Augusta Fells Savage Institute of Visual Arts

Lesson Plan

**American Government** Date: Nov. 18, 2013

Teacher: Mrs. Imelda Anosan PO3, PO8

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| Unit: 2 | Participation in Government |
| CCSS 5: | Analyze how a text uses structure to emphasize key points or advance an explanations or analysis. |
| CLG: 1.1.4.  Indicator 1.1.4.j. | **The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions.**  Describe the importance of being informed on civic issues, volunteering and public service. |
| Lesson/Topic: | ***Environmental issue: Pollutions (Text: What do we need for life?)*** |
| Objective: | SWBAT:  Create awareness on civic issues and volunteerism by participating on the discussions of environmental issue and by answering questions on facts and causes of pollutions. |
| Opening Drill/Do Now: | Think around Baltimore City, what do you think are the issues that you are  Concern about. Why? |
| Materials/Resources: | Lumen/projector, reading material/questionnaires |
| Procedure/Activities: | I. Motivation:  - Have the students share their answers from warm up.  - Brainstorm students on issues concern in Baltimore City like  abandoned houses/broken windows, crimes, election, etc.  II. Procedure:  Introduction:  Introduce the lesson by reading the objective for today.  define the word pollution and how does pollution affect the  environment, the people.  Lesson Proper:  -Students will read aloud and discuss the text: What do we need for  life? (environmental issue on pollution) Provide students a  Questionnaire in a chart to guide them during reading.  Guide Questions:   1. When do we say that air is already polluted? 2. Describe polluted water. 3. What are the causes of land pollutions? 4. How do you experience noise pollution? Explain.   III. Activity/Closure:  Have the students answer the Recalling facts questionnaires after  Reading and the causes of pollutions.   * Some students will also answer the guide questions chart for mastery. |
| Evaluation/Assessment: | Observations, question and answer, completed questionnaires/worksheets |
| Exit ticket: | What moral lesson that you learned from the text we read/discussed? |
| Homework: | Next Lesson:  Why do citizens of the United States have to vote during election?  Explain. |
| Accommodations/Differentiations  Of Instructions. | – Differentiation according to student’s interest/choice, Learning Profile( How  student learn), alternative activity  PO3  BaBakr - Verbatim reading of selected section of test  Calculation devices, graphic organizer, Extended time;  Multiple frequent breaks; Reduce distraction to the student    FaiDel - Verbatim reading of selected section of test  Notes and outlines, Calculation devices, Visual organizer, graphic organizer,  Extended time; Multiple frequent breaks; Reduce distraction to the  student; Reduce distractions to other students.  DartFraz- Verbatim reading of entire test  Notes and outlines, Calculation devices, graphic organizer, Extended  time; Multiple frequent breaks; Reduce distraction to the student  JoLump - Verbatim reading of selected section of test  Calculation devices, graphic organizer, Extended time;  Reduce distraction to the student  PO8  NajGr - Verbatim reading of entire test, Calculation devices, Visual organizer, graphic  organizer, Extended time; Multiple frequent breaks; Reduce distraction  to the student; Reduce distractions to other students.  MicHar - Verbatim reading of selected section of test, Monitor Test Response,  Calculation devices, graphic organizer, Extended time;  Reduce distraction to the student    BrayKei - Verbatim reading of entire test, Scribe, Response on test book, Calculation  devices, Visual organizer, graphic organizer, Extended time; Reduce  distraction to the student; Reduce distractions to other students.  NayRs - Verbatim reading of selected section of test, Calculation devices,  graphic organizer, Multiple frequent breaks; Change Schedule or order  of activities- extend over multiple days, Reduce distraction to the  student.  RonSha - Verbatim reading of entire test, Notes and Outline,  Calculation devices, Visual organizer, graphic organizer, Extended time;  Multiple frequent breaks; Reduce distraction to the student; Reduce  distractions to other students.  MalYo - Verbatim reading of entire test, Visual cues, Calculation devices, Extended  time; Multiple frequent breaks. |

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