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| **Part 1: Pre-planning** |

**ACOS standards** (unit, learning segment, or lesson standards)**:** ACOS standards are the learning standards from the Alabama Course of Study. These standards may be from the content area, literacy, and/or technology.

ACOS Standard 5): Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government. (Alabama)

* Locating political and geographic districts of the legislative, executive, and judicial branches of Alabama’s local and state governments and the national government (Alabama)
* Describing the organization and jurisdiction of courts at the local, state, and national levels within the judicial system of the United States (Alabama)
* Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments (Alabama)

**Describe the context for learning:**

The school is in a suburban area with a diverse population. Some students have difficulty with reading and reading comprehension. This particular class has twenty-seven students. There are no specific IEP students, but the class has an overall lack of background knowledge in social studies due to not having a social studies or history class is sixth grade.

**Larger context within the lesson:**

This lesson is situated within a learning segment covering the Legislative Branch. The previous learning segment covered the Executive Branch. This lesson falls in the middle of the fall semester. After this learning segments students will learn about the Judicial Branch of government. Teaching the Legislative Branch will help students understand the checks and balances of the United States government and how each branch operates.

**Management for this class:**

To manage transitions, each portion of the lesson will be timed. To make sure students are on task and to address student questions, the teacher will move around to each group and check student progress. This lesson is planned for a class period of approximately 50 minutes. The teacher will also pass out an agenda for the day with the different tasks that will be accomplished during the class period. This agenda will help students stay on task and will be a resource for the students to look back on throughout the lesson as a guide for directions and activities.

**Understandings** (unit understanding)**:** Students will be able to compare and contrast the executive, legislative and judicial branches and the roles that each of them has in United States government.

**Central Focus** (of the learning segment or lesson)**:** Students will be able to explain the steps of how a bill becomes a law and the importance of the legislative branch.

**Lesson Goal(s):** The goal for this class is to finish up the Legislative Branch, making sure that everyone understands how a bill becomes a law. The class will then connect previous knowledge about the executive and legislative branches to a bill inspired by an Alabama woman.

**Academic Language and/or Language Function used in the lesson:** The language function of this lesson will be explain.  This will allow them to review for the upcoming summative assessment as well as to be able to compare the Legislative Branch to the Executive and Judicial Branches for upcoming assessments and activities. Students should be able to explain how a bill becomes a law and identify our representative legislative leaders.

**Syntax:** The syntax used in this lesson is the local and state representative picture analysis, the guided notes activity, and the Peardek activity.

**Discourse:** The discourse used in this lesson is the Scenario Activity, the local and state representative group discussion, Lilly Ledbetter guided note review.

**Assessment Evidence:**

* **Formative assessments:** Lilly Ledbetter guided notes activity, how a bill becomes a law bag activity, Peardek Judicial Branch activity

***All lessons must be assessed effectively using formative assessments.*** *Many lessons will include some type of summative assessment, although in many lessons, summative assessments may not be required.*

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| **Part 2: Lesson Plan** |

**Materials needed for the lesson**: Zip lock bags, paper, Chrome books, pencil

BEFORE THE LESSON ACTIVITIES:

**Bell ringer**: Local and State representatives picture analysis

* **Description of activity:** Students will identify on their own sheet of paper who the people are on the smart board are and what office they hold. The people that the students need to identify are:

Nancy Pelosi- Speaker of the House (Democrat)

Richard Shelby- Senator (Republican)

Doug Jones- Senator (Democrat)

Mike Rogers- District 3 Representative in the House of Representative (Republican)

* **Approx. time required: 5 minutes**
* **Accommodation or modification if included in this activity:** No accommodations needed for this activity.

**Review of relevant, previously learned information**: School House Rock: “I’m Just A Bill” video

* **Description of activity:** Students will watch the School House Rock video I’m Just a Bill and listen for the steps on how a bill becomes a law.

**Link to video:** <https://www.youtube.com/watch?v=FFroMQlKiag>

* **Approx. time required:** 5 minutes
* **Accommodation or modification if included in this activity:** No accommodations needed for this activity.

DURING THE LESSON ACTIITIES:

* **Introductory Activity:** How a bill becomes a law bag activity (group work)
* **Description of activity:** The teacher will cut out the different steps on how a bill becomes a law and place them in bags. The teacher will then give each table a bag of steps for the students to unscramble.Students will work in their groups to unscramble the steps of how a bill becomes a law. The students will use their knowledge to place these steps in order. Once the group is finished the students will raise their hands and the teacher will check their work.
* **Approx. time required:** 10 minutes
* **Accommodation or modification if included in this activity**: No accommodations are needed for this activity.

**Body of the lesson:** Scenario Activity and class discussion

* **Description of activity:** The teacher will call on two students to volunteer to read the scenarios in front of the class. Each studentwill read the scenarios. The teacher will then prompt the students asking the following questions:
* What was different about scenario 1 and scenario 2?
* Do you believe this scenario happens today?
* Do you think this scenario happens in our state?
* **Approx. time required:** 10 minutes
* **Accommodation or modification if included in this activity:** No accommodations are needed for this activity.

**Closing the lesson Activity:** Lilly Ledbetter Video and Guided Notes

* **Description of activity:** The teacher will pass out the guided notes sheet reviewing the questions before playing the video. The students will watch the video and answering the guided notes questions while watching the video. The teacher will then review the questions and call on students to share their answers.

Video Link: <https://www.youtube.com/watch?v=tMxsYqaFwA0>

* **Approx. time required:** 10 minutes
* **Accommodation or modification if included in this activity**: No accommodations are required for this activity.

AFTER THE LESSON ACTIVITIES:

**Preview of the next lesson**: Peardek Pre-Assessment

* **Description of activity:** The teacher will display the peardeck activation code on the board. The students will answer the prompt on peardeck “Write down two things you know about the Judicial Branch”. Their answers will be displayed on the active board.
* **Approx. time required**: 5 minutes
* **Accommodation or modification if included in this activity:** No accommodations are needed for this activity.