

Lesson Plan Template

Grade: 12		Subject: US Gov	
Materials: Pencil/Paper if needed		Technology Needed: Laptop	
Instructional Strategies: ⇨ Direct instruction ⇨ Peer teaching/collaboration/ ⇨ Guided practice cooperative learning ⇨ Socratic Seminar ⇨ Visuals/Graphic organizers ⇨ Learning Centers ⇨ PBL ⇨ Lecture ⇨ Discussion/Debate ⇨ Technology integration ⇨ Modeling ⇨ Other (list)		Guided Practices and Concrete Application: ⇨ Large group activity ⇨ Hands-on ⇨ Independent activity ⇨ Technology integration ⇨ Pairing/collaboration ⇨ Imitation/Repeat/Mimic ⇨ Simulations/Scenarios ⇨ Other (list) Explain: Students will form small groups to discuss the 6 principles of government.	
Standard(s) C.6_12.2 Analyze the structures and functions of governments. C.6_12.2.3 Analyze the structure, principles, and interpretation of the Constitution of the United States.		Differentiation Below Proficiency: Students below proficiency can receive extra monitoring and support during the group discussions. Students can focus on 2-3 principles they want or chosen by the teacher. Above Proficiency: Students above proficiency can be challenged during the pre-test function to think about the principles and their application. Additionally, students can work with emerging or below proficiency during group work to build understanding. Approaching/Emerging Proficiency: Students approaching proficiency will be able to show growth and understanding of the principles throughout the lesson. Additional support can be offered for more challenging principles. Modalities/Learning Preferences: Interpersonal, linguistic, visual	
Objective(s) By the end of the lesson students will be able to answer what are the 6 principles of the constitution and apply them on a quiz. Bloom's Taxonomy Cognitive Level: Understanding, applying			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will transition from the quiz to lecture and back appropriately. Students should know to give their best effort, but know that the quizzes are not graded.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to work individually and quietly during the pre and post assessments. During the instruction students should behave appropriately in their seats and be engaged with the material so that they demonstrate growth.	
Minutes	Procedures		
1-4	Set-up/Prep: Students will take their seat, bring out a pencil, announcements if necessary. Power point loaded.		
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be greeted then the explanation of the objective for the day, to gather data on their knowledge of the 6 principles and their applications. Students begin the quiz, they are not expected to do well and should not spend a long period of time on it if they do not know enough information to answer.		
20-25	Explain: (concepts, procedures, vocabulary, etc.) After the pre-test students will discuss quickly what they knew and what they did not. To start the lecture students should answer which principles they struggled with and which they knew best. From there each principle will be explained with example applications for each. Popular Sovereignty, Limited Government, Separation of Powers, Federalism, Checks and Balances, Judicial Review. Further questions will then be answered after the explanation to cover any remaining uncertainties.		
5-10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Small groups will then be assigned one principle each and coming up with their own applications for a few minutes. After that groups will share with the groups next to them their principles for a few minutes. Then the whole group will come share the other groups applications for the whole class, answers to be written or shown on the board for the post-test.		
10	Review (wrap up and transition to next activity): Students will then transition back to the same quiz and should be able to answer it completely. This is their exit ticket for the day. Scores can be analyzed then if any principles students still struggled with develop they can be covered in the beginning of the next class.		

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Group sharing leading to class sharing, along with the quizzes will be used for progress monitoring. Additionally, questions and understanding that develops during the explanation phase can also be used as progress monitoring.</p> <p>Consideration for Back-up Plan: For a back up plan students can take the quizzes then research their own principles to share out skipping the direct instruction.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson student growth will be provided from the quizzes to see what they know of the 6 principles and their applications.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

9. _____ **What are the six major principles the Constitution rests on?**

10. _____

11. _____

12. _____

13. _____

14. _____

Which of the 6 principles applies?

- 15. The Supreme Court overturns a case (*Roper v. Simmons*) on cruel and unusual punishment.
- 16. The 4th Amendment – no illegal search and seizure.
- 17. North Dakota does not have the right to declare war.
- 18. Voting in any national election.
- 19. Congress votes to impeach the President.
- 20. The President enforces a law.
- 21. Passing a state marriage law.
- 22. The Supreme Court interprets a federal kidnapping law.