

Lesson Planning Guide

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Date: August 5, 2010

School: Patterson High School

Class: American Government

I. Context:

- A. How does this lesson fit into the unit?** This lesson plan is part of a unit on The Bill of Rights. Students will build on previous knowledge of the Constitution and gain insight into the rights of the accused as defined by the Sixth Amendment.
- B. Why is it worth teaching?** The lesson is worth teaching because it will reinforce prior knowledge, increase the learner's vocabulary, and allow students to expand their understanding of constitutional rights as it relates to their freedoms and liberties provided by the Constitution.
- C. What teaching method will you use?** Initially, I will use a visual presentation along with clozed notes, followed by group discussion and printed materials. A short writing assignment will bring closure to the lesson.

II. Teaching the lesson

A. What standards are addressed? California History-Social Science Standards 12. 1. Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

i. 12.1.3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

B. What are the lesson objectives?

- i.** **TLW** complete clozed notes using the information provided in the Powerpoint presentation
- ii.** **TLW** demonstrate an understanding of the Bill of Rights by matching the number of the Amendment with the rights described in the handout "Choose the Amendment".

iii. TLW will analyze the Sixth Amendment as it applies to various scenarios presented in the handout “You Have the Right to Counsel When...”.

iv. TLW describe their understanding and appreciation of the Bill of Rights by writing a short reflective paper in their journal.

C. What material will you need? Writing instrument, clozed notes, PowerPoint presentation, theme song from Cops, student handouts, and journal.

D. Lesson Outline:

1.) Anticipatory set: How many of you know your constitutional rights and would know how they can be used should you find yourself involved with the legal authorities? What are your rights if you are arrested and charged with a crime but can not afford an attorney? Today we are going to discuss the Bill of Rights and more specifically the rights of the accused.

2.) Directions:

- a.** Open the lesson by playing the theme song from the television series “Cops”. Briefly discuss the meaning of “innocent until proven guilty”. (5 minutes)
- b.** Students will observe a Powerpoint presentation and complete a clozed notes handout. Frequent checks for understanding (CFU) will be incorporated into the Powerpoint. (15 minutes)
- c.** Students will get into their assigned groups and given a handout “Choose the Amendment”. Using their textbook detailing the Bill of Rights, discuss which amendment matches each scenario described in the handout. Once they have reached an agreement, write the correct number of the amendment in the space provided. Students will be called on to share their answers with the class. (20 minutes)
- d.** Students will be assigned two case studies on the Sixth Amendment. Read and discuss with their group the scenarios presented. Write the group decision on the line provided. The court’s decision will be discussed the following day. (20 minutes)

3.) Activities:

- a. **TLW** complete a clozed note handout by identifying the information in the Powerpoint presentation
- b. **TLW** discuss the amendments with their group and identify which amendment applies to the scenarios presented in the handout "Choose the Amendment".
- c. **TLW** discuss their choices with the class/teacher.
- d. **TLW** read their assigned case studies within their groups and write their decision on the right to counsel under the Sixth Amendment on the handout in the space provided

4.) Closure: Tomorrow we will look at the individual case studies on the "right to counsel" handout and discuss how the court decided each of the case studies.

5.) Independent practice: **TLW** complete a homework assignment by writing a short (maximum one page) paper reflecting on what the Bill of Rights means to the student. The student must give at least three examples of how three of the amendments benefit them in their daily lives, and what could happen if they were taken away.

E. Assessment

- 1.) I will check for student's active participation and understanding during their classroom group assignment by monitoring group activities and classroom discussions.
- 2.) I will check for comprehension by reviewing their reflection paper when they turn it in.

Lesson Plan for Economics Curriculum

Curriculum: As part of the senior social studies course of Economics. This lesson plan is part of our study of labor and labor markets.

Instructional Strategies: Some direct instruction, student research, student collaboration, and written responses as a summary.

Objectives: By the end of the lesson...

1. at least 80% of students will be able to correctly identify the different categories of labor (unskilled, semi-skilled, skilled, and professional) and understand what makes them different.
2. at least 80% of students will be able to explain the advantages and disadvantages of getting a college education and its affect on a person's ability find a job and how pay is connected to education.
3. at least 80% of students will be able to identify what training or education is required for certain jobs or professions (refrigeration mechanic, accountant, production plant manager, IT director)

Activities:

Day 1

- Teacher will instruct students on different labor categories. Use illustrations from the textbook.
- Students will review the definitions of unskilled, semi-skilled, skilled, and professional labor in their economics book.
- After reviewing the terms in their books for about 5 minutes, students will share the definitions they learned with their neighbor (learning partner) out loud. Each student will take turns defining the terms.
- The teacher will show the table found on the Bureau of Labor and Statistics website comparing education levels with income and unemployment (project on a screen using a video projector). (http://www.bls.gov/emp/ep_chart_001.htm/). Students will then describe at least two trends with their neighbor. The teacher will then randomly question students on what they found. Students should share aloud.

