

Teacher:	Shanika Walker		
Course/Subject:	American Government		
Date of Instruction:	10.22.21	through	10.22.21
<p>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</p>	<p>Standards: SSCG8d</p>		
	<p>Learning Target: SSCG8d I can compare and contrast the powers of each chamber of Congress.</p>		
	<p>Success Criteria: SSCG8d I can define power of the purse. I can define taxation. I can define the 16th amendment. I can list 2 powers of the House of Representatives. I can list 2 powers of the Senate.</p>		
	<p>Introduction/Connection: CNN 10 Daily 10/ Test Remediation</p>		
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7. 8,10</p>	<p>Activities in Class Google slides w/video Illustrated Notes</p>		
	<p>Direct Instruction: In-person Biographical Reading <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account Student Written Response, Question and Answer <input checked="" type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings</p>		
<p>Guided Practice: In-person <input type="checkbox"/> Biographical Reading <input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Political Cartoons <input type="checkbox"/> Primary Source <input type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer</p>			

	<p>X Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings</p> <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 X Diagrams <input type="checkbox"/> Political Cartoons <p>Primary Source</p> <ul style="list-style-type: none"> <input type="checkbox"/> Secondary Source, Historians Account <p>Student Written Response, Question and Answer</p> <p>X Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings Note Cards</p> <p>X Pod Review</p> <p>X Quick Quiz</p>
<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 <p>X Written response to success criteria Verbal response to success criteria Ticket out the door summarizer Review answers to class activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Answers to Homework <p>3-2-1 Review</p> <p>Assessment Uses/Strategies:</p> <p>X Pod Quiz</p> <p>X Google Classroom Quick Quiz</p> <p>Assessment</p> <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