|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Civics** | | | | | | | |
| **Civics Standards:**  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.  SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  \*\*SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels. | | | | | | **Vocabulary:** Constitution, Article I, Article II, Article III, implied powers, delegated powers, enumerated powers, necessary and proper clause, concurrent powers; checks & balances; separation of powers; amendment; bicameral; federalism; bill; committees; majority leader; minority leader; Speaker of the House; President Pro Tempore of the Senate | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Thursday/Friday** | |
| **Essential Question:**  - What are the powers the Constitution gives to the federal and state governments? | | | **Essential Question:**  - How is Congress structured in relation to both the House of Representatives and the Senate? | | | **Essential Question:**  - What is the legislative process on how a bill becomes a law? | |
| **H.O.T. Questions:**  - How does the Constitution set up a federal system government?  - How are delegated, reserved, and concurrent powers similar to and different from each other? | | | **H.O.T. Questions:**  - What are the rules and qualifications for each house of Congress?  - How are the House and Senate organized into different committees? | | | **H.O.T. Questions:**  - How does a bill go from an idea to becoming signed into law?  - How do various committees play a significant role in the legislative process in both houses of Congress? | |
| **Bell Ringer:**  - What are ways in which the states are related to each other?  - What are some ways in which they are different?  - What might explain these similarities and differences?  *[The goal is to get students to think about the similarities and differences between states as a way to start discussion about how power is divided between the national government and the states -- Does government bind the states together, and how? Do states have different governments?]* | | | **Bell Ringer:**  - How is government involved in your daily lives from the moment you wake up until the time you go to sleep? | | | **Bell Ringer:**  - Play School House Rock’s “I’m Just a Bill”:  <https://www.youtube.com/watch?v=tyeJ55o3El0>  - Ask students to reflect on the video: what did they learn about the bill-making process? | |
| **Learner Outcome:**  Students will link the language of the Constitution to the division of power between federal and state governments. They will also differentiate between powers delegated to the federal government, powers reserved to the states, and concurrent powers shared by both levels of government. | | | **Learner Outcome:**  Students will analyze the qualifications and rules of conduct for members of Congress. They will also identify and evaluate the organization of Congress into various committees in order work more efficiently to pass bills into law. | | | **Learner Outcome:**  Students will analyze the steps needed for a bill to become a law. They will also connect the passage of a bill into law to the structure of Congress, focusing on the role played by various committees. | |
| **Whole Group:**  *-P.6: Finish up final two slides of PowerPoint from Friday*  *-P.8: Finish up final three slides of PowerPoint from Friday*  - Spend first 20 minutes with short quiz on the Preamble to the Constitution and the Separation of Powers between the three branches of government.  - Go over and grade the quiz together in class.  - Distribute iCivics reading about delegated, reserved, and concurrent powers. The class will read this together, with the teacher stopping to discuss in further detail key ideas. Students will be expected to highlight/underline important parts and to take notes.  - Distribute a copy of Article I, Section 8 of the Constitution to each group (p. 59-60 in the textbook), along with Venn Diagram and envelopes containing cut-outs of various government powers. Students will be asked to work together in groups to use their reading of this excerpt from the Constitution to arrange the cut-out pieces of paper in columns as either delegated, reserved, or concurrent powers. They will write down these powers in their Venn Diagram, creating a graphic organizer of these powers.  - We will go over these powers and the Venn Diagram as a class.  - Students will complete an exit ticket with the following 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.**  Why is it important that the federal government and the state governments have separate as well as shared powers? | | | **Whole Group:**  - Discuss bell ringer together as a class.  - After discussing bell ringer, show class short video clip from Facts on Congress titled “How Congress Affects You”: <https://youtu.be/3VFAJcKJ0EE>  - We will read as a whole group together p. 136-42, with an accompanying PowerPoint.  - Students will take notes on the PowerPoint in their journals or notebooks.  - The class will work independently or in small groups to complete p. 139 (#1B, 2B, 3) and p. 142 (#1B, 2B, 4).  - The teacher will move around the room from group to group to assist students with their classwork assignments and to further explain anything necessary.  **Evidence Based Writing: What would happen if...? Use text-based evidence to support your claim.**  What might happen if both houses of Congress are controlled by the same political party? What about if both houses are controlled by different political parties? Use evidence from the text to support your conclusions. | | | **Whole Group:**  - Discuss bell ringer video together as a class.  - Distribute graphic organizer flowchart regarding the steps taken for a bill to become a law.  - Students will use p. 149-152 in the textbook to complete the flowchart.  - We will review as a class their answers to ensure that students have the correct sequence of events.  - Using the information written down by students in the flowchart, we will demonstrate the process of a bill becoming a law in our classroom. Each group will be assigned to a particular committee and given a list of several bills to be considered. They will enact the process learned during this lesson to vote to advance bills, to vote on them as an entire class (i.e. as a full House/Senate), and to decide which bills become law.  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  Why is it necessary for a bill to be considered by a committee? Use evidence to explain your reasoning. | |
| **Assessment:**  - The Venn Diagram will be graded, along with the exit ticket, for a classwork grade. The teacher will move around the classroom to monitor groups and to assist students who need help with the group activity. The quiz will also allow for the teacher to evaluate understanding and comprehension of the previous lessons. | | | **Assessment:**  - The classwork questions will be collected and graded. Any class discussion during the PowerPoint and reading will also give the teacher a chance to address questions and issues that the students may have. | | | **Assessment:**  - The flowchart organizer will be checked by the teacher. The teacher will monitor classwork and ensure that students stay on task, as well as assisting students who need help. The class example/demonstration will reinforce the lesson and give the teacher an opportunity to answer any additional questions. | |
| **Home Learning:**  - Complete federalism worksheet that will recap and reinforce what students have learned about delegated, reserved, and concurrent powers. | | | **Home Learning:**  - Finish classwork assignment. | | | **Home Learning:**  - Complete law-making worksheet. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Demonstrations | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Use short, distinctive directions & have students paraphrase what is said | P1 - | | Choose an item. |
| P2 – YM | Demonstrations | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Use short, distinctive directions & have students paraphrase what is said | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Demonstrations | P4 – GD-K; AT-K; OW-504 | | Use short, distinctive directions & have students paraphrase what is said | P4 - | | Choose an item. |
| P5 – AR | Demonstrations | P5 – IH-K; GA-504 | | Use short, distinctive directions & have students paraphrase what is said | P5 - | | Choose an item. |
| P6 – FB | Demonstrations | P6 – GN-504 | | Use short, distinctive directions & have students paraphrase what is said | P6 – BK | | Problem Based Learning |
| P7 – PA; ES | Demonstrations | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Use short, distinctive directions & have students paraphrase what is said | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Demonstrations | P8 – AC-504 | | Use short, distinctive directions & have students paraphrase what is said | P8 – DA | | Problem Based Learning |