

Lesson Plan Template

Grade: 12		Subject: US Gov	
Materials: Pencils, paper if needed		Technology Needed: Laptops	
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 work in small groups to research key court cases and the amendments involved in those cases.	
Standard(s) C.6_12.1.3 Evaluate the creation and impact of primary sources on political thought in the United States. C.6_12.2.3 Analyze the structure, principles, and interpretation of the Constitution of the United States. C.6_12.2 Analyze the structures and functions of governments.		Differentiation Below Proficiency: Students below proficiency can be given amendments and important court cases to focus on but should be encouraged to develop research skills to come up a few facts or reasons why the information is important. Above Proficiency: Students above proficiency can focus on particularly challenging or complex cases or amendments that others would not. Additionally, students should be connecting the research into future applications for these amendments or cases in their own lives. Approaching/Emerging Proficiency: Students approaching proficiency can develop understanding of key principles emerging in the Constitution and being to apply into the court cases they are researching. Modalities/Learning Preferences: Interpersonal, logical, visual	
Objective(s) By the end of the lesson students will understand how the constitution and amendments impact various things in their lives through court cases. Bloom's Taxonomy Cognitive Level: Understanding, analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be expected to enter the classroom with their materials, sit in their spots and when the time comes work appropriately with the members of their groups to retrieve their information.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be either in their desks or right outside the hall (for well behaving students only) working on the material. Preparing to share appropriate material for the class discussion.	
Minutes	Procedures		
1-4	Set-up/Prep: Get students situated, listen to announcements if necessary.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Engage students by going over amendments covered in previous classes. Dig into prior knowledge so that they can apply in the research. Discuss important court cases they know. When do people bring up court cases. What types of professions would need to know this material?		
5	Explain: (concepts, procedures, vocabulary, etc.) Explain how students are to work in their groups wherever their desks are, students alone can move to join others if they choose max 4. Discuss how they have the freedom to choose what court cases they think are the most important, how the constitution or amendments relate to this court case. How it impacts American life.		
30-40	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Give students as much time as possible to work on their research. With the opened ended nature of the work, walk around and answer questions related to the assignment. Encourage students to develop research skill and focus on what they think is important. No wrong thing to do as long as research in through enough for the time allotted. Focus on how these cases have impacted American life.		
6-10	Review (wrap up and transition to next activity): Try to leave at least 5 minutes to discuss the findings each group had. Could also be done in the beginning of the next class if time runs short. See what groups used similar cases, compare findings, see whats different, discuss the large impact these things have on Americans.		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Monitoring throughout the lesson will be through walking around the classroom and checking in with groups. Have them explain what they are working on, why its important to them, and the impacts.

Consideration for Back-up Plan:

For a back up plan students can create a graphic organizer to list out 5 amendments and then how these amendments could be applied in American life.

Summative Assessment (linked back to objectives)**End of lesson:**

End of the lesson assessment is the review discussion, see that students begin to develop understanding on the impacts.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):