

# **SUMMER SCHOOL TEACHER GUIDE**



**U.S. Government**

**Summer School  
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## Summer School Teacher Guide

The Summer High School Program will be 20 days for full credit and 10 days for semester half (½) credit). First Semester will be days 1-10 and Second Semester will be days 11-20. Breakdown of days will have the following per semester half (½) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4<sup>th</sup> time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

**Classroom Schedule** – Time below is an approximate breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes.
- **Lesson Activities/ Supplemental (We Do)** – 60 minutes.
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review\*/Post-test (They Do) – 40 minutes.
- **Closing/Wrap Up**– 5 minutes.
- **Total Time: 2 hours 10 minutes**

**\*Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

**Graded Work** – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 1

Topic/Lesson Title & Grade Results #: Principles of Government - Lesson 1

### Objective(s): Students will

- Identify the powers of the federal government.
- Understand the idea of sovereignty.
- Describe the social contract theory of the American political system.
- Differentiate between democracy and dictatorship.
- Analyze the basic concepts of democracy.

### Guiding Question(s):

- Why is government necessary?

### TN Curriculum Standard(s): GC.01, GC.09

- GC.01 Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).
- GC.09 Define the concepts of democracy and republic and examine the relationship between the two.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

- **Autocracy:** A form of government where one person has all the power.
- **Capitalism:** A form of economy where the government has little to no control over the economy.
- **Communist:** A form of economy where the government has complete control over the economy.
- **Confederate Government:** A decentralized government where the power of the government is in smaller local governments.
- **Constitution:** A set of laws and customs that state the powers and restrictions of a government.
- **Country:** The geographic area on a map representing a state.
- **Divine Right Theory:** According to this theory, the ruler of a state has the right to rule a state given to them by a divine power. They are usually given this power from birth, and some claim to be divine themselves.
- **Dictatorship:** A form of government where a person or group of people have complete control of the government.
- **Direct Democracy:** A form of government where all decisions are made by a vote by the people.
- **Domestic Tranquility:** Internal peace and safety in a country.
- **Evolutionary Theory:** According to this theory, the state came to be over time as a natural evolution from the family.
- **Executive Power:** The power of a government to execute, enforce and administer laws.
- **Federal Government:** A form of government where the power is shared by the central and local governments.
- **Force Theory:** The government came to power by forcing the people to submit to them.
- **Free Enterprise System:** An economic system characterized by private ownership of most goods and services.
- **Government:** The institution that controls the state through legislators, administrators, and arbitrators. The government enables societies to make laws.
- **Judicial Power:** The power of a government to interpret laws and settle disputes in the society.
- **Law of Supply and Demand:** The principle of the Free Enterprise System that says that when the supply of goods or services increases, the price decreases. The price of goods and services are also determined by the demand. When demand increases, the price increases.
- **Legislative Powers:** The power of a government to make laws.

- **Mixed Economy:** An economic system that is a mix of free enterprise and governmental control.
- **Nation:** A group of people with a common heritage.
- **Nation-State:** A state whose population is homogeneous.
- **Oligarchy:** A form of government where a small group has all the power.
- **Parliamentary Government:** A form of democratic government where the executive powers are held by the prime minister who is elected by the legislative, a parliament.
- **Patriotism:** A strong love of one's nation or country.
- **Political Science:** The study of politics.
- **Politics:** The process or activities related to governance of a government of a state.
- **Presidential Government:** A form of democratic government where the executive power is held by a president, who is elected by the people.
- **Population:** The people living in a state.
- **Representative Government:** Also called indirect government, the people elect people to represent them in the governmental decision-making process.
- **Social Contract Theory:** The theory that states the government came to be from the will of the people. This theory is one of the founding principles of the United States, and according to this system, the state exists only to serve the people.
- **Sovereignty:** The government has all of the powers necessary to govern.
- **State:** This is a body of people residing in a defined territory, with a sovereign government.
- **Territory:** A defined physical and geographic area associated with a state.
- **Totalitarian:** A form of dictatorship where all aspects of a person's life is controlled by the government.
- **Unitary Government:** A form of government where all of the governmental powers are exercised by one group.

**Attendance (I Do): 5 mins.**

**Lesson Introduction (I Do): 10 mins**

Here, we will inform students that today's lesson will introduce them to some of the responsibilities of both the Executive Branch and Legislative Branch of government. Today's class will introduce students to the concepts of government, public policy and the state and how these entities create the complex diagrams in which various authorities thrive. As the instructor, you will have the opportunity to break down the key areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

This is an opportunity for you to introduce students to the purpose of government and various types of governmental systems. Here, the instructor will highlight how all members of society are affected by some form of governing body. Students will gain insight of the basic concepts of democracy through today's lesson.

