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| **Civics** | | | | | |
| **Social Studies Standards:**  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.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. | | | | **Vocabulary:**  Constitution; Preamble; Article I; Article II; Article III; Legislative; Executive; Judicial; separation of powers, checks and balances, limited government, constitutional government; bicameral legislature; Congress; President; Supreme Court; Montesquieu; veto; bill; judicial review; unconstitutional; Electoral College; Senate; House of Representatives; federal; impeachment | |
| **Monday** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **Essential Question:**  - What are the roles and responsibilities of the three branches of government? | | **Essential Question:**  - What are the roles and responsibilities of the three branches of government? | | **Essential Question:**  - What are the roles and responsibilities of the three branches of government? | |
| **H.O.T. Questions:**  - How do the three branches of government function?  - How do the roles of the three branches differ from each other? | | **H.O.T. Questions:**  - How does separation of powers reflect the Founding Fathers’ belief in limited government?  - How do checks & balances limit the powers of the three branches? | | **H.O.T. Questions:**  - How are the legislative, executive, and judicial branches structured?  - How does the federal lawmaking process work? | |
| **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? | | **Bell Ringer:**  - Have students load their scenarios worksheet from the previous lesson and go over it together as a class. | | **Bell Ringer:**  - Direct students to Kahoot to play a Kahoot review about the Preamble, the three branches, and checks and balances. | |
| **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. | | **Learner Outcome:**  Students will analyze the structure of the legislative, executive, and judicial branches of government. They will connect form to function and analyze the federal lawmaking process, applying these steps to create their own bills and laws in an iCivics game. | |
| **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. | | **Whole Group:**  - Review the activity from the previous class. Call on students to say or type into the chat their answers for each of the questions, with the teacher correcting any incorrect responses. Answer any questions that students may have about the different roles or jobs of each branch of government. Take about 15 minutes to complete this activity.  - Review with students the idea of separation of powers and how this comes from Montesquieu. Go over the difference between separation of powers (that each branch has different jobs) and checks and balances (that there are limits on each branch from the other branches).  - Post on Teams a scan from the textbook containing p. 93-97, which covers the concept of checks and balances. Read with the students these textbook pages, highlighting the different ways that each branch can check, or limit, each other.  - Direct students to a Word document on Teams which contains a triangular diagram with arrows drawn from each branch to another branch that symbolize the different checks and balances. There will be a “word bank” of the different checks and balances, and students should copy and paste them into the correct spots in the diagram. (They should use the reading to assist them with this). Use breakout rooms on Teams to allow students to work together to complete this activity, although each student must complete and turn in their own assignment. The teacher will work with groups who are struggling with this to make sure that they each have the boxes representing the different checks in the right spot.  - Return from the breakout rooms and go over the correct answers.  - Close class by having students answer p. 97, #5 (see below):  **Evidence Based Writing: Predict what will happen next. Cite evidence to support your logical inferences.**    Write a newspaper editorial explaining what might happen if the system of checks and balances were eliminated. Create a specific example using our cut-and-paste chart as evidence. | | **Whole Group:**  - Start class with a Kahoot review game. There will be about 20 questions covering the previous three lessons about the Preamble, separation of powers, and checks and balances. Tell students that this information will be in a quiz that they will take when they return from break. This should take about 20-25 minutes.  - After completing the Kahoot game and answering any remaining questions, display the iCivics game “Branches of Power.” Walk students through the objectives of the game and how to play, recapping key points about the three branches of government along the way. Play for about 5 minutes to demonstrate this for the class.  - Then release students to play the iCivics game during class time, if they are present the day before Winter Break begins. If they are not present or do not finish, they will have to complete the game on their own time. The “Branches of Power” game gives them control over the Legislative, Executive, and Judicial Branches, and it gives them 12 turns to complete as many actions and run the government as effectively as they can. The teacher will monitor students in the classroom to ensure that they are playing the iCivics game.  - Once students complete the game, they will return to Teams where they will answer several reflection and wrap-up questions about their experience during the game.  **Evidence Based Writing: What would happen if [...]? Use text-based evidence to support your claim.**    How is the lawmaking process affected if the President and Congress have different values and political ideas? What if they have similar values and political ideas? Give examples from your playthough of the game to support your answer. | |
| **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. | | **Assessment:**  - The review of the previous lesson will give the teacher an informal assessment of what they have learned and what needs to be re-taught. The diagram and editorial will be collected as a classwork grade and will allow students to apply what they have learned and to create a scenario explaining checks and balances. | | **Assessment:**  - The Kahoot game will serve as an informal assessment of what students have learned and remembered from the past three lessons. The iCivics game will reinforce and re-teach these lessons and will itself count as a grade. | |
| **Home Learning:**  - Complete scenario worksheet. | | **Home Learning:**  - Finish p. 97 (#5).  - Assign “Branches of Power” iCivics game (due the Friday after Winter Break, to be played next class during class time). | | **Home Learning:**  - Finish “Branches of Power” iCivics game (due the Friday after Winter Break).  - Have a great Winter Break! | |
| **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 | Games  Manipulatives | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Allow opportunities for movement during extended or stressful activities  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Games  Manipulatives | P2 – CB-K/F; CT-504; JV-504; NW-K | Allow opportunities for movement during extended or stressful activities  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Games  Manipulatives | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Allow opportunities for movement during extended or stressful activities  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Games  Manipulatives | P8 – EF-V/K; YP-K | Allow opportunities for movement during extended or stressful activities  Emphasize content rather than spelling in writing communication | P8 - SB | Problem Based Learning |