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| **Civics** | | | | | | | |
| **Civics Standards:**  \*\*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, implied powers, delegated powers, necessary and proper clause, concurrent powers; checks & balances; separation of powers; amendment; bicameral; bill; committees; majority leader; minority leader; Speaker of the House; President Pro Tempore of the Senate; executive branch; legislative branch; cabinet, impeach, mayor, pardon, school boards, veto, executive order | |
| **Monday (B Day)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - What is the legislative process on how a bill becomes a law? | | | **Essential Question:**  - What are the roles and powers of the President of the United States as listed in Article II of the Constitution? | | | **Essential Question:**  - What are the roles and powers of the President of the United States as listed in Article II of the Constitution? | |
| **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? | | | **H.O.T. Questions:**  - How does the President complete his or her duties, as listed in Article II of the Constitution?  - How do the vice president and the cabinet assist the President in completing his or her duties and roles? | | | **H.O.T. Questions:**  - How do executive departments and agencies enforce government policies?  - How are regulations similar to and different from laws? | |
| **Bell Ringer:**  - Choose a group (“committee”) to join based on your interest in the topic: environment, sports, art & music, health, safety.  - Write two proposed laws that you would like to see passed that relate to your committee’s interests. Be as specific as you can be. (For example, write two proposed laws about the environment.) | | | **Bell Ringer:**  - Review: How does a bill become a law?  - Several blank boxes will be displayed on the board, and students will be asked to copy them into their notebook and fill them out, using their notes and the HW reading. These boxes will represent the major steps needed for a bill to become a law. | | | **Bell Ringer:**  - Display quote from President Gerald Ford on the board:  *“You know the President of the United States is not a magician who can wave a wand or sign a paper that will instantly end a war, cure a recession, or make a bureaucracy disappear.” – Gerald Ford*  - What do you think this quote means? What are some responsibilities that the President might have? | |
| **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. | | | **Learner Outcome:**  Students will analyze the roles and powers of the President. They will also evaluate the need for a Vice President and Cabinet to assist the President in carrying out his or her agenda and responsibilities | | | **Learner Outcome:**  Students will identify the different executive departments and connect their functions to the roles of the president, according to the Constitution. They will also differentiate between executive regulations and laws passed by Congress. | |
| **Whole Group:**  - Students will share their bell ringer proposed laws with the other students in their committees/groups.  - As a committee, the students will fill out a group handout in which they will select three bills, or proposed laws, from their bell ringers, debate them, write them down on the handout, and then vote on them as a committee. A bill needs a majority of “yes” votes from the committee to move on to the next stage. Any bill with a majority of “no” votes will be rejected. Students will circle the accompanying result on their group handout.  - Students will select one bill which has successfully passed through their committee to share with their class.  - Each committee/group will share one of their bills. The teacher will write the bill on the board, and there will be several minutes of debate open to the class for each bill. After debate and any modifications/amendments, the class will raise their hands to vote on the bills. Any bill with a majority of “yes” votes will succeed.  - The teacher will present a short PowerPoint demonstrating the specific process for how a bill becomes a law, recapping what students have demonstrated and showing how bills approved by one house of Congress must move through the other house, go through reconciliation, and then be signed/vetoed/ignored by the President.  - On the same page as the bell ringer, students will complete the exit ticket: p. 152 (2B).  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  *p. 152 (2B)*  Why is it important that the federal government and the state governments have separate as well as shared powers? | | | **Whole Group:**  - Begin class by reviewing the legislative process of how a bill becomes a law. Play School House Rock video “I’m Just a Bill:”  <https://www.youtube.com/watch?v=tyeJ55o3El0>  - Discuss video with class briefly.  - Short writing quiz on legislative branch (see “Evidence-Based Writing” question.  - Distribute iCivics reading: “All in a Day’s Work.”  - Read p. 1 of the iCivics reading together as a class, explaining that the boxes contain the actual text from the Constitution. The teacher will paraphrase and assist students with understanding the formal language of the Constitution.  - Distribute graphic organizer listing the powers and responsibilities of the President. Students will work to fill out this organizer based on the just completed reading.  - Read p. 2 of the iCivics reading together as a class. At the end of the reading, the teacher will utilize the attached “informal assessment” to review the reading with the class, asking the class “yes” or “no” questions to gauge comprehension.  - Students will complete iCivics worksheet as homework (to be started in class).  **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 are the advantages and disadvantages of having Congress follow a lengthy and complex lawmaking process? Use “RACE” to help answer this quiz question. | | | **Whole Group:**  - Discuss bell ringer together as a class.  - Distribute iCivics reading: “A Very Big Branch.”  - Each group will be assigned one section of the reading and will be given several questions to answer for their given section.  - Students will work together in groups to read their section and complete their assigned questions. Once they have finished, they will present their answers to the class, essentially “teaching” the class about their section.  - Students will take notes on the presentations of the other groups.  - The teacher will display statistics about the executive branch and the use of presidential vetoes to the class.  - Students will examine this data and, on the same page as the bell ringer, answer the following questions:   1. Which President had the highest number of total vetoes? What was the total? How many did he have overridden? 2. Why do you think this President had so many vetoes? 3. Which president had the least number of vetoes? Why do you think that is? 4. Using the chart as evidence write to explain what you determine about Presidential vetoes and congressional actions to override them. Make connections using the chart as well as prior knowledge.   - Students will complete iCivics worksheet based on the reading as homework, to be started in class.  **Evidence Based Writing: Why and how did....happen? Use evidence to support your answer.**  Which presidents had the most and least number of vetoes? Why might this have been? | |
| **Assessment:**  - The bell ringer/exit ticket question will be collected and graded, as will the group handout. The teacher will move around the classroom to monitor groups and to assist students who need help with the group activity. | | | **Assessment:**  - The quiz question will be collected and graded as a quiz.  - The worksheet will be assigned as homework, to be collected in the next class.  - The “informal assessment” will give the teacher a chance to gauge comprehension and to correct any deficiencies from the class. | | | **Assessment:**  - The group work and class presentations will give the teacher an opportunity to measure student reading comprehension. The bell ringer/primary source activity will be collected as a classwork grade, and the iCivics worksheet will be collected in the following class as homework. | |
| **Home Learning:**  - Finish reading p. 148-152.  - Study for quiz on legislative branch. | | | **Home Learning:**  - Finish worksheet. | | | **Home Learning:**  - Complete iCivics worksheet. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Role Playing | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Alert student several minutes before transition from one activity to another is planned | P1 - | | Choose an item. |
| P2 – YM | Role Playing | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Alert student several minutes before transition from one activity to another is planned | P2 - FV | | Flexible Grouping |
| P4 – DM; OP | Role Playing | P4 – GD-K; AT-K; OW-504 | | Alert student several minutes before transition from one activity to another is planned | P4 - | | Choose an item. |
| P5 – AR | Role Playing | P5 – IH-K; GA-504 | | Alert student several minutes before transition from one activity to another is planned | P5 - | | Choose an item. |
| P6 – FB | Role Playing | P6 – GN-504 | | Alert student several minutes before transition from one activity to another is planned | P6 – BK | | Flexible Grouping |
| P7 – PA; ES | Demonstrations | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Alert student several minutes before transition from one activity to another is planned | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Demonstrations | P8 – AC-504 | | Alert student several minutes before transition from one activity to another is planned | P8 – DA | | Flexible Grouping |