**Vocabulary: 10 mins**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 17 of Grade Results)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This lesson includes a total of 3 activities and 3 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest

<b>Lesson A</b>	2. What is Government?	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	3. The State	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	4. Territory	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	5. Major Political Ideas	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	6. The Purpose of Government	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	7. Domestic Tranquility	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	8. Forms of Government	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. Dictatorship	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	10. Geographic Distribution of Power	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Geographic Distribution of Power (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Relationship between Legislative and Executive Branches	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	13. Basic Concepts of Democracy	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	14. Majority Rule, Majority Rights	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide

<b>Lesson A</b>	15. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	16. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	17. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 16. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins**

US Government is a ½ credit course. Therefore, this is a 9-day course with Day 10 set aside for Review or Makeup to complete the course. With that said, each day students will encounter a lesson that covers a variety of topics. At the end of class, students will encounter a Posttest. The Posttest Activity will be the sole source of the student grade for that particular day. It is pertinent that students stay on target in order to be successful.

The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 2 tomorrow.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 2

Topic/Lesson Title & Grade Results #: Origin of American Government - Lesson 2

### Objective(s): Students will

- Learn about the origins of the American Government.
- Understand the types of governments -- ordered government, limited government, and representative government.
- Analyze the importance of the Magna Carta as a landmark English document.
- Understand the establishment and the importance of the Petition of Rights in the Constitution of the United States.
- Analyze the importance and the purpose of the Bill of Rights.
- Understand the formation of the 13 colonies on the Atlantic coast of North America.
- Learn about the role and the formation of the three kinds of colonies -- royal, proprietary and charter.

### Guiding Question(s):

- Why is government necessary?
- What is government?
- What is its purpose?

### TN Curriculum Standard(s): GC.01, GC.09

- GC.01 Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).
- GC.09 Define the concepts of democracy and republic and examine the relationship between the two.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

- **Bill of Rights:** These are the most important rights enjoyed by the citizens of the United States. The bill protects these rights against any kind of infringement by the government.
- **Colonist:** An original settler or the founder of a colony.
- **Limited Government:** This is the form of government where the government institutions are allowed minimal intervention in people's liberties and activities. This kind of government has power but not absolute power.
- **Magna Carta:** This is an English Charter that was originally issued in 1215 and re-issued in the 13<sup>th</sup> century.
- **Ordered Government:** This form of government establishes an order or regulations between the state and the federal departments.
- **Petition of Rights:** This petition limits the British king's authority and prevents him from encroaching on certain rights of his subjects. The US Constitution is highly influenced by the Petition of Rights.
- **Representative Government:** Also known as representative democracy, this type of government is based on the principle of elected individuals who represent the masses. This form of government is different from direct democracy or autocracy.

**Attendance (I Do): 5 mins.**

### Lesson Introduction (I Do): 10 mins

Here, we will inform students that today's lesson will introduce them to some of the ideas that influenced our nation's founding fathers. As students become familiar with the idea of a democracy, this lesson will demonstrate the concepts



that helped to form America’s Constitution. As the instructor, you will have the opportunity to break down the key areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

This is an opportunity for you to introduce students to the notion that the original 13 colonies were unique in their governmental structures. Each colony was different in their own right, whether it be a royal colony, a proprietary colony, or a charter colony. Students must be able to conceptualize that there are varying forms of government from city to city to nation to nation. Today’s lesson will highlight some of those differences and introduce students to a few landmark documents such as the Magna Carta, that helped to shape the ideas of America’s founding fathers in the years to come.

**Vocabulary: 10 mins**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today’s lesson. (Vocabulary Words can be found on slide 10 of Grade Results)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This lesson includes a total of 2 activities and 2 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Warm-up	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Where did it all begin?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Landmark English Documents	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	5. The Petition of Right	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. The English Colonies	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Investigating English Colonies	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. Drag and Drop Activity	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

<b>Lesson A</b>	9. Lesson Review	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	10. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 9. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins**

The day’s Posttest offers students an opportunity to independently reflect what they have learned throughout today’s lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day’s asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today’s lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today’s lesson. We want to close the day knowing that all students will be prepared to move on to Day 3 tomorrow.

## Summer School Lesson Plan

**Subject/Grade:** U.S. Government

**Day:** 3

**Topic/Lesson Title & Grade Results #:** Roots of American Government - Lesson 3

### **Objective(s): Students will**

- Identify the thirteen original colonies.
- Describe the origins of American Democracy.
- Explain the importance of the Declaration of Independence.
- Summarize the main features of the Constitution.

### **Guiding Question(s):**

- What was the purpose of the Declaration of Independence?
- What grievances did the colonists have against British rule?
- What were the strengths and weaknesses of the Articles of Confederation?

### **TN Curriculum Standard(s): GC.02,GC.04,GC.05**

- GC.02 Examine the Declaration of Independence and American grievances against British rule.
- GC.04 Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.
- GC.05 Describe the purposes and functions of government as outlined in the Preamble of the Constitution

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### **Key Vocabulary/Terms:**

There are no new vocabulary terms for Lesson 3

**Attendance (I Do): 5 mins.**

### **Lesson Introduction (I Do): 10 mins**

Here, we will inform students that today's lesson will introduce them to some of the ideas and events that occurred that spurred the colonists to begin to feel that the ruling Mother country, Great Britain, did not view the colonies in the same manner as the colonists did. Students will understand through this lesson that the colonist, once in their newfound homeland, had embraced various freedoms that the crown and Great Britain overlooked. As the instructor, you will have the opportunity to break down the key areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

This is an opportunity for you to introduce students to the idea of a government founded on the principles of incorporating the thoughts of many versus the ideas of one. Prior to the Constitution being created there were several governmental plans presented. However, the founding fathers sifted through all ideas presented, reviewed past landmark documents, and included the ideas of Locke, Voltaire, and Montesquieu to help form a "more perfect union." This is the perfect environment to help students embrace the awe and truly amazing governing document that shapes America, the United States Constitution.

