students background (personal, cultural, or community assets)	Students know what a law is, they have to follow laws and rules in their everyday life.

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.3.4.1 Examine the creation and enforcement of rules and laws at the federal level D2.Civ.3.3-5
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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>	Textbook
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Law</p> <p>Bill</p> <p>House of representatives</p> <p>Legislative branch</p> <p>President</p> <p>Senate</p> <p>Vote</p> <p>Veto</p>
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Materials

Materials needed by teacher for this lesson.	Textbook Smartboard https://kids-clerk.house.gov/grade-school/lesson.html?intID=17 https://www.youtube.com/watch?v=Otbml6WIQPo
Materials needed by students for this lesson.	Laptop or ipad Textbook https://www.youtube.com/watch?v=Otbml6WIQPo

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.
5 min	<u>Introduction:</u>	Explain to the students they are supposed to fill out the graphic organizer with steps of how a bill becomes a law
25 min	<u>Instruction:</u>	Teacher will walk around the classroom observing the students work and make sure they are on tasks. Students will fill out graphic organizer using textbook. They will list the steps that it takes for a bill to become a law. When they are finished they will print off the graphic organizer and turn it in.

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:	Students will be graded on how well they filled out the graphic organizer and how accurate it is.

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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
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