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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.  SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. | | | | | | **Vocabulary:** common defense, domestic tranquility, establish justice, general welfare, ordain, preamble, Constitution, Article I, Article II, Article III, implied powers, enumerated powers, necessary and proper clause, delegated powers, concurrent powers | |
| **Monday (“B” Day)** | | | **Tuesday (“A” Day)** | | |  | |
| **Essential Question:**  - How does the Preamble serve as an introduction to both the U.S. Constitution and the U.S. government? | | | **Essential Question:**  - How do the three branches of government function? | | |  | |
| **H.O.T. Questions:**  - What are the purposes and goals of government as presented in the Preamble of the U.S. Constitution?  - What is meant by “We the People?”  - Have there been any people that have not been included in “We the People?” | | | **H.O.T. Questions:**  - What are the roles and responsibilities of the three branches of government?  - How does the Constitution set up and establish the three major branches of government? | | |  | |
| **Bell Ringer:**  - Study your notes and the study guide for the test.  - Take out a pen/pencil and prepare to take the test. | | | **Bell Ringer:**  - Play School House Rock video clip about the Preamble to the Constitution: <https://www.youtube.com/watch?v=yHp7sMqPL0g>  - After watching the video clip, what do you think is meant by “We the People” in the beginning of the Preamble? | | |  | |
| **Learner Outcome:**  Students will apply their knowledge of the previous unit by taking the chapter test. They will evaluate their strengths and weaknesses with the unit material by going over the questions on the test after they have completed it. When finished with the test, they will begin to connect the language in the Preamble to the goals and purposes of government, such as establishing justice, ensuring safety, and promoting the general welfare. They will also analyze and evaluate the meaning of the beginning of the Preamble (“We the People”) in order to understand its implications for government and the country as a whole. | | | **Learner Outcome:**  Students will analyze the roles of the legislative, executive, and judicial branches of government and how Articles I, II, and III of the Constitution set up these branches. They will also compare and contrast the roles and responsibilities of the three branches to each other. | | |  | |
| **Whole Group:**  - The teacher will (quickly) answer any last-minute questions from students.  - Test on unit covering Political Participation: Political Parties, Elections, Media & Propaganda, and Interest Groups.  - When students are finished with the test, they will quietly begin to read p. 86-91 in the textbook, taking notes on important concepts.  - Students will work independently (until the test is done) and then in small groups (once everyone is finished with the test) to complete questions 1-2 on p. 91.  \*\*\* Once everyone has finished the test, we will swap papers and grade the test collectively, giving students a chance to go over the test questions and to learn what they know and what they need to still learn. If students require extra time, the teacher will grade the tests on his own, and we will collectively go over the tests at a later date.  **Evidence Based Writing: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**  p. 91 (#2B):  Which of the six major goals of the Constitution do you think is the most important? Use RACE to give reasons and examples to support your answer. | | | **Whole Group:**  - Bell Ringer will initiate a review of the previous lesson that students were expected to read after the test.  - Distribute review handout that will have students review and explain the wording of the Preamble to the Constitution.  - Students will work in small groups to complete their assigned section, then will share their section with the class so that the entire class can better understand the Preamble.  - Distribute three branches of government note-taking handout to students, as well as the Android tablets pre-loaded with a PowerPoint slideshow that contains information about the three branches of government. This will allow students to work in pairs or trios to look up important information about the three branches and to fill out their graphic organizer handouts. One element of this handout will contain a Venn diagram that asks students to compare and contrast the roles, responsibilities, and structure of the three branches of government.  - Towards the end of class, we will come back together as a full class and review their notes to ensure that students have learned the correct material.  **Evidence Based Writing: What are the defining characteristics of...? Use evidence to support your claim.**  What are the defining characteristics of each branch of government, as set up in the Constitution? How are they similar and different from each other? | | |  | |
| **Assessment:**  - The test will allow for the teacher to determine how well students have learned the concepts in the previous unit, as well as to see what areas might need remedial instruction and how groups can be changed and differentiated based on what students have learned. | | | **Assessment:**  - The teacher will move around the classroom to monitor groups and to observe what material students grasp and what they struggle with. This will also give the teacher an opportunity to work individually with small groups to correct deficiencies in knowledge. Student worksheets/graphic organizers from their groups will be checked and graded at the end of class to ensure that students are participating and staying on task. | | |  | |
| **Home Learning:**  - Finish p. 91 (1-2). | | | **Home Learning:**  - Finish notes handout, if not completed in class. Otherwise, no homework 🡪 enjoy Thanksgiving break! | | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Recap of Key Points | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Provide positive reinforcement for following rules or directions | P1 - | | Choose an item. |
| P2 – YM | Recap of Key Points | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Provide positive reinforcement for following rules or directions | P2 - FV | | Open-Ended Tasks |
| P4 – DM; OP | Recap of Key Points | P4 – GD-K; AT-K; OW-504 | | Provide positive reinforcement for following rules or directions | P4 - | | Choose an item. |
| P5 – AR | Recap of Key Points | P5 – IH-K; GA-504 | | Provide positive reinforcement for following rules or directions | P5 - | | Choose an item. |
| P6 – FB | Recap of Key Points | P6 – GN-504 | | Provide positive reinforcement for following rules or directions | P6 – BK | | Open-Ended Tasks |
| P7 – PA; ES | Recap of Key Points | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Provide positive reinforcement for following rules or directions | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Recap of Key Points | P8 – AC-504 | | Provide positive reinforcement for following rules or directions | P8 – DA | | Open-Ended Tasks |