



Westside High School Lesson Plan Template

Teacher Name	Brownson	Unit Name	Foundations of American Democracy
Course	AP Government	Dates	8/22 – 8/26

Monday	<p>Daily Objective: Course introduction; go over expectations and procedures.</p> <p>Agenda with Approximate Time Limits:</p> <ul style="list-style-type: none"> Introduce myself Learn names Go over expectations and procedures <p>Formative Assessment: Join AP Classroom</p> <p>Extension: Join AP Classroom</p> <p>Follow-Up/Homework: Read Declaration of Independence</p>
Tuesday	<p>Daily Objective: Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> 1. Anticipation guide on current feelings about govt (5) 2. partners – share most important words/phrases from Declaration of Independence (10) 3. review as a class (10) 4. slideshow on types of democracy & policymaking system (15) <p>Formative Assessment: AP Classroom 1.1 topic questions for exit ticket</p> <p>Modifications: partners, HW if needed</p> <p>Intervention: none</p> <p>Extension: HW below</p> <p>Follow-Up/Homework: HW to watch video on either Brutus 1 or Federalist 10 & complete that portion of Analytical Reading Activity</p>



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Wednesday/Thursday	<p>Daily Objective: Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do now – create AP Gov folder in google drive or One drive (3)2. partner w/ another student who read same foundational document and review3. determine argument and most important claims used by the author to support argument (15)4. those pairs will partner w/ pairs who reviewed other document to complete Analytical Reading Activity and main ideas of both articles on <u>Foundational Documents Graphic Organizer (15)</u>5. review as a class (10)6. back w/ partners – read p. 37 in text on Articles of Confederation and add it to graphic organizer (15)7. partners to complete 1 row of table on Constitutional Compromises after reading pp. 43-4 (5)8. share with pairs who did the other row (5)9. Groups – explain 1 either why a new constitution had to be written OR why compromises needed to be made at the Constitutional Convention. <p>Formative Assessment: AP Classroom topic review questions (1.2, 1.3, 1.4); exit ticket paragraph</p> <p>Modifications: partners, groups</p> <p>Intervention:</p> <p>Extension: discussion</p> <p>Follow-Up/Homework:</p>
Friday	<p>Daily Objective: Explain the constitutional principles of separation of powers and “checks and balances.” Explain the implications of separation of powers and “checks and balances” for the U.S. political system.</p> <p>Agenda with Approximate Time Limits:</p> <p>Do now matching sep. of powers & checks & balances examples (10)</p> <p>Synthesize to discuss principles</p> <p>Groups of 3 – read Fed 51 & complete Analytical Reading Activity (20)</p> <p>Summarize Fed 51 into Foundational Docs Graphic Organizer (10)</p> <p>Complete matching review (10)</p> <p>Formative Assessment: matching review; summary of Fed 51</p>



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	<p>Modifications: partners/groups</p> <p>Intervention:</p> <p>Extension:</p> <p>Follow-Up/Homework:</p> <p>HW: define commerce clause, elastic clause, supremacy clause & find example of how they work</p>
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