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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.  SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  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; checks & balances; separation of powers; amendment; bicameral | |
| **Monday (“B” Day)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **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? | | | **Essential Question:**  - How does the Constitution limit the powers of government through the separation of powers and checks & balances? | |
| **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?”  - Historically, 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? | | | **H.O.T. Questions:**  - How do separation of powers reflect the Founding Fathers’ belief in limited government?  - How do checks & balances limit the powers of the three branches?  - How are separation of powers different from checks & balances? | |
| **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? | | | **Bell Ringer:**  - If you were setting up your own government for a country, what would it look like? Who would make the rules or laws? Who would carry them out? How would you resolve disputes between people? | | | **Bell Ringer:**  - [Display political cartoon of checks & balances and the three branches of government.]  1. Make a list of everything observed in the picture.  2. What is happening in the cartoon?  3. What is the message being portrayed through the illustration?  4. Do you agree or disagree with the message? Explain your response. | |
| **Learner Outcome:**  Students will 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 differentiate between 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. | | | **Learner Outcome:**  Students will connect the concept of separation of powers to the Founding Fathers’ thoughts about rights and limited government. They will analyze how the executive, legislative, and judicial branches have limits placed on them by the Constitution, and they will compare and contrast how each branch can act as a check on the other branches. | |
| **Whole Group:**  \*\*\* Any makeup tests will begin after the Bell Ringer video and worksheet  *[- As most students did not get a chance to start reading p. 86-91 after the test, the Bell Ringer will serve as an introduction to the Preamble for most of the class and a recap/review for those who were able to read p. 86-91 after the test.]*  - Distribute fill-in-the-blank handout that goes with the School House Rock Bell Ringer video clip.  - Play video twice, with students filling out the handout. Afterwards, we will have a short class discussion regarding what they learned from the video and the handout.  - Distribute Preamble graphic organizer and tablets to each group. Students will be asked to use the tablets as dictionaries in order to look up the meaning of the words in the Preamble and to create their own, simplified definition for each phrase. They will work together in pairs or trios in order to do so.  - After students have finished developing their own definitions for the phrases of the Preamble, we will come back together as a whole group and go over what they came up with. The teacher will use PowerPoint to provide the “official” class definition for each section and explain the meaning behind each one.  - As a closing, students will be asked to answer the “HOT” Questions posted on the board. They will write these on the back of the video/bell ringer handout, and they will be asked to write several sentences for each question.  **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.**  What is meant by “We the People” in the Preamble to the Constitution? Historically, have there been groups that have been excluded from “the people” in the United States? Who? Explain your answer. | | | **Whole Group:**  - Set up the classroom into six centers, with two for each branch of government (executive, legislative, judicial). Each center will have a tablet pre-loaded with a PowerPoint and a multi-media presentation that discusses the given branch of government, its responsibilities, and its roles.  - Assign students to each center and distribute the note-taking packet to students. Students will work in their groups to use the pre-loaded material on the tablets to fill out their note-taking packet for the assigned center.  - After a given amount of time at each center (about 15 minutes), we will rotate around the room, with each group moving on to the next center. At their new center, they will complete the same activity, but with a different branch of government.  - We will have three rotations around the classroom so that each group can learn about each branch of government. While groups are working at each center, the teacher will stop to work with each group to help them to better understand the material given to them and to aid them in filling out their notes handout.  - Once each group has learned about all three branches of government, they will fill out the final page in their notes packet, which contains a Venn diagram that asks students to compare and contrast the roles, responsibilities, and structure of the three branches of government.  **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? | | | **Whole Group:**  - Short quiz covering the Preamble to the Constitution and the roles and responsibilities of each branch of government.  - Each group will be assigned a copy of Article I, Article II, or Article III of the Constitution. They will also be given a flowchart handout which will allow them to take notes.  - Each group will read through their assigned article (i.e. one of the branches of government), and they will look for ways in which the powers of their given branch is limited. They will also look for ways in which their branch of government can check, or limit, the other branches.  - After a given time, we will come together as a whole group, and each group will help to “teach” the class about the limits and checks & balances of their branch of government. As they do this at the board, the rest of the class will fill out their flowchart handouts so that by the end of the lesson, all students will know about the main limits on each branch and how each branch of government can act as a check on the other branches.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  [Display political cartoon of checks & balances and the three branches of government.]  1. Make a list of everything observed in the picture.  2. What is happening in the cartoon?  3. What is the message being portrayed through the illustration?  4. Do you agree or disagree with the message? Explain your response. | |
| **Assessment:**  - The closing questions will be collected at the end of class and be graded as classwork. These will allow the teacher to evaluate how well students have learned the main points of the lesson. The teacher will also move around the classroom to monitor groups during the Preamble activity, allowing the teacher to work individually with small groups, to observe, and to provide any assistance or correction that students require. | | | **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. | | | **Assessment:**  - The “lesson close” political cartoon writing activity will be collected and graded as classwork. The quiz will also be graded and will provide evidence of how well students have learned the previous lesson. The teacher will have the opportunity to step in and provide extra explanations during the group presentations. | |
| **Home Learning:**  - Complete any missing/late work. | | | **Home Learning:**  - Complete learning-check handout which asks students to identify which branch of government performs which actions.  - Study for quiz on Preamble/Branches of Government. | | | **Home Learning:**  - Students will be given a worksheet with various government scenarios, and they will be asked to identify what checks and balances might apply in each situation. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Paraphrasing | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Break long assignments into small, sequential steps | P1 - | | Choose an item. |
| P2 – YM | Paraphrasing | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps | P2 - FV | | Flexible Grouping |
| P4 – DM; OP | Paraphrasing | P4 – GD-K; AT-K; OW-504 | | Break long assignments into small, sequential steps | P4 - | | Choose an item. |
| P5 – AR | Paraphrasing | P5 – IH-K; GA-504 | | Break long assignments into small, sequential steps | P5 - | | Choose an item. |
| P6 – FB | Paraphrasing | P6 – GN-504 | | Break long assignments into small, sequential steps | P6 – BK | | Flexible Grouping |
| P7 – PA; ES | Paraphrasing | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Break long assignments into small, sequential steps | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Paraphrasing | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Flexible Grouping |