

Week 10		U.S Government Mr. Tchakerian lesson plans		Dates: Monday 10-15 -10-19 2018	
Days	<p>Indiana U.S.GStandards Theme&Interdisciplinary Teaching Day's activities &Essential question of the day</p>	<p>Day's vocabulary Re-teach Big Idea Objective=Goal</p>	<p>Class procedures Educational methods Reflection question:</p>	<p>Materials</p>	<p>Evaluation:Checking for comprehension Assessment:Grade>Formal or Informal Homework: Reinforcement & practice</p>
Monday 10-15-18	<p>All classes USG.1.8 Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.</p> <p>Interdisciplinary Teaching: Lang. Arts</p> <p>Theme: U.S Constitution</p> <p>Warm up: Essential: How do our core democratic principles influence the structure of the Constitution?</p> <p>Concept Activities TW: Hand back graded work SW: Video clip TW: Re-teach Rules and procedures and core democratic principles SW: Tree house article/ core democratic values SW: Study guide ch.3</p>	<p>Vocabulary From the day's activities.</p> <p>Re-teach Rules and procedures Core democratic values</p> <p>Big Idea U.S Constitution</p> <p>Objective Complete today's activities in order to understand the structure of the Constitution.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete their daily work. <input type="checkbox"/> Re-teach rules and procedures. <input type="checkbox"/> Re-teach core democratic values. (Briefly) <input type="checkbox"/> Show video clip on 60 minutes. Discuss the video clip. Identify elements covered in class. Executive branch, Checks and balances, Senate, Supreme Court. <input type="checkbox"/> Go over directions for the tree house article. Students will read the article and find 5 core democratic principles from the article. Students will have to explain each why it's a core democratic value. <p>Methods</p> <ul style="list-style-type: none"> • Guided reading • Nonlinguistic representation • Critical thinking <p>Reflection question: Why is the rule of law so important?</p>	<p><input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> I-pad <input type="checkbox"/> Video clip <input type="checkbox"/> Tree house article</p>	<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students watch the video clip? <input type="checkbox"/> Are students able to identify the various topics we have discussed in class regarding the 60 minutes video? <input type="checkbox"/> Did students finish reading the article on the Tree house? Were students able to list at least 5 core democratic principles? <p>Informal assessment: Tree house article- Will grade with daily work</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read chapter 2-3 • Test chapters 2-3 Friday • Bring your I-Pad every day this week • Study guide chapter 3 is due on Friday
<p>Student Issues/Referrals:</p>			<p>Notes: Students did a great job discussing the 60 minutes video and being able to identify concepts and main ideas discussed in class.</p> <p>Information in lesson plan not covered:</p>		