**Vocabulary:** There are no new vocabulary terms for Lesson 3

### **Lesson Activities (We Do): 60 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be

adjusted at your discretion. This lesson includes a total of 3 activities and 3 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

<b>Lesson</b>	<b>Slide Title</b>	<b>Instructor Action</b>	<b>Student Action</b>
<b>Lesson A</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	2. Thirteen Colonies	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	3. Religious Freedom	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	4. The Declaration of Independence	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	5. The Constitution	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	6. The Constitution (contd...)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	7. Highlights from the Constitution of the United States	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	8. The Constitution: Article I-III	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. Bill of Rights	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	10. The Amendments	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 11. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 35 mins**

The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 4 tomorrow.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 4

Topic/Lesson Title & Grade Results #: Creating the Constitution - Lesson 4

### Objective(s): Students will

- Discuss the weaknesses of the Articles of Confederation.
- Compare and contrast plans proposed during the Constitutional Convention.
- Identify key characteristics of the Framers.

### Guiding Question(s):

- What was the purpose of the Constitutional Convention?
- What were the major debates of the Constitutional Convention?
- What was the Great Compromise?

### TN Curriculum Standard(s): GC.03, GC.06, GC.15

- GC.03 Identify the strengths and weaknesses of the Articles of Confederation.
  - GC.06 Describe limited government within the Constitution, including:
    - •Checks and balances
    - •Popular sovereignty
    - •Civilian control of the military
    - •Rule of law
    - •Federalism
    - •Separation of powers
    - •Judicial review
  - GC.15 Describe the powers of U.S. Congress, including:
    - •Appropriations
    - •Declaration of war
    - •Commerce
    - •Implied powers
    - •Confirmations
- Necessary and proper clause

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

- **Articles of Confederation:** A highly centralized government where power is held with the central government.
- **Confederate Government:** A decentralized government where the power rests in local governments.
- **Constitutional Convention:** Also known as the Philadelphia Convention, it is where the new United States Constitution was written.
- **Electoral College:** A body of people representing local governments who vote for the central government. In the United States, each state sends representatives to vote for the President and Vice President. This election process can lead to a president being elected without having the majority of the votes.
- **Executive:** The power a government has to enforce laws.
- **Federal Government:** A mixed government where power is shared between central and local governments.
- **Judicial:** The power a government has to interpret laws and settle disputes.
- **Legislative:** The power a government has to create laws.

- **Separation of Powers:** The governing principle that suggests that each of the three powers a government possesses should be help by different groups.
- **Tariff:** A fee a country charges to other governments in order to trade in its borders. Used to raise funds and protect local merchants.

**Attendance (I Do): 5 mins.**

**Lesson Introduction (I Do): 10 mins**

Here, we will inform students that today’s lesson will introduce them to some of the strengths and weaknesses of the Articles of Confederation. Students will understand the process that the founding fathers had undergone to develop a constitution that would last throughout time. This is an opportunity for learners to understand and embrace the idea that our United States Constitution was not created overnight but was a well thought out, heavily reviewed, and major piece of legislation that required a great deal of compromise. As the instructor, you will have the opportunity to break down the key areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

This is an opportunity for you to introduce students to the ideas behind creating a new constitution and how that process became a reality. Here, the instructor will highlight how key points of the United States Constitution were heavily debated in an effort to ensure a governing document that would sustain itself for the people of the United States. Students will leave this lesson with the understanding that our US Constitution reflects the ideas of various scholars, a range of men of varying political distinctions, and men that had served in various governmental roles. As the instructor, you can reinforce that the United States Constitution was radical in that it incorporated many and the ideas of many to ensure that it served the masses and would endure throughout time.

**Vocabulary: 10 mins**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today’s lesson. (Vocabulary Words can be found on slide 23 of Grade Results)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This lesson includes a total of 4 activities and 12 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. The Articles of the Confederation and Perpetual Union	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Video - Articles of Confederation	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. Some Background Information	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide

<b>Lesson A</b>	5. Video - The Second Continental Congress	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	6. Why a New Constitution?	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	7. Video - Creating a New Nation (1783-1791)	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	8. Political Experience	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. Video - Continental Congress	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	10. Video - The Declaration of Independence	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	11. Geographic and Educational Background	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. The Philadelphia Convention	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	13. Video - The Philadelphia Convention	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	14. Video - The Philadelphia Convention: Virginia Plan	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest



<b>Lesson A</b>	15. Video - Debate at the Constitutional Convention: The Virginia Plan and the New Jersey Plan	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	16. Working out Conflicts	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	17. Video - The Great Compromise	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	18. Video - Three-Fifths Compromise	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	19. Signing the Constitution	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	20. Analyzing and Interpreting James Madison's Speech	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	21. Activity - Creating the Constitution	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	22. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	23. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 22. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins** The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 5 tomorrow.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 5

Topic/Lesson Title & Grade Results #: Federalism - Lesson 5

### Objective(s): Students will

- Explain the meaning of federalism.
- Explain the concept of division of powers.
- Describe powers granted to the federal government by the Constitution.
- Describe powers granted to the state government by the Constitution.
- Identify powers denied to the federal government by the Constitution.
- Describe powers that are shared by the national and state governments.
- Identify ways the federal government supports state government.

### Guiding Question(s):

- What is federalism?
- What were the major points of the Federalists?
- What were the major points of the Anti-Federalists?
- What were the purposes and functions of government outlined by the Preamble of the Constitution?

### TN Curriculum Standard(s): GC.03, GC.06, GC.15

- GC.03 Identify the strengths and weaknesses of the Articles of Confederation.
- GC.06 Describe limited government within the Constitution, including:
  - •Checks and balances
  - •Popular sovereignty
  - •Civilian control of the military
  - •Rule of law
  - •Federalism
  - •Separation of powers
  - •Judicial review
- GC.15 Describe the powers of U.S. Congress, including:
  - •Appropriations
  - •Declaration of war
  - •Commerce
  - •Implied powers
  - •Confirmations
  - •Necessary and proper clause

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

- **Concurrent powers:** Powers that both the national government and the states possess and exercise.
- **Division of powers:** Powers are divided between the national government and the states.
- **Elastic Clause:** Gives Congress the power to "to make all laws which shall be necessary and proper" to govern the United States.
- **Extradition:** Is the legal process by which a fugitive from justice in one state is returned to that state.
- **Federalism:** A system of government in which a written constitution divides the powers of government on a territorial basis.

- **Full Faith and Credit Clause:** Addresses the duties that states within the United States have to respect the "public acts, records, and judicial proceedings of every other state.
- **Grants-in-aid:** Grants of federal money or other resources to the states and/or their cities, counties, and other local units.
- **Implied powers:** Powers suggested by expressed powers and not specifically listed in the Constitution.
- **Inherent powers:** Powers that national governments have historically possessed, that are not expressed in the Constitution.
- **Naturalization:** The legal process by which aliens (immigrants) can become citizens.
- **Privileges and Immunities Clause:** No state can draw unreasonable distinctions between its own residents and those persons who happen to live in other states.
- **Project grants:** Project grants support scientists engaged in research on cancer, diabetes, neurological disease, and other medical issues.
- **Revenue sharing:** A form of federal monetary aid.

**Attendance (I Do): 5 mins.**

**Lesson Introduction (I Do): 5 mins**

Here, we will inform students that today’s lesson will introduce them to federalism. By the close of this lesson, students should have a deeper understanding of how power is divided between the national government and the states. This lesson will allow learners to view our government in a delicate balance of various powers. As the instructor, you will have the opportunity to break down the key areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

This is an opportunity for you to introduce students to the process of how states are added to the United States, inform students of the federal government’s responsibility to the states, and the states responsibilities due to the federal government. Here, the instructor will highlight the point that it is the United States Constitution’s Privileges and Immunities Clause that allows citizens the freedom to move about the country freely but at the same time a state can require certain duties and responsibilities of the state’s citizens.

**Vocabulary: 15 mins**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today’s lesson. (Vocabulary Words can be found on slide 14 of Grade Results)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This lesson includes a total of 3 activities and 3 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Federalism	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

<b>Lesson A</b>	3. Powers of the National Government	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	4. The States	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	5. The Supremacy Clause	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	6. Activity - Types of Government	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	7. Territorial Integrity and the Admission of New States	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	8. Types of Federal Grants	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. State Aid to the National Government	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	10. Privileges and Immunities	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Activity - Understanding Federalism	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Activity - Federalism	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	13. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	14. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 13. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins**

The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 6 tomorrow.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 6

Topic/Lesson Title & Grade Results #: The Federal Government - Lesson 6

### Objective(s): Students will

- Learn about the Administrative branches of the Federal Government.
- Discuss about how laws are made.

### Guiding Question(s):

- Why is government important?
- What is the Vice President's role?
- What is the difference between a Minority Leader and a Majority Leader?

### TN Curriculum Standard(s): GC.12, GC.13

- GC.12 Identify leadership positions of the legislative branch, including:
  - •Majority and minority leaders
  - •President pro tempore
  - •Role of the vice president
  - •Speaker of the House P
- GC.13 Describe the process of how a bill becomes a law.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

- **Bureaucracy:** Collection of government departments and workers.
- **Plaintiff:** The party that institutes a suit in a court.
- **Precedent:** A standard to handle similar cases.
- **Veto:** A vote that blocks a decision.

**Attendance (I Do): 5 mins.**

### Lesson Introduction (I Do): 10 mins

Here, we will inform students that today's lesson will introduce them to some of the responsibilities of other presiding officers in our United States government. Students often hear of the President or Congress. However, the United States government is comprised of several different important roles. This lesson will allow students to gain a glimpse of some of these other important figures in our country's leadership. For example, students are aware that there is a President and a Vice President but how many students fully understand the responsibilities of the Vice President? As the instructor, you will have the opportunity to break down the key areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

Due to the news and social media, students may have heard the name and title, Mitch McConnell, Senate Minority Leader. Yet how many students know what this title means and the responsibilities that accompany the position? This is an opportunity for you to introduce students to the various types of governmental positions within our nation's capital and the states. Here, the instructor will highlight how all these various entities interact with each other to operate as our nation's governing body.

**Vocabulary: 10 mins**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 9 of Grade Results)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This lesson includes a total of 4 activities and 4 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. The Legislative Branch	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. How a Bill Becomes a Law	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. The Executive Branch	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	5. The Judicial Branch	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. Activity - Branches of United States Government	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Activity - Federal Government	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity



<b>Lesson A</b>	8. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	9. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 8. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins**

The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 7 tomorrow.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 7

Topic/Lesson Title & Grade Results #: Actions of the President & Electoral Process - Lesson 7

Objective(s): Students will

### Lesson A: Actions of the President

- Identify the powers of the President.
- Describe the powers Congress may use to control actions of the President.
- Explain the message power of the President.

### Lesson B: Electoral Process

- Understand how the nominating process works and is critical in a democracy.
- Familiar with the five nominating methods in the United States, including the most widely used - the direct primary.
- Understand how elections in the United States helps make democracy work.
- Define the role of precincts and polling places in the electoral process.
- Describe the ways voters can cast ballots.

Guiding Question(s):

- What is the Executive Branch?
- What is the Electoral College?

TN Curriculum Standard(s): **GC.16, GC.17, GC.18, GC.20, GC.22, GC.32, GC.33, GC.34**

- GC.16 Analyze Article II of the Constitution as it relates to the executive branch, including:
  - •Appointments
  - •Oath of office
  - •Commander-in-chief of the military
  - •Powers of the president
  - •Eligibility for office
  - •Succession (25th Amendment)
  - •Executive orders
  - •Treaties
  - •Length of term (22nd Amendment)
- GC.17 Identify major departments of the executive branch, including:
  - •Defense
  - •State
  - •Education
  - •Treasury
  - •Justice
- GC.18 Explain the Electoral College system and compare and contrast arguments for and against it.
- GC.20 Explain the processes of selection and confirmation of Supreme Court justices.
- GC.22 Describe the Supreme Court's role in determining the constitutionality of laws and acts of the legislative and executive branches.
- GC.32 Explain the role of political parties in the nomination process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections.
- GC.33 Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion.
- GC.34 Describe the means that citizens use to participate in the political process, including:
  - •Campaigning
  - •Petitioning
  - •Demonstrating
  - •Running for office
  - •Lobbying
  - •Voting

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

## Key Vocabulary/Terms:

### Lesson A: Actions of the President

- **Executive Article:** Article II, of the Constitution that grants executive power to the President of the United States.
- **Mass Media:** Forms of communication such as television, journalism, and the internet, to attract public attention and build support for policies.
- **Executive Order:** A directive, rule, or regulation that has the effect of law.
- **Ordinance Power:** The power to issue executive orders that comes from two sources: the Constitution and acts of Congress.
- **Treaty:** A formal agreement between two or more sovereign states.
- **Executive Agreements:** Pacts between the President and the head of a foreign state or their subordinates.
- **Power of recognition:** The President, acting on behalf of the U.S., acknowledges the legal existence of another country and its government.
- **Persona non grata:** The official recall of a nation's ambassador or diplomatic representatives in the United States.

### Lesson B: Electoral Process

- **Ballot:** The piece of paper that lists the candidates and issues that are up for vote in the election.
- **Campaign:** The process a candidate goes through to attempt to convince voters to vote for them in the upcoming election. Most campaigns increase in intensity toward the end of the campaign cycle.
- **Campaign Cycle:** The time between when a candidate takes office in an election and the next election, when candidates work to get nominated and campaign.
- **Candidate:** A person who was nominated for an office.
- **Caucus:** A nomination process where like-minded individuals meet, sometimes in private, to decide who would be their candidate in the upcoming election.
- **Coattail Effect:** The tenancy of a popular candidate of a political party attracting votes to lesser-known candidates of the same party.
- **Convention:** A nomination process where local party members nominate local representatives and delegates of the county convention. County delegates nominate county representatives and state delegates. State delegates nominate state representatives and national delegates, who nominate national representatives.
- **Direct Primary:** A direct vote by the people to nominate candidates for office. In a closed primary, the voter can only vote for one party.
- **Elector:** The people who are selected to vote for a presidential candidate who usually vote for the candidate who received the most votes in the state they represent.
- **Electoral College:** The process in the United States used to elect the President. Each state has a vote for each representative in Congress, and Washington D.C. has 3. Can lead to having a president elected who did not receive the majority of the vote.
- **Faithless electors:** An elector who does not vote the way the people they represent voted.
- **Hard Money:** Funding raised and spent by a candidate on their election campaign.
- **Nominate:** The process of formally announcing a candidate for election to office.
- **Petition:** A formal written request used to nominate a candidate for office that requires a number of signatures set by local election officials.
- **Political Action Committees:** A political fund-raising group that is not officially associated with a candidate or political party that donates money and campaigns for or against candidates they agree with.
- **Poll Watchers:** A person assigned by a political party to observe the voting process to catch possible voter fraud.
- **Precinct:** A geographic area where all people voters living in the area vote for local and national elections at the same place.
- **Self-announce:** A nominating process where a candidate publicly announces their intention to run for office.
- **Soft Money:** Funding raised and spent by political parties to promote the party rather than a specific candidate. It is illegal to spend soft money on a specific campaign.

**Attendance (I Do): 5 mins.****Lesson Introduction (I Do): 10 mins**

Here, we will inform students that today's lesson will introduce them to the actual role and duties of the United States President. This lesson will allow students an in-depth view of the difference between an executive order and executive privilege. Students are aware that the President is elected once every four years. However, how many students are aware that the President can only nominate members for his or her cabinet, but those members must be approved and confirmed by the United States Senate? The idea of a balance of power is truly at play within the United States government. As the instructor, you will have the opportunity to break down the key areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

This is also an opportunity for you to introduce students to our nation's electoral process. Many students understand that candidates campaign for various positions and that citizens then review key components from all candidates that are campaigning. After reviewing the various ideas from various candidates, a citizen selects one individual for whom that individual will cast a ballot for. However, many students are unaware of the electoral process other than candidates campaigning and voters casting their ballot. Here, in this lesson, the instructor will highlight how the electoral process functions. Students should close this lesson with a better understanding of our nation's electoral process.

**Vocabulary: 10 mins**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 14 of Grade Results for Lesson A and on slide 13 of Grade Results for Lesson B)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 7 activities and 5 videos and Lesson B includes 2 activities and 2 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Introduction	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. Growth of Presidential Power	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. The Appointment Power	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	5. Diplomatic and Military Powers	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

<b>Lesson A</b>	6. Executive Agreements	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	7. The Power of Recognition	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	8. Commander in Chief	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. War Powers Resolution	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	10. Video - Does the President Have Too Much Power	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	11. Activity - Powers and Responsibilities : Role-Playing Scenario	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Activity - Actions of the President	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	13. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	14. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. The Nominating Process	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Are Primaries the Best Method?	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

<b>Lesson B</b>	4. Elections	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	5. Precincts and Polling Places	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	6. Activity - Analyzing and Interpreting U.S. Supreme Court ruled in Bush vs Gore	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	7. Automated Voting	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Activity - Analyzing and Interpreting a Political Cartoon	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	9. Campaign Finance Regulation	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	10. Activity - Analyzing Venn Diagram - How are Congressional and Presidential Campaigns Different?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	11. Activity - Electoral Process	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson B</b>	12. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	13. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 13 in Lesson A and Slide 12 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins**

The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 8 tomorrow.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 8

Topic/Lesson Title & Grade Results #: The Federal Court System - Lesson 8

### Objective(s): Students will

- Explain why the Constitution created a national judiciary, and describe its structure
- Explain federal court jurisdiction
- Outline the process for appointing federal judges; list their terms of office and salary structure
- Examine the roles of federal court officers
- Describe the structure and function of the federal district courts, the federal courts of appeals and the two other constitutional courts
- Define the concept of judicial review
- Outline the scope of the Supreme Court's jurisdiction
- Describe how cases reach the Supreme Court
- Describe how the High Court operates
- Explain how a citizen may sue the government in the Court of Federal Claims
- Examine territorial courts and the District of Columbia courts
- Examine the differences in the Court of Appeals for the Armed Forces and the Court of Appeals for Veterans Claims
- Explain the types of cases brought to the Tax Court

### Guiding Question(s):

- What is the role of the judicial branch?
- What does Article III say about length of terms and the jurisdiction of the Supreme Court?
- How are Supreme Court Justices selected and confirmed?
- What is the role of other courts?

### TN Curriculum Standard(s): GC.19, GC.21, GC.28

- GC.19 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.
- GC.21 Explain the process of judicial review established by Marbury v. Madison.
- GC.28 Identify the functions of departments and agencies of the executive, legislative, and judicial branches in the state of Tennessee.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)



### Key Vocabulary/Terms:

- **Amicus Curiae:** This means "friend of the court." It refers to someone who doesn't belong to any particular side.
- **Appellate Jurisdiction:** This power allows a court to review or modify the decisions of the lower courts.
- **Concurrent Jurisdiction :** In this kind of jurisdiction, at least two or more courts from various systems can simultaneously have a jurisdiction over a specific case.
- **Concurring Opinion:** This is a written opinion by one or more judges who agree with the court's decision. This helps to add comments or emphasize a particular point of law.
- **Constitutional Courts:** Such courts are established by a constitution. The federal courts set up by Article III of the US Constitution.
- **Court of Federal Claims:** This is a federal court that deals with non-tort monetary claims against the US government.
- **Courts of Appeal:** These are the intermediate appellate courts. These courts decide the appeals from the district courts in the federal judicial circuit.
- **Dissenting Opinion:** These are written by judges who don't agree with the majority decision.
- **District Court Jurisdiction:** These are the inferior state courts exercising general jurisdiction that the Constitution or the statute has granted it.
- **Exclusive Jurisdiction:** This kind of jurisdiction exists where one court is empowered to adjudicate a case to the exclusion of other courts.
- **Federal Courts:** These courts are established by the federal government.
- **Judicial Activism:** This is the kind of ruling that's assumed or suspected to be based on certain personal and political preferences and considerations.
- **Judicial Review:** This empowers the Supreme Court to determine the constitutionality of a certain government action that includes the acts of the Congress.
- **Original Jurisdiction:** This allows the court to hear a particular case for the very first time.
- **Petit Juries:** These are a group of citizens appointed to hear the evidence that is presented by both sides at any trial.
- **Plaintiff:** This is a person who has filed a case against one person in a court of law.
- **Sit en Banc:** The court sits with all the participating judges for a particular case.
- **Solicitor General:** The Chief Lawyer of the Federal Government representing the US in major cases.
- **Writ of Certiorari:** This is an order where a lower court is directed to send a record for a given case to the Supreme Court for review.

### Attendance (I Do): 5 mins.

### Lesson Introduction (I Do): 10 mins

Here, we will inform students that today's lesson will introduce them to some of the responsibilities of the Judicial Branch of government. Today's class will introduce students to the basic operation of our nation's court system. Most students are unaware of the fact that in the beginning, if a state passed a law, that law may not be upheld in the next state. Several of our founding fathers saw a need for a judicial system to ensure that justice would be upheld at all times, no matter the jurisdiction. As the instructor, you will have the opportunity to break down the key areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

This is an opportunity for you to introduce students to the purpose of the varying jurisdictions within the US court system. Here, the instructor will highlight how there really are two court systems that operate within our country: the federal courts and the state courts. Students will also come to understand through this lesson that the majority of issues are tried in the state courts. This lesson will close with students having a much better understanding of our United States judicial system.

### Vocabulary: 10 mins

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 19 of Grade Results)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This lesson includes a total of 9 activities and 4 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

<b>Lesson</b>	<b>Slide Title</b>	<b>Instructor Action</b>	<b>Student Action</b>
<b>Lesson A</b>	1. The National Judiciary - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	2. National Judiciary	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	3. Federal Court Jurisdiction	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	4. Original and Appellate Jurisdiction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	5. Terms and Pay of Judges	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	6. The Inferior Courts - Objective	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	7. The District Courts	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	8. Appellate Court Judges	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. The Supreme Court - Objectives	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

<b>Lesson A</b>	10. Judicial Review	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	11. How Cases Reach the Court	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. How the Court Operates	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	13. The Special Courts - Objectives	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	14. Court of Federal Claims	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	15. Court of Appeals for the Armed Forces	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	16. Court of Appeals for Veterans Claims	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	17. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	18. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	19. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 18. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins**

The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 9 tomorrow.

## Summer School Lesson Plan

Subject/Grade: U.S. Government

Day: 9

Topic/Lesson Title & Grade Results #: Formal Amendments to the Constitution & Bill of Rights - Lesson 9

### Lesson A: Formal Amendments to the Constitution

#### Objective(s): Students will

- Identify the processes by which amendments to the Constitution can be made.
- Recognize the 27 Amendments that have been added to the Constitution.

### Lesson B: Bill of Rights

- critically examine a source by assessing arguments
- analyze how the Bill of Rights limits the powers of the government and ensures individual rights

#### Guiding Question(s):

- How are amendments added to the United States Constitution?
- What rights are provided by the Bill of Rights?
- How do the Bill of Rights ensure limits on the powers of government?
- How do the Bill of Rights ensure individual rights?

#### TN Curriculum Standard(s): GC.23, GC.24, GC.08

- GC.23 Evaluate the Supreme Court's interpretations of the freedoms articulated in the 1st Amendment, including:
  - Schenck v. United States
  - New York Times v. United States
  - Engel v. Vitale
  - Miller v. California
  - Tinker v. Des Moines
  - Texas v. Johnson
  - Lemon v. Kurtzman
- GC.24 Explain the 2nd Amendment and evaluate its various interpretations.
- GC.08 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

#### Key Vocabulary/Terms:

### Lesson A: Formal Amendments to the Constitution

- **Amendment:** A change. An Amendment to the Constitution is an addition or change to the Constitution.
- **Anti-Federalist:** A term used to describe the people who preferred the Articles of Confederation over the Constitution.
- **Assemble:** To gather together.
- **Bail:** The amount of money a person accused of a crime agrees to pay if they miss their trial. This allows a person accused of a crime to stay out of jail during the trial.
- **Bill of Rights:** The first ten Amendments to the United States Constitution that deal with the rights of the citizens.
- **Congressional Session:** The time that the Congress assembles to conduct business.

- **Constitutional Convention:** Also known as the Philadelphia Convention, it is where the new United States Constitution was written.
- **Disenfranchise:** Preventing a person or people from voting.
- **Electors:** The people who are selected to vote for a presidential candidate who usually vote for the candidate who received the most votes in the state they represent.
- **Eminent Domain:** The ability of a government to take private land for public use.
- **Enfranchise:** The ability to vote.
- **Federalist:** A term used to describe the people who supported the Constitution to replace the Articles of Confederation.
- **Federalist Papers:** A group of essays and articles written in support of the Constitution.
- **Lame Duck Session:** The period of time for elected officials between an election and the newly elected officials take office.
- **Petition:** A formal written request.
- **Poll Tax:** A tax placed on voting in some precincts to discourage or prevent poor, especially minorities, from voting.
- **Seizure:** The taking of property.

### Lesson B: Bill of Rights

- **Bill of Rights (n.)** - The first ten amendments to the US Constitution, ratified in 1791 and guaranteeing such rights as the freedoms of speech, assembly, and worship.
- **Constitution (n.)** - A body of fundamental principles or established precedents according to which a state or other organization is acknowledged to be governed.
- **Assembly (n.)** - A group of people gathered in one place for a common purpose.
- **Proclamation (v.)** - A public or official announcement, especially one dealing with a matter of great importance.
- **Liberty (n.)** - The state of being free within society from oppressive restrictions imposed by authority on one's way of life, behavior, or political views.

**Attendance (I Do): 5 mins.**

### Lesson Introduction (I Do): 10 mins

Here, we will inform students that today's lesson will introduce them to a deeper understanding of the United States Constitution and the process for how amendments are added. Currently, we have 27 amendments, with the most recent amendment being added in 1992. As the instructor, you will have the opportunity to break down the key areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

This is an opportunity for you to introduce students to the significance of the process of adding amendments to the Constitution. Here, the instructor will highlight how the ability to add amendments versus having to start an entirely new form of government is a benefit to the United States. This is a unique opportunity for the instructor to inform students that although the United States Constitution is 234 years old, it is a continuous document that has sustained itself through wars and other changes in the world. Whereas other nations have recreated their governing body altogether. Today's lesson should leave students with a deeper appreciation for our nation's Constitution and the Founding Fathers, as creating the US Constitution was an amazing feat and to know that a document created 234 years ago still sustains our nation today.

I explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government to protect the rights of individuals, e.g., habeas corpus; trial by jury; ex post facto; freedom of religion, speech, press, and assembly; equal protection of the law; due process of law; right to counsel.

### Vocabulary: 10 mins

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced

in today's lesson. (Vocabulary Words can be found on slide 11 of Grade Results for Lesson A and on slide 11 of Grade Results for Lesson B)

**Lesson Activities (We Do): 50 mins**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 3 activities and 4 videos and Lesson B includes 3 activities and 4 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. The Constitution After 200 Years	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. Article V of the Constitution	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. How does the amendment process work?	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	5. The First Ten Amendments: The Bill of Rights	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Amendments 1-10	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	7. Understanding the Bill of Rights	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. Failed Amendments	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

<b>Lesson A</b>	9. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	10. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	11. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

<b>Lesson</b>	<b>Slide Title</b>	<b>Instructor Action</b>	<b>Student Action</b>
<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. History of The Bill of Rights	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding. Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide? Students should listen, watch the video and make notes to prepare for posttest.
<b>Lesson B</b>	3. Amendment 1	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding. Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide? Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	4. Amendment 2	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding. Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest?
<b>Lesson B</b>	5. Amendment 3	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	6. Amendment 4	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	7. Amendment 5-6	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Amendment 7-8	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest



<b>Lesson B</b>	9. Amendment 9-10	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson B</b>	10. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	11. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Lesson Review – 10 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 10. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 30 mins**

The day's Posttest offers students an opportunity to independently reflect what they have learned throughout today's lesson activities. Please note, that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move on to Day 10 tomorrow. Inform students that today is the last day for US Government as this is a ½ credit course. Inform students that all grades will be final at the end of Summer School. This simply means, students may ask about a Progress Report or a Report Card. Simply inform students that at the close of summer, once summer school ends for all class, Report Cards will then be released.

Lastly, thank you for your kindness, patience, and tenacity in teaching this class, this summer, at the end of a pandemic. Hats off to you for going the extra mile and always supporting our students. As you close out, please enjoy your brief break!! Stay safe and have an awesome school year!!

## Summer School Lesson Plan

**Subject/Grade:** U.S. Government

**Day:** 10

**Topic/Lesson Title & Grade Results #:** Final Post-Test Review & Post-Test

**Objective(s):**

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Lesson Introduction (I Do):**

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

**Lesson Activities and Review (We Do):**

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.

**Closing/Wrap Up:**