

Lesson Plan Form

CSUDH Teacher Education Department

Candidate: Brett I. Kier **Subject:** American Government **Grade:** 12th

Teaching Dates: 4 November 2015

Content Standard:

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

3. Identify their current representatives in the legislative branch of the national government.

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

Common Core State Standards for ELA/Literacy:

Collaborative

SL.11–12.1, 6; L.11–12.3, 6

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

W.11–12.6; WHST.11–12.6; SL.11–12.2; L.11–12.3, 6

2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)

W.11–12.1; WHST.11–12.1; SL.11–12.1, 4, 6; L.11–12.3, 6

3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3, 6

4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

Interpretive

RL.11–12.1–7, 9–10; RI.11–12.110;– RH.11–12.1–10; RST.11–12.1–10; SL.11–12.2; L.11–12.1, 3, 6

6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

RL.11–12.4–5; RI.11–12.4, 6, 8; RH.11–12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6

7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area

RL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Productive

W.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

W.11–12.4–5; WHST.11–12.4–5; SL.11–12.4, 6; L.11–12.1, 3, 5–6

12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Reading Standards for Literacy in History/Social Studies Grade 11–12

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

I. Description of Content & Content Type (Fact, Procedure, Concept, Principle)

The lesson will draw from the students' prior knowledge and critical thinking skills to understand, analyze, evaluate, and create hypotheses about what the relationship is between money and local politics. Students will engage in a critical examination of empirical data from primary and secondary sources in small group (jigsaw) and class discussion (report findings) formats, using research packets that contain academic language appearing in bold type face throughout the lesson materials along with

definitions; election statistics, voting and campaign finance records, all of which will allow them to draw evidenced-based conclusions about the role of money within the political system.

II. Learning Outcome

Using select election and funding data, students will be able to identify key variables to voter participation and analyze trends by drawing conclusions about the relationship between money and local politics in a one paragraph essay with 80% accuracy.

III. Curriculum Connection (How lesson fits into larger unit sequence)

Prior to the lesson, students will have been introduced to the money and local politics Research Study Packet, which they will use to conduct their examination of the relationship between money and local politics in order to draw evidence-based conclusions. This lesson will focus specifically on this relationship in order to allow students to examine quantitative data to further require them to develop hypothesis about the relationship between money and local politics; whereupon the next unit will explore interest groups, political action committees (PACs), and campaign financing laws (e.g., *Buckley v. Valeo*, 424 U.S. 1 (1976), *United v. Federal Election Commission*, No. 08-205, 558 U.S. 310 (2010), *McCutcheon v. Federal Election Commission*, 572 U.S. ____ (2014).

IV. Instruction

Re-Engagement (Motivational Activity)

More in-depth discussion of the backstory behind what really happened in the Dennis Hastert bribery and child molestation case, which will then transition to a reminder of the Essential Question and the lesson objective.

Step #1 – Research Study Group Worksheets

Students will be instructed to break up into their Research Study Groups and **complete the worksheet** they were given in Lesson 1.

Step #2 – Research Study Group Report

Student groups will **verbally report their findings to the class** at the end of the research session from their worksheets, which will be written on the board by the teacher for the class to examine and record on their Research Study Group worksheets.

Step #3 – Class Discussion of Essential Question

In light of the data collected, the **students and teacher will examine the data written on the board and engage in a discussion**, and **hypothesize and draw conclusions about the essential question**: “What is the relationship between money and local politics?” First, students will share their thoughts with a partner, then share out as a class, taking notes in their notebooks as the class discussion ensues.

Step #4 – Check for Understanding

The students will each read from their notes a take-away from the class discussion using academic language and evidence-based reasoning. The take-aways students write down will be used to complete their Homework worksheet.

Step #5 – Modelling Learning Task (Homework Worksheet)

Teacher will explain and briefly review how to complete the homework sheet on the projector.

A. Application Tasks

Students will **complete Research Study Group worksheet; engage in class discussion drawing conclusions about the data on the Research Study Group worksheet; and complete a Homework worksheet which will allow them to use the take-aways from the class discussion to draw evidence-based conclusions about the data they have researched.**

B. Materials and Resources

Students will be given a Research packet totaling 25 pages of semi-raw quantitative data, along with Research Study Group worksheet and Homework worksheet, which all contain previously listed academic language which appears in bold type, accompanied by a word bank defining all of the words within the context of the research data, the parameters for which are included in the grading rubric.

Note: Because each research study group is responsible for a portion of the total research data provided, each group will cull 5-10 pages of the semi-raw statistical data provided in the research packets which are provided to each student.

V. Assessment Strategies

- Informal Content Objective
 - Teacher will continually check for understanding by observing each group to ensure they are answering the questions correctly and making meaningful (evidence-based conclusions as they collaborate to complete the questions associated with the research data provided
- Informal Academic Language Objective
 - Teacher will continually check for understanding by observing each group as they collaborate to complete the questions associated with the research data provided, as well as pose questions to the students in the group using the academic language that appears on their worksheets, which will require students to understand the context and usage of the academic language, meaning they must understand the definitions of the words and how they are used to describe the phenomena being researched.

- Formal Content Objective
 - Students will complete a Research Study Group worksheet, and a Homework worksheet that contains a series of questions directly related to the content objectives in their research activity, all with 80% accuracy.
- Formal Academic Language Objective
 - Students will complete a Research Study Group worksheet, and a Homework worksheet that contains a series of questions directly related to the academic language contained in their research activity, all with 80% accuracy.

Note: See rubric for homework assignment below

VI. Accommodations for Individual Learners

English Language Learners

- Students will be provided with a description, explanation, and example (word bank) of academic language used in the lesson
- Students will be given research data that is rife with illustrations and graphs, with a low amount of narrative text
- Scaffold information by asking leading questions whenever students do not seem to understand the question being asked

Children with Special Needs

- The learning objectives and task will be effectively modelled prior to students engaging in assignment
- Provide any accommodations that a student's IEP /504 outlines are necessary for student success
- Frequently check for understanding and clarify any misunderstandings (informal assessment)
- Frequently inform students how much time they have left to complete the assignment before them

Gifted Learners

- Higher level questioning can be added to the homework assignment
- Students can reorganize and cull select data to create graphic representation of the conclusions they have drawn about the data provided and present it to the class

Rubric for Homework Assignment (Formal Assessment):

SCORING RUBRIC FOR HOMEWORK:				
Questions 1 & 2				
CRITERIA	12 points	10 points	8 points	5 points
Well written	Student uses academic English with almost no errors in spelling, grammar, or conventions	Student uses academic English with few errors in spelling, grammar, or conventions	Student uses academic English with some errors, but do not detract from the overall clarity of the piece	Student's writing is rife with errors to the point that its meaning is unclear
Academic language	Student uses at least 5 words from the academic language list	Student uses 4 words from the academic language list	Student uses 3 words from the academic language list	Student uses 2 words from the academic language list
Citing data	Student cites at least 4 pieces of information from the research packet	Student cites 3 pieces of information from the research packet	Student cites 2 pieces of information from the research packet	Student cites 1 piece of information from the research packet
Question #1 Maximum Score = 36 points				
Question #2 Maximum Score = 36 points				
WQ: Who Represents Me? Maximum Score = 28 points				
HOMEWORK Maximum Score = 100 points				