

# The Supreme Court: Should There Be Term Limits?

## Lesson Plan

## Lesson Overview

Topic	Lesson Information
<b>Lesson Title:</b>	The U.S. Supreme Court: Should There Be Term Limits?
<b>Lesson Author:</b>	Steven Plominski ( <a href="mailto:splominski@delcoliteracy.org">splominski@delcoliteracy.org</a> )
<b>Date Created:</b>	
<b>Lesson Timeframe:</b>	90 minutes
<b>Content Area(s):</b>	Social Studies, ESL, English Language Arts
<b>General Topics/Skills Covered:</b>	Reading, Writing
<b>NRS Level(s):</b>	ABE 4, ESL 4, ESL 5, ESL 6
<b>Prerequisite Skills:</b>	

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### Standards and Skills Addressed

Topic	Your Standards and Skills Addressed
<b>College and Career Readiness Standards (CCRS):</b>	<ul style="list-style-type: none"> <li>• CCR Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RI/RL.4.1)</li> <li>• CCRS Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.5.1)</li> </ul>
<b>English Language Proficiency Standards (ELPS (if applicable):</b>	<ul style="list-style-type: none"> <li>• ELP Standard 8, Level 4: Determine the meaning of words and phrases in oral presentation and literary and informational text.</li> </ul>
<b>Target Grammar/Language Forms (for ESL):</b>	
<b>Standards for Mathematical Practice:</b>	
<b>Foundation Skills Framework (Workforce Skills):</b>	
<b>Digital Literacy Skills (also see checklist below):</b>	

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Topic	Your Standards and Skills Addressed
<b>Digital Literacy Skills Checklist:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are students taught how to find--and evaluate the validity of--online sources? Are they given an opportunity to practice doing so with different topics and for different tasks?</li> <li><input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools and is sufficient time provided to practice the use of tools?</li> <li><input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?</li> <li><input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?</li> </ul>

## Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<b>Lesson Objective(s):</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of vocabulary by creating sentences for each word and answering vocabulary activity questions.</li> <li>• Create an opinion paragraph sharing their thoughts and opinions about whether the Supreme Court should have term limits using new vocabulary words.</li> </ul>

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Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<b>Lesson Objective Tips:</b>	<ul style="list-style-type: none"> <li>• Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)</li> </ul>
<b>Texts, Materials, Resources (also see checklist below):</b>	<ul style="list-style-type: none"> <li>• “Supreme Court Term Limits” (asynchronous Nearpod lesson): <a href="https://np1.nearpod.com/sharePresentation.php?code=e5f2670fbefc0989b9c24550f652aa81-1">https://np1.nearpod.com/sharePresentation.php?code=e5f2670fbefc0989b9c24550f652aa81-1</a></li> <li>• “Supreme Court justices serve as long as they want, many say that’s too long” (Newsela article included in Nearpod): <a href="https://drive.google.com/file/d/1bGKu7RUhGM_fj6GgtjllW3YM8QPQccce/view?usp=sharing">https://drive.google.com/file/d/1bGKu7RUhGM_fj6GgtjllW3YM8QPQccce/view?usp=sharing</a></li> <li>• “Supreme Court Term Limit Vocabulary” (Quizlet included in Nearpod): <a href="https://quizlet.com/693104544/supreme-court-term-limit-reading-flash-cards/?x=1jqt">https://quizlet.com/693104544/supreme-court-term-limit-reading-flash-cards/?x=1jqt</a></li> </ul>
<b>Texts, Materials, Resources Checklist:</b>	<input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?
<b>Lesson Vocabulary:</b>	represent, oppose, appoint, ensure, crisis, life-expectancy, significant, tend, amend, debilitate
<b>Culturally Responsive Teaching Notes (also see checklist below):</b>	

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<b>Culturally Responsive Teaching Checklist:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know?</li> <li><input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students?</li> <li><input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?</li> </ul>

## Instructional Activities

Topic	Lesson Information
<b>Lesson Introduction:</b>	<ul style="list-style-type: none"> <li>• Students read/listen to the lesson introduction and objectives. (Slides 1-3)</li> <li>• Students read new vocabulary words definitions and example sentences. After each new word, students will create a sentence showing comprehension. (Slides 4-24)</li> </ul>
<b>Lesson Introduction Tips:</b>	<ul style="list-style-type: none"> <li>• Explain how the lesson objectives will be shared with learners.</li> <li>• Make connections to learners' goals and prior and future lessons.</li> </ul>
<b>Lesson Body, Direct Instruction:</b>	<p>This lesson is for ESL students at the high intermediate to advanced proficiency level or ABE students at the low intermediate basic education level. It is designed to follow in-person synchronous lessons that focus on branches of the U.S. government and opinion paragraph writing. The asynchronous lesson builds on these topics and allows students the opportunity to form their own opinion about Supreme Court term limits.</p>

