

Lesson Plan Template

Grade: 12		Subject: US Gov	
Materials: Pencil, paper if needed		Technology Needed: Laptop	
Instructional Strategies: ⇨ Direct instruction ⇨ Peer teaching/collaboration/ cooperative learning ⇨ Guided practice ⇨ Visuals/Graphic organizers ⇨ Socratic Seminar ⇨ PBL ⇨ Learning Centers ⇨ Discussion/Debate ⇨ Lecture ⇨ Modeling ⇨ Technology integration ⇨ 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 together to research failed amendments and come up with their own amendments	
Standard(s) 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 the notes for the instructions portion. Additionally, students can be given a list of failed amendments, but should be able to come up with an idea either individually or collaboratively for a new amendment. Above Proficiency: Students above proficiency can be challenged to come up with a new amendment while also being able to explain either verbally or in writing why their amendment will get passed Approaching/Emerging Proficiency: Students approaching proficiency will be expected to use the information and instruction to research the failed amendments. They can be given additional guidance or tools for researching and developing an amendment. Modalities/Learning Preferences: Visual, interpersonal, linguistic, intrapersonal	
Objective(s) By the end of the two day lesson students will be able to understand the structures of governments, especially the amendment process. Bloom's Taxonomy Cognitive Level: Understanding, analyzing, creating			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be expected to work collaboratively in their groups, but also appropriately during instruction. Students should understand the freedom allowed during the second day should be used to enhance creativity and not be a distraction.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to use expected internet etiquette when researching, as well as communicating well with other students to enhance learning.	
Minutes	Procedures		
1-4	Set-up/Prep: Students take their seats, announcements, and introduce the plan for the two day lesson.		
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Engage through discussion of previous materials, gauge knowledge of the amendment process, see if they know any failed amendments.		
Rest of Class 1	Explain: (concepts, procedures, vocabulary, etc.) Use the powerpoint to provide direct instruction for students on the amendment process. CHP 3 Section 3 The Amendment Process. Thoroughly cover the material using real life examples, tied into current events if at all possible. Go over 1 example of a failed amendment. If there is enough time encourage students to being research on the failed amendments and get them thinking about creating their own amendment.		
Day 2	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) To begin day two students will quickly be introduced to their objectives for the class period for researching failed amendments and creating their own amendments. Students will be expected to have around a paragraph of written or typed information about their amendment (could be powerpoint many varieties should be acceptable). Using their time effectively students should have this process completed in their pairs/groups/or individual by the end of day 2 extra time could be allotted in a 3 rd day.		
Day 2	Review (wrap up and transition to next activity): At the end of day to or beginning of day 3 students will share/present their work to another pair/group/individual. Short presentations should take 2-5 minutes then these items can be turned in after they receive some feedback from their peers.		

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. During day 1 students will need to be gauged with questions or quick checks for understanding. During day 2 students will be gauged on their application during work time by walking around asking questions and engaging them in critical thinking.</p> <p>Consideration for Back-up Plan: Students could develop a singular class amendment and as an activity the teacher could act as the senate, or president to challenge the students to get their amendment passed and make any adjustments if needed.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson students will show understanding through their created amendments and their explanations as to why their amendment would be important.</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>	