

Name: Stephan Petty

Lesson Plan Template

Lesson Segment Focus **Three Branches of Government**

Lesson 1 of 1

Course & topic addressed: **Legislative, Executive, and Judicial**

Date: **11/13/18**

Grade: **4th**

Student Outcomes

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| Specific learning objectives for this lesson. | Knowing the three branches of government and their purpose. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | This is the introduction to the three branches so we will do a KWL chart over what each branch is after we discuss them separately. |
| Knowledge of students background (personal, cultural, or community assets) | Idea of the branches maybe heard of them and what they do that we have judges and bills that get passed, laws that are made and signed and the electoral college is also something they may have heard about but not know much about. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | C.1.4.2 Examine responsibilities and powers of government officials at various levels and branches of local and state governments D2.Civ.1.3-5 |
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Academic Language Support

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| 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 want iPad, computer access to internet, book to create the padlet of the three branches. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Legislative, Executive, Judicial, Judges, Senators, Congressmen, Pardons, Appointed, Federal, Constitutional, Justices, Elected, and Overturned. |
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Materials

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| Materials needed by teacher for this lesson. | Example padlet, power point over all three of the branches, short BrainPOP video over the branches. |
| Materials needed by students for this lesson. | iPad, Computer, Paper, Pencil, good attitude. |

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 | <u>Introduction:</u> | <p>Go over PowerPoint of the three branches. Watch Video on BrainPOP Show my Padlet of the Three Branches Go over the Vocabulary</p> |
| 25 | <u>Instruction:</u> | <p>I want padlet, similar to mine I want you and your group to each pick one of the three branches research find some information about it and then add it into a padlet.</p> <p>Once you have done this review each section to make sure you have a picture and at least a description of what each jobs the purpose of that branch in our system.</p> <p>I will be walking around helping and answering questions for when you present two days from now.</p> |
| | <u>Closure:</u> | |

| 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 | | Answer any last minute questions and let them look at my padelt again. |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | I will make sure they have extended time, put them in a group that can help with research and finding data and who is not afraid to get up and present their project and I also will work and watch closely over this group for any additional aid. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | |
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Assessments: Formative and/or Summative

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| 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

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| 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>;
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