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	<p>This lesson starts with vocabulary necessary for the reading about the U.S. Supreme Court. Students will then complete the reading, answer questions about the reading, and finally, create their own opinion writing about Supreme Court terms.</p> <p>Teachers who would like to use this lesson should follow the instructions below for using Nearpod.</p> <ul style="list-style-type: none"><li>• Create a free Nearpod account by visiting <a href="https://nearpod.com/">https://nearpod.com/</a>.</li><li>• Add the lessons above to your own library by clicking the links then selecting the option to “Add to my Library.”</li><li>• Once the lessons are added to your library, hover your mouse over the lesson you would like to use and click the “Student-Paced” option for sharing the lesson with your students.</li><li>• For your students to access the lesson, they can visit <a href="https://join.nearpod.com">join.nearpod.com</a> (or use the Nearpod app) then enter the code that Nearpod will generate after you choose the “Student-Paced” option.<ul style="list-style-type: none"><li>○ Note: To see each lesson as your students will, try entering the lesson using the student code.</li></ul></li><li>• Your lesson will be available to students for 29 days and they can access it whenever they would like.</li><li>• To track your students’ progress through the lessons, use the “Reports” section in Nearpod.</li><li>• Students will complete a vocabulary matching activity and fill-in-the-blank activity. (Slides 25-27)</li></ul>

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	<ul style="list-style-type: none"> <li>Students will answer a pre-reading question sharing initial opinions of whether or not Supreme Court justices should have term limits. This is a Collaborate board and students will be able to read other student's responses. (Slide 28)</li> </ul>
<b>Lesson Body, Guided Practice:</b>	<ul style="list-style-type: none"> <li>Students will read Newsela article "Supreme Court justices serve as long as they want, many say that's too long." (Slide 30)</li> <li>Students will answer a post-reading poll about term limits and reading comprehension questions. (Slides 31-33)</li> <li>Students will read the reason for why Supreme Court justices serve for life. (Slide 34)</li> <li>Students will read/listen to instructions for the opinion paragraph writing assignment. (Slide 35)</li> </ul>
<b>Lesson Body, Independent Practice:</b>	<ul style="list-style-type: none"> <li>Students will create and submit an opinion paragraph discussing their thoughts and opinions about whether Supreme Court justices should have a term limit or not. (Email or Google Classroom)</li> </ul>
<b>Lesson Body Tips:</b>	<ul style="list-style-type: none"> <li>Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan.</li> <li>Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated.</li> <li>Describe where in the lesson sequence, and how, the instructor will model the target skills and/or tasks for the learners.</li> </ul>
<b>Differentiation (also see checklist below):</b>	

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<b>Differentiation Checklist:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners?</li> <li><input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility)</li> <li><input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?</li> </ul>
<b>Assessment:</b>	<p>Each part of the lesson (vocabulary, reading, final writing activity) has an activity that will allow the instructor to check student understanding and progress. After each vocabulary word, students will write a sentence using that word. After the vocabulary section, students will complete a matching activity and a fill-in-the-blank activity. After the reading, students will answer basic reading comprehension questions. Finally, students will create a paragraph where they discuss and share their own opinions regarding Supreme Court term limits. Plan to meet individually with students to provide written and oral feedback for their opinion paragraph.</p>
<b>Assessment Tips:</b>	<ul style="list-style-type: none"> <li>● Describe the ongoing assessments that will be used to check learners' progress toward the lesson objectives.</li> <li>● Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.</li> </ul>
<b>Lesson Conclusion:</b>	



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<b>Lesson Conclusion Tips:</b>	<ul style="list-style-type: none"> <li>● Review lesson objectives.</li> <li>● Provide an opportunity for student reflection.</li> <li>● Connect to prior and future learning.</li> </ul>
<b>Lesson Extension, Homework:</b>	
<b>Lesson Extension, Additional Enrichment/Practice Opportunities:</b>	
<b>Key Shifts:</b>	<ul style="list-style-type: none"> <li>● Check to ensure that your lesson addresses the Key Shifts in the CCRS.</li> </ul>
<b>ELA Key Shifts (check all that apply):</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Text Complexity</li> <li><input type="checkbox"/> Evidence</li> <li><input type="checkbox"/> Building Knowledge</li> </ul>
<b>Math Key Shifts (check all that apply):</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focus</li> <li><input type="checkbox"/> Coherence</li> <li><input type="checkbox"/> Rigor</li> </ul>

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### Instructor Reflection Before the Lesson

#### **Instructor Reflection Questions (to be completed before teaching the lesson):**

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

### Instructor Reflection After the Lesson

#### **Instructor Reflection Questions (to be completed after teaching the lesson):**

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?