Lesson Plan 1

Teacher Name\_ \_\_\_\_ Subject\_\_Civics and Economics\_\_ Grade level \_10th \_\_

Text page #s \_\_\_\_\_\_\_\_\_\_\_

**Lesson step Description of Activities and Setting Question script**

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| --- | --- | --- | --- | --- | --- |
| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*: What is the main job of Congress?  *I will review yesterday’s lesson by*:  Discuss the Powers of Congress  *I will engage them in today’s lesson by*:  Talking about how lawmaking in Congress works | | | Questions for this segment: |
| **2. LEQs:** *The question for today’s lesson related to my central focus is…*  How does a Bill become a law in Congress? | | | | | |
| **3. Lesson focal understanding:** *The argument I will make today related to my central focus is…*  Congress drafts, manages, votes, and passes bills that become law after several steps of a long process. | | | | | |
| **4. Content strategy – *present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:** CE.C&G.3.2  Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.).  Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources. | | *The content I will deliver is:*  Bills in Congress and the Process that it entails  *I will deliver this content using:*  Powerpoint, Organizer, Textbook  *I will help students organize content using:*  Notes | | | Questions for this segment: |
| Vocabulary demands:  Expressed powers  Implied powers  Necessary and Proper Clause  Impeach  Censure  Expulsion  Appropriation Bills  Franking privilege  Immunity  Bill  Filibuster | Discourse demands: Primary Source  Secondary Source | | Functions:  Analyze | Syntax:  Main Idea  Process | |
| **5. Source analysis strategy – *engage students in an analysis and/or evaluation of a source (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective:** CE.C&G.3.2  Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.).  Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks? | | *Gradual release protocol – ME*  First, *I* will: Discuss what a bill is and how Congress takes several steps to create a law | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will: Analyze a chart showing the process a bill is passed through Congress | | |
| *Gradual release protocol – THEM*  Last, *they* will: Use the chart to answer questions regarding kinds of bills and sections of Congress | | |
| Vocabulary demands:  Bill | Discourse demands:  Primary source  Secondary Source | | Functions:  Analyze  Evaluate | Syntax:  Main Ideas | |
| **6. Writing strategy – *engage students in either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies)***  **Common core or essential standard writing objective:**  CE.C&G.3.2  Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.). | | *Gradual release protocol – ME*  First, *I* will:  Discuss how some of the important vocabulary in the lesson involves debating and passing bills | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will:  Complete an example of the analysis process of a vocabulary word in the lesson | | |
| *Gradual release protocol – THEM*  Last, *they* will:  Analyze, Remember, and Evaluate two specific vocabulary terms in order to better Understand the process of passing a bill | | |
| Vocabulary demands:  Censure  Filibuster  Roll Call Vote | Discourse demands:  Secondary source  Primary Source | | Functions:  Analyze  Evaluate | Syntax:  Main Ideas | |
| **7. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback): Vocabulary Analysis and Understanding Activity, Chart analysis    Formal (activities used for grading/evaluating) : | | | | | |
| **8. Closure**  Have a summary of vital aspects of the lesson, prepare for next lesson- get the students anticipating what is next and check for understanding. | | LEQ:  How does a Bill become a law in Congress?  *Other questions they should be able to answer*:  *I will summarize my lesson by*:  Discuss how some bills in Congress are complex  *I will set the stage for tomorrow’s lesson by*:  Mentioning that not all bills in Congress are passed | | | |

Sources used in this lesson:

Powerpoint

Textbook

Lesson Plan 2

Teacher Name\_\_ \_\_\_\_\_\_\_\_\_ Subject\_\_Civics & Economics\_\_ Grade level \_10th \_

Text page #s \_\_\_\_\_\_\_\_\_\_\_

**Lesson step Description of Activities and Setting Question script**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*: Who was the technical leader of the Senate and who runs the day to day operations of the Senate? (Clarify which job is connected to the person)  *I will review yesterday’s lesson by*: Discussing how debating a bill is an important process  *I will engage them in today’s lesson by*: Discussing the aspects of debating a bill and how we will focus on the term filibuster | | | Questions for this segment: |
| **2. LEQs:** *The question for today’s lesson related to my central focus is…*  What is the importance of debating a bill in Congress? | | | | | |
| **3. Lesson focal understanding:** *The argument I will make today related to my central focus is…*  Debating a bill in Congress allows multiple viewpoints and ideas therefore effectively demonstrating the democratic process. | | | | | |
| **4. Content strategy – *present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:** CE.C&G.3.2  Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.).  Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources. | | *The content I will deliver is:*  Filibuster and the Debating process in Congress  *I will deliver this content using:*  Videos and Analysis  *I will help students organize content using:*  A analysis format to stress important ideas and understanding of the debating process | | | Questions for this segment: |
| Vocabulary demands:  Filibuster  Bill  Debate | Discourse demands:  Primary source  Secondary Source | | Functions:  Analysis  Remember  Understand  Evaluate | Syntax:  Main Idea  Vocabulary | |
| **5. Source analysis strategy – *engage students in an analysis and/or evaluation of a source (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective:** Common Core  7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as  well as in words.  Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks? | | *Gradual release protocol – ME*  First, *I* will: Discuss the process of debating a bill | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will: Remember the term filibuster and its definition in terms of debating a bill, Use a video to know how to analyze a video source of a filibuster | | |
| *Gradual release protocol – THEM*  Last, *they* will: Use the analysis process to evaluate videos on debating a bill and several examples of filibusters so the students can understand the importance of a filibuster | | |
| Vocabulary demands:  Bill  Filibuster  Constituents  Cloture | Discourse demands:  Primary Source  Secondary Source | | Functions:  Analysis  Evaluate  Remember  Understand  Explain | Syntax:  Main Idea | |
| **6. Writing strategy – *engage students in either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies)***  **Common core or essential standard writing objective:** | | *Gradual release protocol – ME*  First, *I* will:  N/A | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will: | | |
| *Gradual release protocol – THEM*  Last, *they* will: | | |
| Vocabulary demands: | Discourse demands: | | Functions: | Syntax: | |
| **7. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback): Source Analysis activity regarding videos of debating and filibustering a bill in Congress    Formal (activities used for grading/evaluating) : | | | | | |
| **8. Closure**  Have a summary of vital aspects of the lesson, prepare for next lesson- get the students anticipating what is next and check for understanding. | | LEQ: What is the importance of debating a bill in Congress?  *Other questions they should be able to answer*:  *I will summarize my lesson by*:  Discussing the importance of debating a bill in Congress and analyzing how a filibuster can serve both a good and bad purpose  *I will set the stage for tomorrow’s lesson by*:  Discussing how a debate is a civil argument in order for people to hear people’s opinions and ideas on a bill | | | |

