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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.  \*\*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; Legislative; Executive; Judicial; separation of powers, checks and balances, limited government, constitutional government; bicameral legislature; gerrymandering; implied powers; elastic clause; impeach; treason; Speaker of the House; President Pro Tempore of the Senate; delegated powers; bill; committee; veto; conference committee; President; Vice President; Cabinet; regulations | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - How does Congress work to pass laws? | | **Essential Question:**  - How does Congress work to pass laws? | | **Essential Question:**  - What are the roles and powers of the President? | |
| **H.O.T. Questions:**  - How is Congress structured?  - How does Congress decide what laws it can pass? | | **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? | |
| **Bell Ringer:**  - Preamble/Three Branches review EOC-style questions on Microsoft Forms | | **Bell Ringer:**  - How is government involved in your daily lives? | | **Bell Ringer:**  - Review: How does a bill become a law? What are the steps? | |
| **Learner Outcome:**  Students will analyze the structure of Congress and why the legislative branch is divided into the House and Senate. They will also analyze and evaluate how our legislators can pass laws. | | **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 | |
| **Whole Group:**  - Give students about 10 minutes to complete the Bell Ringer review questions, and then go over them, explaining the correct answers and correcting any incorrect responses from the class.  - Direct students to the iCivics “Congress in a Flash” handout that will be posted on Teams. Read through this together with the class, asking for student volunteers to read. Pause the reading after each paragraph to point out important things that students should take notes on and to ask comprehension check questions.  - Much of the first part of this reading will cover things that students should have already learned, which will serve as an excellent way to review. The bottom chart on the front page and much of the back page of the reading will be new, however, and it covers specific processes to the House and Senate, as well as limits placed on the lawmaking powers of Congress (i.e. they may only pass laws in areas that they have delegated, or enumerated, powers).  - Once the reading is complete and students have taken notes on it, have students download a copy of the reading for their own files/notes.  - Then direct students to our assignment on Teams found in a Word doc. Go through page 1 with the students together. It contains elements of the Constitution that students must read, interpret, and fill out the blanks that are purposefully left in the Constitution.  - On page 2 of the worksheet, there is a Venn Diagram, some critical thinking questions, and a law-making section. Model the first question for students, then release them to work on the rest of the worksheet. Walk around the room/monitor online students on Teams to assist students who need help with this activity and to check for comprehension.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Congress is given specific powers, but it is also specifically forbidden from some actions. Why is this so? | | **Whole Group:**  - Ask students how they think government is involved in their daily lives – discuss this for a few minutes, and then play a short video clip from Facts on Congress titled “How Congress Affects You”: <https://youtu.be/3VFAJcKJ0EE>. Discuss the video and if what they learned from it would change their previous answers. - Then tell students that they are going to be acting as our Classroom Congress today, and we are going to see if we can pass any ideas into laws. Explain that students will be assigned to different “Committees” (breakout rooms) on Teams, and that they will be responsible for creating bills.  - Create 6-7 breakout rooms on Teams and label each one with a committee topic: Sports, the Environment, Video Games, Health, Schools, Safety, and Arts & Music. Randomly assign students to these breakout rooms. In the meeting chat of each breakout room, have students each type in two proposed laws, or bills, that they would like to see become law.  - Then have students in their committees/breakout rooms vote or select the best idea out of all the ideas in their group (they cannot vote for their own). Give them about 10 minutes to discuss it and to decide how they would explain it and support it to the entire class. They should type several sentences into the breakout room chat to do this.  - We will return together as a whole group. Each committee/group will share one of their bills. The teacher will create a poll on Teams in a special “Voting” channel for each bill. There will be several minutes of debate open to the class for each bill. After debate and any modifications/amendments, the class click on the polls on Teams to vote on the bills. Any bill with a majority of “yes” votes will succeed, with the possibility of the teacher (the “President” choosing to veto it).  - 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.  - We will close class by playing Kahoot to review for our upcoming quiz on the Constitution and the legislative branch.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    What do committees do to make them so important to getting bills passed into law? | | **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> to do so.  - Discuss video with class briefly.  - Students will take a short quiz on the Constitution and legislative branch that is located on Microsoft Forms.  - Post the 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.  - 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. They will type their responses into the meeting chat.  - Students will complete the accompanying iCivics worksheet which contains several matching and vocabulary activities. Students will also need to answer the question below:  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    How do the Vice President and the Cabinet help the President to complete his duties or roles? Give an example of this based on the reading and our discussion today. | |
| **Assessment:**  - The classwork assignment will be collected and graded as a classwork grade. The notes that students take on their readings and the oral comprehension check questions will provide an informal assessment of student understand and allow the teacher to explain further any areas in which students struggle. | | **Assessment:**  - The group demonstration and discussion will be graded for a classwork grade. The Kahoot will serve as an informal assessment of what students have learned over the last several lessons, with an opportunity for re-teaching. | | **Assessment:**  - The quiz will be collected for a quiz grade and will give the teacher feedback on student comprehension of the previous several lessons. The iCivics worksheet will be assigned as classwork and count as a classwork grade. The informal yes/no assessment based on the reading will give the teacher a chance to gauge comprehension and to correct any deficiencies from the lesson. | |
| **Home Learning:**  - Finish worksheet.  - Finish “Branches of Power” iCivics game (Monday, January 11th). | | **Home Learning:**  - Study for quiz.  - Finish “Branches of Power” iCivics game (Monday, January 11th). | | **Home Learning:**  - Finish classwork assignment.  - Finish “Branches of Power” iCivics game (Monday, January 11th). | |
| **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 | Focus on Key Words  Role Playing | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Focus on Key Words  Role Playing | P2 – CB-K/F; CT-504; JV-504; NW-K | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Focus on Key Words  Role Playing | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Focus on Key Words  Role Playing | P8 – EF-V/K; YP-K | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned | P8 - SB | Flexible Grouping |