Lesson Plan Model[1]

Lesson Title/#: Inspiration Template: Branches of Government.

Grade Level: 5

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	The central focus of this content is the three branches of government (Federal and State), what they do, and what checks and balances and separation of powers has to do with it all.
Content Standard What standard(s) are most relevant to the learning goals?	C.1.5.2: "Examine the three branches of federal and state government including checks and balances and separation of powers." –Arkansas Social Studies Standards
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies**[2] What are the specific learning goal(s) for students in this lesson?	Students will learn the three branches of government and what their role is. They will learn how their power doesn't interfere with the other branches and other levels of government. We will go over the template I made for them to see these different branches and learn their background. They will be given a "empty" template that looks just like mine, without the hyperlinks, and they will fill it out as we go.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson?	Before this lesson, we had a lesson about the Bill of Rights, Declaration of Independence, U.S. Constitution, etc. We watched a few videos and a few assignments on the articles. We looked at the articles and read a little of what it said. We did, however, go over more on the Constitution. We even came up with a song to help them memorize each amendment. With their knowledge of these, we discuss how each of these had to go through the branches and how they also effect different levels of the government.

[1] *The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts*

[2] *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.*

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

Launch _____ Minutes How will you start the lesson to engage and motivate students in learning?	To start the lesson, we sing the song of the amendments to remind them and to get their brain ready. Time: 5 minutes
Instruction _____ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural	For the instruction part, I will first show them a video that explains the branches, levels, their roles, checks and balances, and separation of powers. This video will take about 10 minutes. After the video, I will ask them questions about the video, just to make sure they were paying attention and to let them have a little bit of knowledge over the content before we talk more about it. I will then hand every student a blank template of what mine looks like, without the hyperlinks. As we look and discuss my template on the smartboard, students will fill out the template and can add as much information as they want. I will discuss to the students that this is the job of the government they live in. It's important for them to know how the government makes laws, decides on them, etc. Time: 30 minutes

and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	
Structured Practice and Application _____ Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?	We will be having a class discussion over the content so I can be sure that the students are getting the information needed. In school, I had a hard time with this content so I want to make sure the students are getting it and that they ask all the questions they want. As I'm going over the template I will be walking around the classroom making sure the students are writing things down and to make sure they are getting the content. I will have a laser pointer with me to point at the board so I can show the students what and where I'm talking about. Time: 30 minutes

Closure _____ Minutes How will you end the lesson?	Because this particular lesson only take one day, we will finish the lesson after everything on the template has been discussed and after all the students questions have been asked and answered. Time: 5 minutes
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	This lesson requires the whole classroom to work together. Although the students will be filling out their own worksheet, I expect participation in discussion from everyone. The students will mainly be working independently but their classmates' discussion will help with the assignment. If I happen to not get any discussion from the class, I will make them read the chapter over this content in their textbook, fill out their own template by themselves, and they will present it to the class.

What Ifs What might not go as planned and how can you be ready to make adjustment?	The class won't discuss and if they don't discuss I'll have them read the chapter over the content in their textbook, fill out their own template by themselves, and they will present it to the class. Some students may not know what information to put down on the blank template, which if they don't I'll help them figure out what needs to be wrote down as I'm walking around the room.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	The teacher needs Inspiration (just to make the template), computer to pull up the template, smartboard or projector to show the template on, laser pointer to point to things on the board as I'm discussing and walking around the room. The students will have a blank template of the one that's on the board but on paper, and a pen or pencil.

