

Teacher:	Shanika Walker		
Course/Subject:	American Government		
Date of Instruction:	11.5.21	through	11.5.21
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: SSCG8d-g		
	Learning Target: SSCG8d I can compare and contrast the powers of each chamber of Congress SSCG8e I can explain the steps in the legislative process SSCG8f I can explain the functions of various leadership positions and committees within the legislature SSCG8g I can analyze the positive and negative role lobbyists play in the legislative process.		
	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. SSCG8e I can define a bill. I can list the process for a bill to become a law in a timeline. I can explain the process for a bill being Introduced in the legislative process. I can explain the role of the Speaker in the legislative process. I can explain the role of Committee Action in the legislative process. I can explain the role of the Rules Committee in the legislative process. I can explain a Bill Called Up in the legislative process. I can explain Floor Action in the legislative process. I can explain Conference Committee in the legislative process. I can explain Vote on Compromise in the legislative process. I can explain Presidential Action in the legislative process. I can explain Veto to Override in the legislative process. I can define rider. I can define discharge petition. I can define quorum.		

	<p>I can define engrossed. I can define filibuster. I can define cloture. I can define veto. I can define pocket veto</p> <p>SSCG8f</p> <p>I can identify the Speaker of the House. I can identify the President of the Senate. I can identify the President Pro Tempore. I can define the role of Speaker of the House. I can define the role of President of the Senate. I can define the role of President Pro Tempore. I can define majority floor leader. I can define minority floor leader. I can define whips. I can define standing committees. I can define select committees. I can define select committees. I can define joint committees. I can define conference committees</p> <p>SSCG8g</p> <p>I can define lobbying. I can list 3 different lobbyists groups in the United States. I can list 2 positive roles lobbyists play. I can list 2 negative roles lobbyists play</p>
	<p>Introduction/Connection: CNN 10 Daily 10</p>
	<p>Activities in Class Google slide with video Illustrated Notes</p> <p>Direct Instruction: In-person</p> <p>Biographical Reading</p> <p><input type="checkbox"/> Charts <input type="checkbox"/> Maps <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Political Cartoons</p> <p>X Primary Source <input type="checkbox"/> Secondary Source, Historians Account</p> <p>X Student Written Response, Question and Answer X Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings</p>

<p><u>Work Period (We Do, You Do)</u> 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>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 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 Written Response to Photographs/Drawings</p> <p>Independent/Collaborative : Due Dates: Practice/Differentiation: Both In Person and Google Classroom <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 X Student Written Response, Question and Answer Student Written Response, Visual Display, Drawing/Creating of Visual Written Response to Photographs/Drawings X Note Cards X Pod Review X Quick Quiz</p>
<p><u>Closing (We Check)</u> 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 <input type="checkbox"/> Think- Pair- Share X Written response to success criteria Verbal response to success criteria Ticket out the door summarizer Review answers to class activity <input type="checkbox"/> Review Answers to Homework 3-2-1 Review Assessment Uses/Strategies: X Pod Quiz X Google Classroom Quick Quiz Assessment</p>

	Informal Assessment, Teacher Questioning <input type="checkbox"/> USAtestprep.com activity for current standard <input type="checkbox"/> Albert.io activity for current time period