

Teacher:	Shanika Walker		
Course/Subject:	American Government		
Date of Instruction:	11.8.21	through	11.8.21
Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	Standards: SSCG8a-c		
	Learning Target: SSCG8a SSCG8a - Cite the formal qualifications for representatives and senators listed in the Constitution. SSCG8b - Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators. SSCG8c I can compare the terms of office for each chamber of Congress and explain the Founder’s intent.		
Success Criteria: I can cite in the U.S. Constitution the qualifications to be a member of the House of Representatives. I can recite from memory the three qualifications to be a member of the House of Representatives as mentioned in the U.S. Constitution. I can cite in the U.S. Constitution the qualifications to be a member of the Senate. I can recite from memory the three qualifications to be a member of the Senate as mentioned in the U.S. Constitution. SSCG8b I can explain when elections are held for seats in the House of Representatives. I can explain off-year elections. I can explain term lengths for members in the House of Representatives. I can explain why senatorial elections are staggered. I can explain term lengths for members in the Senate. I can explain how senators were elected prior to the 17th Amendment. I can explain how senators are elected after the passing of the 17th Amendment SSCG8c I can explain who determines the size of the House of Representatives. I can explain how seats in the House of Representatives are apportioned.			

	<p>I can explain how seats may be reapportioned in the House of Representatives.</p> <p>I can list the number of members in the House of Representatives.</p> <p>I can define constituency.</p> <p>I can explain terms for members in the House of Representatives.</p> <p>I can list the number of members in the Senate.</p> <p>I can define bicameral legislature.</p> <p>I can explain terms for members in the Senate.</p> <p>I can explain the three reasons why the Founders created a bicameral legislature</p> <hr/> <p>Introduction/Connection: CNN 10 Daily 10</p> <hr/> <p>Activities in Class Interactive Review Illustrated Notes</p> <p>Direct Instruction: In-person</p> <ul style="list-style-type: none"> Biographical Reading <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Political Cartoons X Primary Source <input type="checkbox"/> Secondary Source, Historians Account X Student Written Response, Question and Answer X Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings
<p><u>Work Period (We Do, You Do)</u></p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Guided Practice: In-person</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biographical Reading <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams Political Cartoons <input type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account X Student Written Response, Question and Answer X Student Written Response, Visual Display, Drawing/Creating of Visual

	<p>Written Response to Photographs/Drawings</p> <hr/> <p>Independent/Collaborative : Due Dates: Practice/Differentiation: Both In Person and Google Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biographical Reading <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs Diagrams <input type="checkbox"/> Political Cartoons Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings <input checked="" type="checkbox"/> Note Cards <input checked="" type="checkbox"/> Pod Review <input checked="" type="checkbox"/> Quick Quiz
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>Summarize/Share: Both</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think- Pair- Share <input checked="" type="checkbox"/> Written response to success criteria Verbal response to success criteria Ticket out the door summarizer <input checked="" type="checkbox"/> Review answers to class activity <input type="checkbox"/> Review Answers to Homework 3-2-1 Review <p>Assessment Uses/Strategies:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pod Quiz <input checked="" type="checkbox"/> Google Classroom Quick Quiz Assessment <ul style="list-style-type: none"> Informal Assessment, Teacher Questioning <input type="checkbox"/> USAtestprep.com activity for current standard <input type="checkbox"/> Albert.io activity for current time period