Sources used in this lesson:

History of the Filibuster <http://www.youtube.com/watch?feature=player_detailpage&v=lK9rGQcwI7Y>

Rand Paul Filibuster in 3 Minutes: GOP Kentucky Senator <http://www.youtube.com/watch?feature=player_detailpage&v=E1_9nSzG_hk>

Ted Cruz Vows To Speak Against Obamacare: ‘Until I am No Longer Able To Stand <http://www.youtube.com/watch?feature=player_detailpage&v=5fk8qrLi36k>

Ted Cruz Reads Green Eggs and Ham <http://www.youtube.com/watch?feature=player_detailpage&v=o9EX2XkpPgE>

Jon Stewart Applauds Rand Paul for Filibuster: ‘Worth Kicking Up A Fuss For’

<http://www.youtube.com/watch?v=4Ym2b-nuZx0&feature=player_detailpage>

Other lesson materials/references:

Lesson Plan 3

Teacher Name\_\_\_ \_ Subject\_\_Civics & Economics\_ Grade level \_10th \_

Text page #s \_\_\_\_\_\_\_\_\_\_\_

**Lesson step Description of Activities and Setting Question script**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*: Study for Map and Unit Quiz  *I will review yesterday’s lesson by*:  Discussing how debates in Congress are conducted  *I will engage them in today’s lesson by*: Informing the students that they will conduct a debate on a topic that relates to them | | | Questions for this segment: |
| **2. LEQs:** *The question for today’s lesson related to my central focus is…*  What does the debate process show both in Congress and in Class? | | | | | |
| **3. Lesson focal understanding:** *The argument I will make today related to my central focus is…*  A debate allows people to have a part in forming a bill and showing that the democratic process of the United States is present in Congress. | | | | | |
| **4. Content strategy – *present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:** CE.C&G.3.2  Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.).  CE.C&G.3.3  Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.).  Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources. | | *The content I will deliver is:*  Debating a bill  Creating a bill  *I will deliver this content using:*  A class discussion and debate activity  A Written Activity focused on creating a bill and including the defense a bill will need in a committee  *I will help students organize content using:*  A understanding of what happens in a debate  A guide of what to include in the bill that they will create | | | Questions for this segment: Should other food such as fast food restaurants be allowed in the cafeteria? Why or Why not? |
| Vocabulary demands: | Discourse demands: | | Functions:  Analyze, Evaluate | Syntax: | |
| **5. Source analysis strategy – *engage students in an analysis and/or evaluation of a source (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective:**  Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks? | | *Gradual release protocol – ME*  First, *I* will:  N/A | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will: | | |
| *Gradual release protocol – THEM*  Last, *they* will: | | |
| Vocabulary demands: | Discourse demands: | | Functions: | Syntax: | |
| **6. Writing strategy – *engage students in either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies)***  **Common core or essential standard writing objective:** | | *Gradual release protocol – ME*  First, *I* will: Discuss how a bill is formed | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will: Remember what a bill will include as well as what a representative or senator will do to a bill | | |
| *Gradual release protocol – THEM*  Last, *they* will: Create a bill regarding a school process or function and elaborate on the things that may happen to the bill once it is introduced to Congress | | |
| Vocabulary demands: | Discourse demands: | | Functions: Remember, Create | Syntax: | |
| **7. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback): Participation in the Class Debate on Food in the Cafeteria    Formal (activities used for grading/evaluating) : Creating a bill | | | | | |
| **8. Closure**  Have a summary of vital aspects of the lesson, prepare for next lesson- get the students anticipating what is next and check for understanding. | | LEQ: What does the debate process show both in Congress and in Class?  *Other questions they should be able to answer*: How can a debate influence a bill?  *I will summarize my lesson by*: Asking if the class understands how ideas can be shared during the debate process, and if the debate process is an effective demonstration of democratic values  *I will set the stage for tomorrow’s lesson by*: | | | |

Sources used in this lesson:

Other lesson materials/references: