

# Lesson Planning Template

<b>1. Teacher Name:</b>	Thurman	<b>2. Course/Content/Grade:</b>	American Government 12 <sup>th</sup> Grade
<b>3. Unit/Module/Topic:</b>	Constitution	<b>4. Plan Duration:</b>	1 Day
<b>5. Core Standard(s):</b>	Standard 1	<b>6. Objective(s):</b>	Identify the different powers and duties of the 3 branches and checks and balances
<b>7. Essential Vocabulary:</b>	Expressed Powers, Implied Powers, Reserved Powers	<b>8. Inter-Disciplinary Connections:</b>	ELA reading the Constitution

<b>9. Assessing for Student Learning:</b>	Completion of a Graphic Organizer
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<b>10. Technology Integration: (When applicable)</b>	<b>Teacher Use:</b>		<b>Student Use:</b>	
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<b>11. Area for Content Specific Additions</b>	
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<b>12. Pacing (mins.)</b>	<b>13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)</b>	<b>14. DOK Level</b>	<b>15. Grouping and Scaffolding Structures (including interventions for diverse learners)</b>	<b>16. Engagement &amp; Checking for Understanding (OTRs: What will students be saying, writing, reading &amp; doing)</b>
10 70	Starter Question Reading through the Constitution and completing a graphic organizer	3 2	Individual, pairs, large group Individual	Write response, share with partner, discuss with class Filling out a graphic organizer

<b>17. Closure: (Students reflecting on their learning)</b>	Students will orally share in a large group what they have written
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and providing feedback on their understanding to the teacher)	
<b>18. Feedback to students:</b> (Teacher providing feedback to students on their learning and growth)	The teacher will review the organizers individually

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<b>3. Unit/Module/Topic:</b>	Constitution	<b>4. Plan Duration:</b>	2 Days
<b>5. Core Standard(s):</b>	Standard 1	<b>6. Objective(s):</b>	Identify and explain how the Judicial Branch contributes to the constitution being a living document
<b>7. Essential Vocabulary:</b>	Litigants, Majority Decision	<b>8. Inter-Disciplinary Connections:</b>	ELA – reading Supreme Court Decisions

<b>9. Assessing for Student Learning:</b>	Oral Presentation
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<b>10. Technology Integration:</b> (When applicable)	<b>Teacher Use:</b>		<b>Student Use:</b>	Device to access the internet
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<b>11. Area for Content Specific Additions</b>	
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<b>12.</b> Pacing (mins.)	<b>13. Lesson Sequence</b> (What You Do When: Including Explicit Instruction/Guided Inquiry)	<b>14.</b> DOK Level	<b>15. Grouping and Scaffolding</b> Structures (including interventions for diverse learners)	<b>16. Engagement &amp; Checking for Understanding</b> (OTRs: What will students be saying, writing, reading & doing)
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10 100	Starter – Presidential Term Limits Students will choose a Landmark Case, identify important pieces of information, and present to the class	2 3	Individual, Pair, Full Class Individual and Full Class	Written responses and sharing with partner and full class discussion
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<b>17. Closure:</b> (Students reflecting on their learning and providing feedback on their understanding to the teacher)	Students will fill out a guide during each presentation and reflect on which principle of the Constitution was impacted by the case
<b>18. Feedback to students:</b> (Teacher providing feedback to students on their learning and growth)	The teacher will fill in gaps to presentation where necessary and review the guides completed by the students for accuracy

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<b>5. Core Standard(s):</b>	Standard 1	<b>6. Objective(s):</b>	Students will examine how the constitution and government actions have been shaped by science and popular opinion in shaping policies that impact the environment
<b>7. Essential Vocabulary:</b>		<b>8. Inter-Disciplinary Connections:</b>	Science

<b>9. Assessing for Student Learning:</b>	Creation of a cause and effect diagram
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<b>10. Technology Integration:</b> (When applicable)	<b>Teacher Use:</b>		<b>Student Use:</b>	Device to access the Internet
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<b>11. Area for Content Specific Additions</b>	
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<b>12. Pacing (mins.)</b>	<b>13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)</b>	<b>14. DOK Level</b>	<b>15. Grouping and Scaffolding Structures (including interventions for diverse learners)</b>	<b>16. Engagement &amp; Checking for Understanding (OTRs: What will students be saying, writing, reading &amp; doing)</b>
10 70	Starter Research government actions and compare with prevailing attitude of majority and views of science	1-2 3	Individual, pair, full class Pair	Written responses and shared with partner and full class Students will use textbooks and internet to research government actions related to the environment and the influence of popular opinion and science

<b>17. Closure:</b> (Students reflecting on their learning and providing feedback on their understanding to the teacher)	Students will reflect on what has a greater influence on governmental policies on the environment, popular opinion or science and how this might impact decision making in the future
<b>18. Feedback to students:</b> (Teacher providing feedback to students on their learning and growth)	There will be a formative assessment on what parts of the constitution could impact environmental policy

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<b>5. Core Standard(s):</b>	Standard 1	<b>6. Objective(s):</b>	Identify how the 16 <sup>th</sup> Amendment has impacted the growth of the Federal Gov.

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<b>7. Essential Vocabulary:</b>	Income Tax, Progressive Tax	<b>8. Inter-Disciplinary Connections:</b>	Math
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<b>9. Assessing for Student Learning:</b>	Students will create a timeline showing significant events and amount of \$ spent by Fed. Gov.
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<b>10. Technology Integration: (When applicable)</b>	<b>Teacher Use:</b>		<b>Student Use:</b>	Device to access the Internet
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<b>12. Pacing (mins.)</b>	<b>13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)</b>	<b>14. DOK Level</b>	<b>15. Grouping and Scaffolding Structures (including interventions for diverse learners)</b>	<b>16. Engagement &amp; Checking for Understanding (OTRs: What will students be saying, writing, reading &amp; doing)</b>
10 70	Starter Guided instruction on 16 <sup>th</sup> Amendment and budget process; students will read article and chart on growth of Federal spending and current deficit; students will research current expenditures and tax income, calculating what it would take to balance the budget	1-2 3	Individual, pair, full class Small Group	Written responses shared with partner and full class Student will take notes on lecture; read article and chart; research internet and textbook for information, and calculate current spending, current tax income, and what it would take to balance the budget

<b>17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)</b>	Students will reflect upon what the government is currently spending money on, whether it should and whether it should be State or Federal spending. Students will also reflect upon how much the 16 <sup>th</sup> Amendment has influenced Federal spending or whether it was inevitable due to world events and popular sovereignty
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<b>18. Feedback to students: (Teacher providing feedback to)</b>	Formative assessment on terms and 16 <sup>th</sup> Amendment, significant events since the early 1900s, and expressed powers vs. reserved powers
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<p>students on their learning and growth)</p>	
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