** NOTE: Emphasis should be placed on the trend toward higher pay and its correlation to higher education and training. Also, note the trend toward greater employment for those with more training and/or education.

- The teacher will discuss the following types of jobs and the training or education required for each:

Refrigeration Mechanic (skilled labor)- maintain and repair commercial and industrial refrigeration systems. These include cold storages, refrigerated warehouses, air and water cooling. Typically, training is obtained through trade or technical schools at high expense to the student. Successful mechanics need to be able to use computerized diagnostic equipment, understand diagrams, have some knowledge of chemical reactions, work with their hands, and be able to think critically to solve problems on their own and in groups. Pride in your work and a desire to work hard (work ethic) are highly desirable characteristics. Beginning wages may be \$15-22/hour. Need for this type of labor differs from area to area. This position, typically, has limited potential for job growth. With many years of experience and a good work ethic can help boost your chances of advancement.

Accountant (professional labor) - track financial data, file necessary reports for company leaders and financial regulators at the local, state, and national levels of government. A bachelor's degree (4 year college degree) is typically required. Masters degree is

desirable. Pride in your work and a desire to work hard (work ethic) are highly desirable characteristics. Beginning salary may be \$25,000-\$35,000/year. With the right work ethic, potential to move up in pay and job status is almost unlimited.

Production line worker (unskilled/semi-skilled labor) - do manual labor as required by the position. Little problem solving or skills involved. A person can learn their duties while on the job or with little training by others. Limited potential for growth without other skills. Typically, these workers will need a high school education and a desire to do a good job in their work (work ethic). Beginning wages may be \$8-14/hour depending on difficulty of work and working conditions.

IT director (professional labor) - have knowledge of information and technology systems, computer programs, computer networks, how to direct other workers, work in teams to solve complex problems. A bachelors degree (4 year college degree) in computer science or information technology (or related major) is required. Masters degree is desirable. Pride in your work and a desire to work hard (work ethic) are highly desirable characteristics. Beginning salary may be \$25,000-\$35,000/year. With the right work ethic, there is great potential to move up in pay and job status.

- Homework: Students are to look in the newspaper and/or online for jobs available within a 50 mile radius (approximately) that are for unskilled workers, skilled workers, and professional workers (college educated). They should come to class prepared with two examples of each (if possible)

Day 2- quick review of the homework and what students found (in the form of a class discussion).

Connect the jobs they found in their research to the jobs discussed in class the day before. Have students relate how they compare in job skills, pay, education required, and potential for growth. Some assumptions will be made and that is ok.

Assessment:

Informal- during class, after each segment of instruction, typically orally and in a group setting (during day 1 and day 2)

Formal (day 2) - Have students write a one page summary which include the following:

1. Comparing the jobs discussed in class
2. Have them tell why they think education and job skills lead to better pay, and potential for job growth.
3. Describe the relationship between education (and skills) and the employment rate.
4. Describe their own plans to secure future employment and make a decent living doing what they like to do. They should explain why this is a good choice for them.

Products:

All products are in the textbooks and on the internet as described in the lesson.



July 9th to July 13th

Monday, July 9th

8:00 am Internship Overview
Tim Walsh

8:30 am Live Production Tour
Kirk Lippincott

Lunch Kirk & Ron

1:30 pm Livingston Plant Tour
Ron O'Bara

3:00 pm NCDC Tour
Frank Bebereia

Tuesday, July 10th

8:30 am Marketing Programs
Brian Wells
Sam Cohen

Lunch Marketing and IT??

1:00 pm Information Technology
Tom Fanelli

Wednesday, July 11th

8:30 am Finance/Accounting
8:30 - 9:00 Corporate Accounting - Troy
9:00 - 9:30 Financial Reporting - Traci
9:30 - 10:00 Property Accounting - Jackie
10:00 - 10:30 Financial Analysis - Josefina
10:30 - 11:00 Controller – Caryn
11:00 - 11:30 Cost Accounting - Gene

Wednesday, July 11th (Continued)

11:30 - 12:00 Tax - Brian
12:00 - 1:00 Lunch with Payroll - Sandy

1:00 - 1:30 A/R, Pricing, A/P - Addy
1:30 - 2:00 Treasury – Brent

2:00 pm Materials Management

3:30pm Consumer Affairs

Thursday, July 12th

9:00 am Market Place QA
QA Store visits – Turlock
Carolyn Hall

Lunch Carolyn & Samantha

1:30 pm Retail Sales
Samantha Smith

Friday, July 13th

8:30 am Organization Dev Overview
Marty Jakosa

10:00am Livingston Plant HR
Rebecca Vallier

Lunch Rebecca & Liz

1:00 pm Livingston Corporate HR
Liz Wickman

3:00 pm Compensation & HRIS
Bert Neuenschwander

4:00 pm Tim Walsh

