

**Learning Segment Focus:** United States Government

**Lesson:** 1 of 7 **Topic:** Foundational Documents **Date:** 4/14/21 **Grade:** 5th

**Student Outcomes**

Specific learning <b>objectives</b> for this lesson.	Be able to identify foundational documents of the United States Government and assess how they affected the formation of our country
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	This is appropriate because they already have knowledge of how our current government works so this gives them more in depth of how it was formed and shaped by other past documents
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	This information is still currently affecting them in every aspect of their lives because the government runs the country in which they are living

**State Academic Content Standards**

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution) D2.Civ.3.3-5
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**Key Vocabulary**

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Government</b> <b>Magna Carta</b> <b>Constitution</b> <b>Declaration</b> <b>Foundational</b>
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**Academic Language Support**

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	My lesson is walk through with very direct instruction. To help the students there is some peer work that will help them in their understanding of the subject
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**Materials**

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Just Computer
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computers and Paper and Pencil if wanted

**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>- <b><u>Instructions</u></b></li> </ul>	<p>During this time I will introduce the padlet assignment I have for them. I will give them a briefs into to the foundational documents and then they will be on their own</p>
40 minutes	<p><b><u>Instruction:</u></b></p> <p>-Just need Computers</p>	<p>During this time the students will be working through an assignment on Padlet. I will be giving them some information during this time to help them along the way. They will be doing readings and assignments. During this time I may give some lecture information as we work through some of the materials together</p>
5 minutes	<p><b><u>Closure:</u></b></p> <p>-Check In</p>	<p>I will see how everyone is feeling about today's assignment and then tell them what we have to look forward to in the next coming days.</p>

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**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p><b>In this lesson I will be using a program called Padlet. This is a fun way in my opinion to have some walk through lessons. In the Padlet, reading along with assignments will be provided. Some of the assignments involve using other technology tools like Canva to create poster presentations. This all goes well for the students and gives them time to work at their own pace while still learning the material required of them.</b></p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>Peer help will be provided if needed</p> <p>A printed version of all resources will also be provided for anyone who needs it</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>There is good color coding type material in this lesson but also everything is broken into steps to help with proper scaffolding of each assignment. As long as the students do the material in order no problems should really occur</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Straw Poll
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Peer Assessment
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Canva Poster

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>My own research IDK</p>
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;  
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