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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.  SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.  SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).  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:**  Constitution; Preamble; common defense, domestic tranquility, establish justice, general welfare, ordain, posterity, more perfect union, blessings of liberty; Article I; Article II; Article III; Legislative; Executive; Judicial; separation of powers, checks and balances, limited government, constitutional government; bicameral legislature; gerrymandering; Congress; President; Supreme Court; Montesquieu | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - How can people participate in politics? | | **Essential Question:**  - How does the Preamble introduce the Constitution and the U.S. government? | | **Essential Question:**  - What are the roles and responsibilities of the three branches of government? | |
| **H.O.T. Questions:**  - How do our political parties think about government and society?  - How can interest groups, individuals, media, and propaganda affect public opinion and public policy?  - How can people run for office and how can we evaluate them? | | **H.O.T. Questions:**  - How does the Preamble present the purposes and goals of government?  - Who and what is meant by “We the People?” | | **H.O.T. Questions:**  - How do the three branches of government function?  - How do the roles of the three branches differ from each other? | |
| **Bell Ringer:**  Display the Kahoot game pin number on screen and direct students to log into Kahoot. | | **Bell Ringer:**  - Play School House Rock video clip “We the People” about the Preamble to the Constitution: <https://www.youtube.com/watch?v=yHp7sMqPL0g>  - After students watch the song/music video, they should type into the meeting chat on Teams what they think is the main message of the video clip, giving an example from the video that demonstrates this. | | **Bell Ringer:**  If you were setting up your own government for a country:  1) Who would make the rules or laws?  2) Who would enforce them, or carry them out?  3) How would you resolve disputes between people? Why would you choose that method? | |
| **Learner Outcome:**  Students will test their knowledge of the third unit by analyzing the political parties and how they view government and society, connecting interest groups, individuals, media, and propaganda to the shaping of public policy, and evaluating how to examine the qualifications of candidates for office. | | **Learner Outcome:**  Students will analyze how the Preamble lists the six goals or purposes of government in the United States, and they will apply these goals to everyday life. They will also evaluate what “We the People” means and who is included in this phrase. | | **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. | |
| **Whole Group:**  - Display the Kahoot game pin number on screen for those at home and in person, and direct students to go to Kahoot in order to play a review game before the test. The Kahoot will contain key vocabulary terms, short scenarios, and even modified test questions for students to play through.  - The game should take about 20-30 minutes to play. While playing, the teacher may pause the game if a large number of students are getting a question wrong in order to explain it and re-teach the concept.  - Once the Kahoot game has been completed, we will devote 5-10 minutes to any final questions that the class might have. If the class does not have any questions, the teacher will spend the time to go through some of the questions on the review sheet that were not also on the Kahoot that students might have struggled with. The teacher will call on students to provide answers to the class for these questions.  - Walk students through how to find the test on the Assignments tab. The test will be taken through Microsoft Forms, and correct answers and explanations will be provided to students automatically once they submit their test.  - Release the class to work on the test. They may take the rest of the period to complete the questions, which will be mostly multiple choice.  - If any students finish early, they may go back to any missing or incomplete assignments that they have for Civics class and may go back to complete them.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    Why was the Articles of Confederation government so weak? Why was it important for the Constitution to fix these issues while also safeguarding the rights of individuals and states? | | **Whole Group:**  - Play the Bell Ringer video twice, and have students type into the meeting chat on Teams what they think is the main message of the video clip, giving an example from the video that demonstrates this. Give them a few minutes to do this, and then discuss their responses.  - Post a graphic organizer on Teams for students that covers the language of the Preamble. Display a PowerPoint and go through the PowerPoint with students. Ask them to fill out their organizer by taking notes on what key vocabulary words in the Preamble (such as domestic, tranquility, and posterity) mean. Discuss these with the class, and then pause after covering each of the six goals of government. Ask students to fill out the “What do I think this means” column in their chart on the graphic organizer, putting it into their own words. Give students a few minutes to do this individually, and then call on them to share their answers with the rest of the class. Repeat this process for each of the six goals of government.  - The second part of the graphic organizer Word doc on Teams will have a scenario sheet that contains several examples of government at work today. Walk students through how to complete this, demonstrating the first scenario as an example. Students will read through these scenarios and decide which of the six goals laid out in the Preamble is reflected in each scenario. The handout will also ask them to write a sentence for each explaining why they have chosen their answer.  - Spend the final 15-20 minutes of class working on the final section of the assignment. Students will be asked to pick which goal of government that they believe is the most important one, to write several sentences explaining why, and to create an image that reflects this goal of government (this can be through drawing, printing out an image, cutting and pasting, or however students wish to complete the assignment; creativity is encouraged.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Which of the six goals of government do you think is the most important, or the most essential? Why? Use our notes and the reading from the previous class as evidence to help you answer this. | | **Whole Group:**  - Discuss the Bell Ringer. As students show or talk about their answers, tell them that they have created their own three branches of government.  - Remind the class of the “M” hand signal for our old Enlightenment friend Montesquieu and that his idea of separation of powers meant that the roles of government should be divided into three parts so that no one person or group could ever become too powerful.  - Distribute on Teams the iCivics “Anatomy of the Constitution” reading and a graphic organizer for students to take guided notes on. Begin reading with the class as a whole group, and demonstrate how they should fill out their graphic organizer. Release students to complete this task. Give them about 45 minutes to do so.  - As students begin to finish their graphic organizer assignment, go over it with the class to make sure that they have the correct answers. Call on students to share their answers, offering feedback for their responses.  - As a lesson close, direct students to another Word doc which offers several different real-life scenarios of how government might work. Ask students to read through these scenarios and to evaluate them. They should apply the roles and responsibilities of government that they have put into their graphic organizers to identify which branch of government would be responsible for carrying out the different functions of government as laid out in the scenarios.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Given a specific example or scenario, which branch of government would be responsible for carrying out the different roles and responsibilities of government that the scenario depicts? Explain your answer. | |
| **Assessment:**  - The test will be graded as a test grade and will provide the teacher with detailed feedback of how well students have learned and understood the lessons of the previous unit. The feedback given by Microsoft Forms will give the teacher data to guide future re-teaching of any concepts that students have not mastered. | | **Assessment:**  - The graphic organizer/guided notes and scenario sheet will be turned in as a classwork grade. These will measure how well students have paid attention in class and can apply what they have learned. | | **Assessment:**  - The graphic organizer and scenario worksheet will be collected as a classwork grade and will measure how well students can organize the information they read and apply it to real-life examples. | |
| **Home Learning:**  - Work on any make-up assignments that you might have. | | **Home Learning:**  - Finish Preamble activity | | **Home Learning:**  - Complete scenario worksheet. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; ES-4; VV-4 | Graphic Organizers  Extended Time | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Graphic Organizers  Extended Time | P2 – CB-K/F; CT-504; JV-504; NW-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Graphic Organizers  Extended Time | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Graphic Organizers  Extended Time | P8 – EF-V/K; YP-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests | P8 - SB | Problem Based Learning |