



Westside High School Lesson Plan Template

Teacher Name	Brownson	Unit Name	Foundations of American Democracy
Course	AP Gov	Dates	8/29 – 9/2

Monday	<p>Daily Objective: Explain how societal needs affect the constitutional allocation of power between the national and state governments.</p> <p>Agenda with Approximate Time Limits: Do Now to review elastic clause, commerce clause, supremacy clause, full faith & credit, and privileges & immunities (5) Use online sources in pairs to define & find examples of enumerated, implied, concurrent, & reserved powers. Discuss as a class. (15) Class discussion lecture on PLEJSASR & structure of the Constitution. (15) Review of foundational docs on Canvas. (10 & for HW)</p> <p>Formative Assessment: AP Classroom 1.5, 1.6 topic questions; class discussion of clauses & powers</p> <p>Modifications: partners/groups</p> <p>Intervention: tutorials</p> <p>Extension:</p> <p>Follow-Up/Homework: Study foundational docs; quiz tomorrow</p>
Tuesday	<p>Daily Objective: Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.</p> <p>Agenda with Approximate Time Limits: Foundational Docs quiz (20) Partners -- Use Oyez.org to determine facts, issue, holdings, and reasoning of McCulloch v. Maryland (½) or U.S. v. Lopez (other ½). Share with others. Discuss as a class.</p> <p>Formative Assessment: partner discussion; whole class discussion</p> <p>Modifications: as needed on quiz</p> <p>Intervention:</p> <p>Extension:</p> <p>Follow-Up/Homework: Do now W/Th on SCOTUS cases</p>



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Wednesday/Thursday	<p>Daily Objective: Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.</p> <p>Agenda with Approximate Time Limits: Do Now – AP Classroom 1.8 Topic Questions (5) Read about grants in book online (15) define and find examples (10) discuss as a class (10) Brief lecture/discussion on revenue sharing & mandates (20)</p> <p>Formative Assessment: exit ticket – partners write paragraph on whether categorical or block grants better serve citizens’ interests; Unit 1 Progress Check on AP Classroom</p> <p>Modifications: partners/groups Intervention: Extension: Follow-Up/Homework: Unit 1 Test Review; Test Friday</p>
Friday	<p>Daily Objective: Unit 1 Test Agenda with Approximate Time Limits: Unit 1 Test Formative Assessment: Modifications: as needed Intervention: Extension: Follow-Up/Homework:</p>