



# Westside High School Lesson Plan Template

<b>Teacher Name</b>	Brownson	<b>Unit Name</b>	Courts & Bureaucracy
<b>Course</b>	AP Government	<b>Dates</b>	9/19 – 9/23

<b>Monday</b>	<p><b>Daily Objective:</b> Explain the term &amp; selection process for the Supreme Court &amp; federal courts; describe the structure of the federal court system</p> <p><b>Agenda with Approximate Time Limits:</b> What activities will your students do? Example:</p> <ol style="list-style-type: none"> <li>1. Do now – graphic organizer on term &amp; selection process for fed. courts (5 minutes)</li> <li>2. Unit 2 Test reflection (25 minutes)</li> <li>3. Lecture/discussion on structure of court system (15)</li> <li>4. Exit Ticket (up to 5 minutes)</li> </ol> <p><b>Formative Assessment:</b> Graphic organizer; questioning</p> <p><b>Intervention:</b> Grouping</p> <p><b>Extension:</b> discussion</p> <p><b>Follow-Up/Homework:</b> None</p>
<b>Tuesday</b>	<p><b>Daily Objective:</b> define key terms regarding the court system; explain why the Framers chose life terms and judicial review for the courts</p> <p><b>Agenda with Approximate Time Limits:</b> Do now to define terms (10 minutes) Fed 78 Analytical reading activity in pairs (30 minutes) Review Fed 78 as a class (10 minutes)</p> <p><b>Formative Assessment:</b> discussion &amp; review</p> <p><b>Extension:</b> how does this manifest in politics today?</p> <p><b>Follow-Up/Homework:</b> None</p>



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<b>Wednesday/Thursday</b>	<p><b>Daily Objective:</b> Explain the SCOTUS decision in Marbury v. Madison; explain the Supreme Court process; distinguish between judicial activism &amp; restraint</p> <p><b>Agenda with Approximate Time Limits:</b> Do now to review SC terms (10 minutes) Use oyez.org to review background &amp; decision in Marbury v. Madison &amp; discuss (20 minutes) Lecture/discussion on SC process (20) Pairs – come up with ways the other 2 branches can check the SCOTUS (15) Court system review on Canvas (15)</p> <p><b>Formative Assessment:</b> questioning, discussion, court system review</p> <p><b>Extension:</b></p> <p><b>Follow-Up/Homework:</b> Topic questions on AP classroom</p>
<b>Friday</b>	<p><b>Daily Objective:</b> describe structure of bureaucracy; explain bureaucracy's rule-making power</p> <p><b>Agenda with Approximate Time Limits:</b> Do now to define key elements of bureaucracy (10) Lecture/discussion on structure of bureaucracy (15) Read textbook online about bureaucracy's rule-making power, take notes (20) Review as a class (5)</p> <p><b>Formative Assessment:</b> discussion, questioning, review</p> <p><b>Extension:</b> examples Monday</p> <p><b>Follow-Up/Homework:</b></p>