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Lesson Plan Template

Lesson Segment Focus Civic and Political Institutions	Lesson _2of		
Course & topic addressed _Documents Influencing Local Government	Date_2/5/19	Grade 2 nd	

Student Outcomes

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

State Academic Content Standards

	C.1.2.1 Identify founding documents of the United States (e.g., U.S. Constitution, Bill of
standards with which this lesson is	Rights) D2.Civ.3.3-5
aligned. Include state abbreviation and number & text of the standard.	C.1.2.2 Describe roles and responsibilities of people in authority in local communities
number & text of the standard.	D2.Civ.1.K-2
	C.1.2.3 Explain the functions of government using local examples D2.Civ.5.K-2

Academic Language Support

What planned instructional supports might you use to assist	I will physically display the documents of the U.S.
students to understand key academic language to express and	We find jobs employed by the government in the local government.
develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	We will find workers in the government and display what they are titled to do. I will support different levels with small group activities.

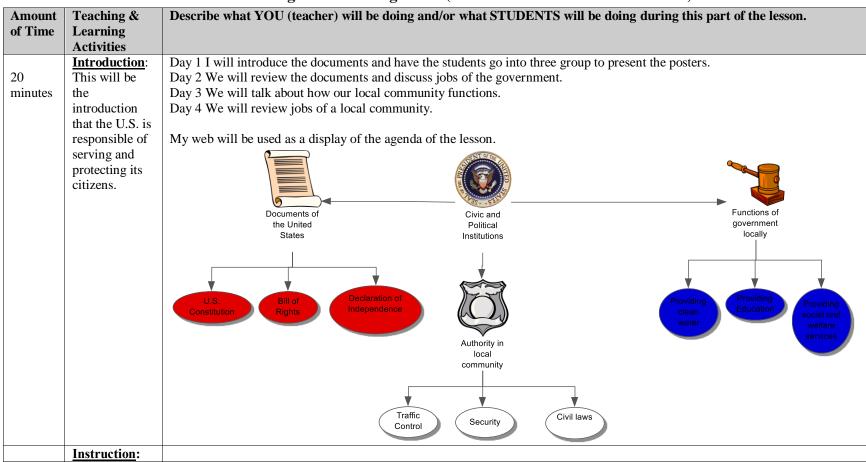
Key Vocabulary

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

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.
30 minutes		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. Day 2 We will discuss who the documents apply to citizens and workers and how. 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 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.
10 minutes	Closure: Journal	Each day students will write about what they learned, liked, knew before, and disliked.

Accommodations/Modifications

	Accommodations/iviounications			
How might I modify instruction for:				
	Remediation?			
	Intervention?			
	IEP/504?			
	LEP/ESL?			

Differentiation:

How might you provide a variety of	I will be talking about the information, having the students present, draw, and acting out the content.
instructional methods/tasks/instructional	
strategies to ensure all student needs are	
met?	

İ	Assessments: Formative and/or Summative				
ĺ	Describe the tools/procedures that will be	☐ Formative /☐ Summative			
used in this lesson to monitor students		☐ Formative /☐ Summative			
	learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Formative /☐ Summative			
]	Research/Theory				
Ī	Identify theories or research that supports				
the approach you used.					
]	Lesson Reflection/Evaluation				
ĺ	What went well?	TO BE FILLED IN AFTER TEACHING			
	What changes should be made?				
	How will I use assessment data for next				
	steps?				

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/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx