

Essential Data for Plan	Name		Date		Grade Level & Content Area	8th Grade US History	Estimated Instruction Time	60 min
Utah Core Standard(s): <i>* Standards indicate what students should know or be able to do by the end of term/year.</i> <i>* Standards are copied here verbatim from the Utah Education Network website.</i>	U.S. I Standard 4.2: Students will describe the structure and function of the government that the Constitution creates.							
Learning Objective(s): <i>* Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps.</i> <i>* Objectives begin with Students will be able to...</i>	Students will be able to identify and explain the three branches of the U.S. government and describe one major function of each branch using a graphic organizer.							
Materials & Technology: <i>* List what is needed to teach this lesson.</i>	Projector and slides or digital presentation on the U.S. Constitution Printed “Three Branches of Government” chart (one per student) Classroom Constitution simulation handout Colored pencils/markers Exit ticket slips Whiteboard/markers							

LESSON COMPONENTS			
Planning Elements	Action Steps	Evidence of Learning	Meet Learner Differences
	<i>* What will students and teachers do together in this lesson?</i> <i>• Describe instructional strategies and learning activities—listening is not sufficient.</i> <i>* Outline each component’s steps and how long they will take.</i>	<i>* Describe activities students complete that provide evidence of learning.</i> <i>* How will you know all students have learned?</i> <i>• Identify criteria that connect to learning objectives and standard(s).</i>	<i>* Identify evidence-based practices to meet specific individual/group learner needs.</i> <i>* Consider content, process, product, and/or environment.</i>
BEGINNING	Beginning (10 Min) Hook: Display an image of the U.S. Capitol, White House, and Supreme Court. Ask students: “What do these buildings represent?” Mini-Discussion: Briefly review the Articles of Confederation’s weaknesses to build context for why the Constitution created three branches. Purpose: Explain that today’s goal is to understand how power is divided and why that matters.	<ul style="list-style-type: none"> Students participate in discussion and respond to questions orally or in writing. The teacher checks for engagement and comprehension during discussion. 	<ul style="list-style-type: none"> Visual learners supported with images. Discussion allows auditory learners to process content aloud. Sentence stems provided for students who need language support (“I think this branch... because...”).

<p style="text-align: center;">MIDDLE</p>	<p>Middle (35 min)</p> <p>Direct Instruction (10 min): Teacher explains the Legislative, Executive, and Judicial branches with key functions and checks/balances examples.</p> <p>Guided Practice (15 min): Students fill out a “Three Branches” chart in pairs, using textbook or handout.</p> <p>Application (10 min): “Build Your Own Classroom Government” mini-activity—students assign classmates to roles (Congress, President, Court) and simulate passing a classroom rule.</p>	<ul style="list-style-type: none"> • Complete “Three Branches of Government” chart serves as formative evidence. In Class Assignment (see below) • The teacher observes group participation and listens for accurate descriptions during simulation. 	<ul style="list-style-type: none"> - Pair work provides peer scaffolding for struggling students. - Challenge extension: ask advanced students to identify a real-world example of checks and balances in action. - Kinesthetic learners benefit from role-play activity.
<p style="text-align: center;">END</p>	<p>Closure Discussion (5 min): Review what each branch does. Ask, “Why did the Founders divide power?”</p> <p>Assessment (10 min): Exit Ticket—students answer:</p> <ol style="list-style-type: none"> 1. Name the three branches. 2. Give one function of each. 3. Explain why power is divided. <p>Exit-Ticket</p>	<ul style="list-style-type: none"> • Exit ticket graded with rubric (see below). Rubric (see below) • The teacher reviews results to determine if reteaching or reinforcement is needed. 	<ul style="list-style-type: none"> - Extra time provided for written assessment if needed. - Optional verbal response version for students with writing accommodations.

Name:
Instructor:
Subject:
Date:

In Class Assignment

Three Branches of Government

Directions:
Use your notes, textbook, or class discussion to complete the chart below. Write one main function and one example of power or check for each branch.

Branch of Government	Main Function (What it does)	Example of Power or Check
Legislative Branch (Congress)		
Executive Branch (President)		
Judicial Branch (Supreme Court)		

Rubric

Formative Assessment: Exit Ticket *"The Three Branches of Government"*

Criteria	3 - Proficient 10 - 7 points	2 - Developing 6 - 4 points	1 - Beginning 3 - 0 points	
Identification of Branches	Accurately names all 3 branches	Names 2 branches correctly	Names 1 or none	/10
Functions of Each Branch	Accurately describes one key function per branch	Describes partial or vague functions	Functions missing or incorrect	/10
Purpose of Separation of Powers	Clearly explains why powers are divided	Mentions division without clear reasoning	No explanation or inaccurate reasoning	/10
				/30

Name:
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Subject”
Date:

In Class Exit-Ticket

Three Branches of Government

Directions: Answer each question in 1-2 complete sentences.
(30 points total – 10 point each)

1. Name the three branches of Government.

1.

2.

3.

2. Give one function of each.

1.

2.

3.

3. Explain why power is divided.