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	

What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

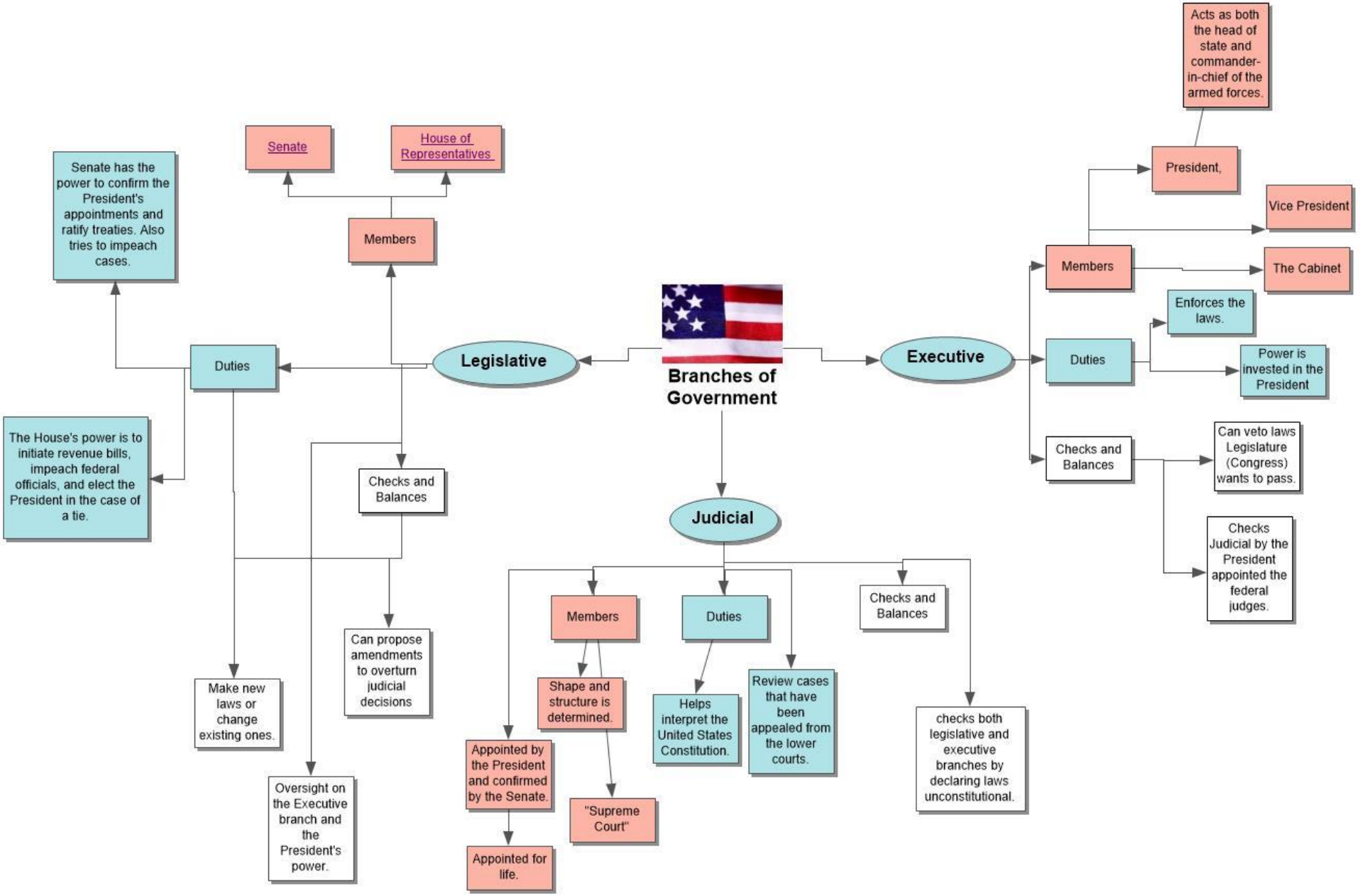
Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:


Branches of Government
Legislative
Senate
House of Representatives
Members
Senate has the power to confirm the President's appointments and ratify treaties. Also tries to impeach cases.
Duties
The House's power is to initiate revenue bills, impeach federal officials, and elect the President in the case of a tie.
Make new laws or change existing ones.
Oversight on the Executive branch and the President's power.
Can propose amendments to overturn judicial decisions
Checks and Balances
Executive
Acts as both the head of state and commander-in-chief of the armed forces.
President,
Vice President
Members
The Cabinet
Duties
Enforces the laws.
Power is invested in the President
Checks and Balances
Can veto laws Legislature (Congress) wants to pass.
Checks Judicial by the President appointed the federal judges.
Judicial
Members
Shape and structure is determined.
"Supreme Court"
Appointed by the President and confirmed by the Senate.
Appointed for life.
Duties
Helps interpret the United States Constitution.
Review cases that have been appealed from the lower courts.
Checks and Balances
checks both legislative and executive branches by declaring laws unconstitutional.

Attach each assessment and associated evaluation criteria/rubric.