Wednesday 10-17-18	<p>RED 5 & 7 USG.1.8 Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.</p> <p>Interdisciplinary Teaching: Lang. Arts & History</p> <p>Theme: U.S Constitution</p> <p>Warm up: Essential Question How has the responsibility of the three branches of government changed over time?</p> <p>Concept Activities SW: Daily work TW: Re-teach/ rules/ principles going over the tree house article. SW: Notes SW: Video Clip SW: Test prep</p>	<p>Vocabulary From the day's activity</p> <p>Re-teach How to use textbook to find answers.</p> <p>Big Idea U.S Constitution</p> <p>Objective Complete today's activities in order to be prepared for Friday's test indicating you understand the structure and function of our government.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete their daily work. <input type="checkbox"/> Re-teach rules and procedures. <input type="checkbox"/> Go over the tree house article. Identify the core democratic values within the article with students. <input type="checkbox"/> Video clip- Supreme Court <input type="checkbox"/> Notes Chapter 3 Slides 15-64 <input type="checkbox"/> Prep students for the type of questions on the test on Friday. <input type="checkbox"/> Students will finish the study guide on chapter 3. <p>Methods</p> <ul style="list-style-type: none"> ▫ Cues and advanced organizers. ▫ Critical thinking ▫ Reading in the content area <p>Reflection question: How have changes to our Constitution impacted our society?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> I-pad <input type="checkbox"/> Video clip <input type="checkbox"/> Tree house article <input type="checkbox"/> PPT Ch.3 <input type="checkbox"/> Study guide Ch.3 <p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do students understand the questions on the study guide? <input type="checkbox"/> Are students working? <input type="checkbox"/> What sections are students struggling with? <p>Formal assessment: Study guide – due Friday</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read chapter 2-3 • Test chapters 2-3 Friday • Bring your I-Pad every day this week • Study guide chapter 3 is due on Friday
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Student Issues/Referrals:	<p>Notes: Discussed Federalism and core democratic values. Then covered PPT slides 15 to 39. Need to finish covering the bill of rights.</p> <p>Information in lesson plan not covered: Did not cover the tree house article will do it on Friday.</p>
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Friday 10-19-18	<p>RED 5 & 7 USG.1.8 Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.</p> <p>Interdisciplinary Teaching: Language Arts & History</p> <p>Theme: U.S Constitution</p> <p>Warm up: Essential Question What is the purpose of our government?</p> <p>Concept Activities SW: Daily work SW: Video clip & notes - Federalism SW: Test chapter 2-3</p>	<p>Vocabulary From the day's activity</p> <p>Re-teach How to use textbook to find answers.</p> <p>Big Idea U.S Constitution</p> <p>Objective Score 70% on your test and demonstrate you understand Federalism.</p>	<p>Class procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete their daily work. <input type="checkbox"/> Students will turn in their study guide chapter 3. <input type="checkbox"/> Re-teach rules and procedures. <input type="checkbox"/> Notes- finish chapter 3. Discuss federalism along with the tree house article. <input type="checkbox"/> Then show a video clip covering Federalism. <input type="checkbox"/> Test covering chapter 2-3. <p>Methods</p> <ul style="list-style-type: none"> ▫ Cues and advanced organizers. ▫ Critical thinking ▫ Reading in the content area <p>Reflection question: What are two responsibilities state and federal government share?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Textbook <input type="checkbox"/> Pen/pencil <input type="checkbox"/> I-pad <input type="checkbox"/> Video clip <input type="checkbox"/> Test/Canvas <input type="checkbox"/> Study guide Ch.3 <p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do students understand the concept of Federalism? <input type="checkbox"/> Did students take notes? Did the video clip help? <input type="checkbox"/> Any problems with the test in Canvas? <p>Formal assessment: Test Study guide</p> <p>Homework: None</p>
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Student Issues/Referrals:	<p>Notes: Covered the majority of the notes ending at slide 61.</p> <p>Information in lesson plan not covered:</p>
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Bloom's Taxonomy:

Level 4 Analysis: Identifying the core democratic principles in the article. Additionally comparing and contrasting government responsibilities.

Level 1 Knowledge: Completing the study guide, answering reflection questions and in class questions to determine comprehension and knowledge. Assessing their content knowledge through testing.

ECA Target Skills:

Student Goals: Meet individual grade goal for the class.

My Smart Goal: Over 70% of students pass the final exam.

Marzano: Cues and advanced organizers, note taking and summarizing and the study guide. Reinforcement and recognition class champions and student of the period. Homework and practice having student complete the study guide if needed and the assigned readings. Identifying similarities and differences between state rights and federal rights/ branches of government and the Constitution and the Articles of Confederation.

Data Assessment:

Summative assessment to determine if students understand the structure of the Constitution and the core democratic principles.

Student Accommodations: Provide accommodations in accordance to individual student IEP/ILP.

Differentiated Instruction activities: Provide higher level questions for the in class questions and call on them during class discussion.

Unwrapping U.S Government Standards:**IEPs**

Alex Van Voorst 12 th BP	Laura Henschel
Logan Latendresse	Yolany Gomez Cedillo ILP
Emma Jarrett	