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Lesson Plan Template

Lesson Segment Focus Civic and Political Institutions

Lesson 2 of _____

Course & topic addressed Documents Influencing Local Government

Date 2/5/19 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the documents of the Unites State. Students will realize the responsibilities of people in local communities. Students will recognize the functions of government using local examples.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know who hold positions of authority. Students should need to understand functions of a government.
Knowledge of students background (personal, cultural, or community assets)	

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.1.2.1 Identify founding documents of the United States (e.g., U.S. Constitution, Bill of Rights) D2.Civ.3.3-5 C.1.2.2 Describe roles and responsibilities of people in authority in local communities D2.Civ.1.K-2 C.1.2.3 Explain the functions of government using local examples D2.Civ.5.K-2
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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?	I will physically display the documents of the U.S. We find jobs employed by the government in the local government. We will find workers in the government and display what they are titled to do. I will support different levels with small group activities.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Language will include service, duty, responsibility, and authority.
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Materials

Materials needed by teacher for this lesson.	People coloring-sheets, document posters, paper, markers
Materials needed by students for this lesson.	

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.
20 minutes	<p>Introduction: This will be the introduction that the U.S. is responsible of serving and protecting its citizens.</p>	<p>Day 1 I will introduce the documents and have the students go into three group to present the posters. Day 2 We will review the documents and discuss jobs of the government. Day 3 We will talk about how our local community functions. Day 4 We will review jobs of a local community.</p> <p>My web will be used as a display of the agenda of the lesson.</p> <pre> graph TD CPI[Civic and Political Institutions] --> DUS[Documents of the United States] CPI --> FGL[Functions of government locally] DUS --> USC[U.S. Constitution] DUS --> BR[Bill of Rights] DUS --> DI[Declaration of Independence] FGL --> PCW[Providing clean water] FGL --> PE[Providing Education] FGL --> PSWS[Providing social and welfare services] CPI --> ALCA[Authority in local community] ALCA --> TC[Traffic Control] ALCA --> S[Security] ALCA --> CL[Civil laws] </pre>
	Instruction:	

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.
30 minutes		<p>Day 1 Students will be assigned a poster and use iPad to research who wrote the document and when, and if applicable at least one change that has been made from that document.</p> <p>Day 2 We will discuss who the documents apply to citizens and workers and how.</p> <p>Day 3 I will split the class into groups of three and assign them two government workers. Each group will draw their worker on the template and write about how they serve the local community and one worker of countries government. There will be workers such as teachers, police, and city bus drivers</p> <p>Day 4 We will communicate as a class what kind of community we want in our classroom. We will distribute jobs and pretend to have a community by making props and scenarios.</p>
10 minutes	Closure: Journal	Each day students will write about what they learned, liked, knew before, and disliked.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	.
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	I will be talking about the information, having the students present, draw, and acting out the content.
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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: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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>