

## Unit Plan Template: \_\_\_\_\_

<b>Grade: 10<sup>th</sup> Grade</b>		<b>Subject: Social Studies</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> ] 8.4.3 Explain how the United States Constitution and Amendments influence society. (e.g., voting rights, equal protection, due process).		<b>Differentiation</b> Below Proficiency: Students will be able to list and name the Amendments to the Constitution with their corresponding Amendment number. Students will be able to paraphrase what the Constitution was originally written for. Above Proficiency: Students will be able to know the ins and outs of the Constitution and articles within. Explain in detail most of the Amendments and how they are interpreted daily by the courts, especially the Supreme Court. Approaching/Emerging Proficiency: Students will be able to outline the meaning and purpose of the United States Constitution and maybe in depth of articles within the document. Students will be able to list and name Amendments in order with the corresponding numbers. Students will be able to give a general description and summary of each Amendment. Modalities/Learning Preferences: Intrapersonal and interpersonal.	
<b>Objective(s)</b> Students will be able to: • Identify each Amendment by name and associate it with the corresponding number. • Dissect the United States Constitution and explain its initial meaning as well as how the law is interpreted today. • Defend and support both areas of the Constitution and Amendments and determine how they affect how we live in society today.  <b>Bloom's Taxonomy Cognitive Level:</b> Comprehension, Analysis, Synthesis			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be seated in their pre-assigned. They will be able to turn and talk during open discussions. However, minimal movement or rearrangement around the room is not necessary.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to follow the listed rules and procedures of the classroom already set in place and followed daily, along with anything else at the moment and teachers request.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> PowerPoint will already be up and ready to start. Students will be seated in their assigned seats for this lesson and won't involve movements throughout the classroom. It will only require coming into a class and settling in and following rules and procedures already existing in the classroom.		
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <a href="https://www.youtube.com/watch?v=oMoymqXB4Cs">https://www.youtube.com/watch?v=oMoymqXB4Cs</a> Students will watch a short educational video on the making of the Constitution. Students will receive a “lifelike” copy of the United States Constitution and amendments for review. Students will interpret the meaning of the Preamble of the Constitution. Turn and talk will be allowed at this point to review what students already know and will begin to refresh their memory. After turn and talk students will write a brief summary of their review. I will write numbers 1-27 on the board and allow students to fill in the names of each Amendments they know by allowing students to raise their hands and come up to the board and write in the appropriate Amendment to the corresponding number. 1. What have you learned about the United States Constitution and Amendments in the past?		

**Unit Plan Template: \_**

<p align="center"><b>20</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b>                  Students will learn new information or review what the United States Constitution is, what Amendments are, and the process of creating Amendments. Students will begin to learn the meaning behind the Constitution being written and how it is interpreted for use of law and compare that interpretation throughout different eras in American history. Students will learn the concept behind each Amendment and the use it has to the law and its effects on society. Students will learn the process of creating an Amendment to the Constitution. 1. Are you able to summarize what the United States Constitution is? In your own words, can you describe the process of creating and Amendment? 2. Can you give an example of how an Amendment has changed the way society is today? Ex. Women’s suffrage</p>	
<p align="center"><b>20</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>                  Students will work alone. They will complete a worksheet with questions on them for review from PowerPoint presentation. This may be homework. They will also be allowed to use computers to help with the meaning of Amendments. Independent Work: Students will choose two Amendments and will compare and contrast the two Amendments. Students will then hypothesize why the Amendments were created in the time they were, why people created the Amendment (agenda behind Amendment), and how society benefits or does not benefit from it now, or how we would benefit or not benefit it if it had never been enacted. 1. Can you distinguish between two different Amendments? Can you differentiate between the 18th and 21st Amendment? 2. What would you do to formulate a hypothesis on what society would be like today if certain Amendments were not put into law?</p>	
<p align="center"><b>5</b></p>	<p><b>Review (wrap up and transition to next activity):</b>                  Students will finish filling out handouts, notes, etc. They will keep all handouts until the next class. If they did not finish it in class, it will need to be completed at home before the next class.</p>	
<p><b>Formative Assessment: (linked to objectives)</b>                  Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.                  How would you defend either the Constitution or a selected Amendment and compare the interpretation from when they were written and how it is interpreted today?</p> <p><b>Consideration for Back-up Plan:</b> Must work alone or if class is too distracted, they will required to do the project at home and we will move onto the next standards and activity in class.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> Students will fill out review questions supplied to them and list the Amendments in order and put what it means in their own words.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>                  *Peer Review* Reflection: Good direct instruction. Well thought out. Use 32 Font size and more bulleted points on slideshow. Give students a modified copy of the PowerPoint with direct points on it. They can use these to add additional notes from the PowerPoint presented by teacher.</p>		