

Lesson Plan Template

Lesson Segment Focus: Social Studies

Lesson 3 of 3

Course & topic addressed Branches of Government

Date Sept. 9, 2019 **Grade** 3

Student Outcomes

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| Specific learning objectives for this lesson. | Throughout this lesson, the students will learn the different branches of government and the duties each branch holds. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | In previous lessons, the students will have learned who elects the branch candidates into office, what checks and balances are, as well as identifying the three levels of government. |
| Knowledge of student's background (personal, cultural, or community assets) | Students may or may not have former background knowledge in the branches of government. At one point in time, the students might have gone with a parent to vote or seen street signs during a local election. |

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.1.3.2 Identify the responsibilities and powers of government officials in different branches of state government. |
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Academic Language Support

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| <p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p> | As the teacher, I will make sure to identify with the students the basic key vocabulary such as Branches of Government (Judicial, Legislative, Executive) as well as identifying what a duty might mean. |
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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? | <p>Duty: a moral or legal obligation; a responsibility</p> <p>Judicial: Judges (decide if laws are fair; equal, constitutional)</p> <p>Executive: President, governor, commoner, and mayor (enforce the laws)</p> <p>Legislative: senators/ reps, commissioners, city council (make the laws).</p> |
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Materials

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| Materials needed by teacher for this lesson. | The teacher will provide the template and supplementary aids (hyperlinked) within the template. Have the students fill out the template in pencil to the best of their abilities, then as a class fill out the template together and use supplementary aids. |
| Materials needed by students for this lesson. | The students will need to be attentive as well as bring a pencil (with an eraser) for the in-class template. |

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. |
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| 5 minutes | <u>Introduction:</u> | <ol style="list-style-type: none"> 1. The teacher will start by explaining what the assignment will be. This is the third lesson of the series so the students should have a general background on what is going on and what is expected of them. 2. The teacher will go over and review the previous lessons (checks and balances, levels of government, and who elects the officers). This review will help the students with the beginning of filling out the template. 3. The teacher will pass out the template to all of the students and give them 10 minutes to fill out as much as they know about the branches. The teacher will also provide an article about the branches of government (Branches of Government) |
| 20 minutes | <u>Instruction:</u> | <ol style="list-style-type: none"> 4. The class will begin to go over the template as a class. (it is important that students have the correct answers) they will need to study them for the test.) 5. The class will go over all 3 of the branches of government as well as checks and balances, who elects the officers, and the levels of government 6. The teacher will then begin to show the class the supplemental aids <ol style="list-style-type: none"> a. Three Branches of Government Video (kids educational video) b. Separation of Powers and Checks and Balances (Crash Course) |

| 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. |
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| 5 minutes | Closure: | 7. Ask the class if they have any questions about any of the covered materials discussed in class. 8. Have the students turn in their assignment. (remind the students that the assignment will be for a grade) |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | . (try) I Will take the lesson slow, and make sure I am asking questions about directions and answers multiple ways so the students can comp rend. By having the students repeat directions to the teacher, I am able to ensure that there is no confusion. I will also be walking around the class room to answer questions during individual work time. |
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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? | (try) I will have the students repeat the directions to me, as a way to make sure there is no confusion. |
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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>; <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>

WHO ARE THE OFFICES ELECTED BY?

The People

Checks and Balances:

The three branches "checks and balances" each other. no one branch is more powerful than another.



Branches of Government

