A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_\_9/16/2024\_\_through Friday, \_\_\_9/20/2024\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_Robert R Suggs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** Govt (part 2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Prin. Of Govt.**  **Unit: 1**  **Chapter: (4)**  **Page Number(s): 93-115**  (It is suggested that you use your curriculum map.) | **Foundations of**  **American Government** | **Foundations of American Government** | **Foundations of American Government** | **Foundations of American Government** | **Foundations of American Government** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | G.C. 06 Describe limited government within the Constitution including checks and balances, civilian control of the military, federalism, judicial review, popular sovereignty, rule of law, and separation of powers  G.C. 07 Describe the structure of the Constitution and the process to amend it | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN…. Explain how the federal system was created and how the United States is governed.**  **I can explain the goals and purpose of government.** | SWBAT critically examine a source by extracting and paraphrasing significant ideas IOT describe limited government within the Constitution  I can describe how the federal government is limited in it function – the different divisions and powers of the Constitution | SWBAT critically examine a source by extracting and paraphrasing significant ideas IOT describe limited government within the Constitution  I can describe how the federal government is limited in its function -breakdown of Federalism of federal vs state governments | SWBAT collect data and information from a variety of sources IOT describe the structure of the Constitution and the process to amend it  I can explain the process of creating the Constitution – recount the debate between the Federalists and the Anti-Federalists | SWBAT collect data and information from a variety of sources IOT describe the structure of the Constitution and the process to amend it  I can explain the process it would take to make changes or add amendments to the Constitution | SWBAT collect data and information from a variety of sources IOT describe the structure of the Constitution and the process to amend it  I can explain the concepts of separation of powers, checks and balances, and judicial review |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | None growing knowledge from previous lesson | None growing knowledge from previous lesson | None growing knowledge from previous lesson | None growing knowledge from previous lesson | None growing knowledge from previous lesson |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | Anatomy of the Constitution | “How did the Constitution guard against tyranny?” | Identifying Politics Roots and Attitudes | Direct and Indirect Democracy – Who governs? | Close Read  Distribution of Power |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills* * Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( challenging work* * Item 4 *( content engagement* * Item 5 *( higher level thinking skills*   Item 6 *( check for understanding* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Power Point Presentation**  **Breakdown of the Legislative Branch**  **Requirements to be member of the House of Representatives**  **Requirements to be member of the Senate** | Power Point Presentation  Breakdown of the Executive Branch  Requirements to become President of the United States  The Electoral College Process | Power Point Presentation  Breakdown of the Judicial Branch  Requirements to become Supreme Court Justice  Senate Confirmation Process | Power Point Presentation  Presidential Succession  Role of the Congress  25th Amendment to the Constitution | Power Point Presentation  Analysis of the Constitution  Teacher will explain how the Supreme Court interprets the Constitution  Summative Assessment |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Purpose and Scope of the Constitution**  **Teacher and Students will look at how and why the Framers set the requirements of both houses of Congress** | Constitutional Principles  Teacher will attempt to explain how and why the Office of President is indirectly voted upon.  Electoral College explained  Accountable Talk | Forms of Government  Status of the Articles of Confederation  Teacher will explore and explain the how and why individuals are selected to become Supreme Court justices  Senate confirmation hearings  Think – Pair -Share | Presidential Succession Plan  Teacher will explain the instances when the President was unable to perform the duties of the Office of President  Class discussion using Accountable talk | Review Purpose and Scope of the Constitution  Summative Assessment |
| **End of the lesson**  You Do  **Science:** Evaluate | **3 – things you learned**  **2 – things you want to know more about**  **1 – things you did not understand** | 3 – things you learned  2 – things you want to know more about  1 – things you did not understand | 3 – things you learned  2 – things you want to more about  1 – things that you do not understand | 3 – things you learned  2 – things you want to more about  1 – things that you do not understand | 3 – things you learned  2 – things you want to more about  1 – things that you do not understand |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Transition to Democracy**  **DBQ** | The Road to Independence  Close Read | Two Sides of Ratification  KWL Chart | Sharing Responsibility | “The State of the Union”  Summative Assessment |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **N/A** | N/A | N/A | N/A | N/A |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Phone APP for translation and materials given in native language** | Phone APP for translation and materials given in native language | Phone APP for translation and materials given in native language | Phone APP for translation and materials given in native language | Summative Assessment |
| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | **Pre Assessment**  **Section 1 page 102**  **Questions 1-4** | Pre Assessment  Section 2 page 109  Questions 1 - 6 | Pre Assessment  Section 3 page 114  Questions 1-5 | Pre Assessment  Close Up  Letters of Liberty  DBQ | Summative Assessment |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Aggressive monitoring to determine topics that need to reteach** | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Aggressive monitoring to determine topics that need to reteach (possible Do Now on next day) | Summative Assessment |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Document Based Question**  **“Is federalism an effective way to govern?** | Develop Open Ended Questions | Create Interactive Game | Extensive Near Pod Assignments | Summative Assessment |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Use of laptops for different weblinks topics of the lesson** | Use of laptops for weblinks to different topics of the lesson | Use of laptops to engage in Nearpod assignments | Use of laptops to review videos for mini lessons, You tube on certain topics, etc. | Summative Assessment |