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| **Civics** | | | | | |
| **Social Studies 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.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  \*\*SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the 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; President; Vice President; Cabinet; regulations; Departments; Secretary; veto; Commander-in-Chief; pardon; district courts; appellate courts; Supreme Court; judicial review; Marbury v. Madison; justices | |
| **Monday** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **Essential Question:**  - What are the roles and powers of the President? | | **Essential Question:**  - What are the roles and powers of the President? | | **Essential Question:**  - How does the judicial branch function? | |
| **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 can presidential power be limited?  - How do executive departments and agencies enforce government policies?  - How are regulations similar to and different from laws? | | **H.O.T. Questions:**  - What role has judicial review played in our American legal system?  - How did Marbury v. Madison contribute to the development of judicial review? | |
| **Bell Ringer:**  - Review: How does a bill become a law? What are the steps? | | **Bell Ringer:**  - Display quote from President Gerald Ford:  *“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? | | **Bell Ringer:**  - Play short video clip about Marbury v. Madison: <https://www.youtube.com/watch?v=ICr0Ty2epjE>  - Based on this clip, what do you think judicial review means? | |
| **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 analyze some of the limits to presidential power. They 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. | | **Learner Outcome:**  Students will analyze the importance of judicial review in the federal legal system and connect the Marbury v. Madison court case to its development. They will also apply the concept of judicial review to court cases. | |
| **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. | | **Whole Group:**  - Discuss bell ringer together as a class. Quickly review the different roles of the President.  - Display a primary source reading about the limits of Presidential power, dealing with the impeachment process. Students will read this news article and answer the following questions:  1) Is this a primary or secondary source? How do you know?  2) Who is being impeached in the news article?  3) Why is he being impeached?  4) In which chamber of Congress did the impeachment process start?  5) Which chamber of Congress is going to hold the impeachment trial?  6) Do you think it is valuable to have a process in place to impeach the President? Explain.  - Discuss student responses to interpreting and analyzing the primary source document.  - Direct students to the assignments tab on Teams, where they will find an iCivics reading labeled “A Very Big Branch,” as well as a guided notes page. Students will read through the iCivics reading and fill out the guided notes page as they read. The teacher will model the first section for students, then have them do the second section on their own while checking to make sure that they filled it out correctly. Finally, the teacher will release students to complete the reading and guided notes on their own. Students should download a copy of the guided notes page before turning it in, so that they may refer back to it as notes.  - Students will complete an iCivics worksheet based on the reading as homework, to be started in class.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**  Do you think it is valuable to have a process in place to impeach the President? Explain. | | **Whole Group:**  - Discuss bell ringer together as a class.  - Post a “Judicial Review” reading on Teams, which is broken into 4 sections: (1) Intro, (2) Powers of the Court, (3) Marbury v. Madison, (4) How Cases Make Their Way to the Supreme Court.  - Also post a note-taking graphic organizer on Teams for students. Students will read through the four sections of the reading and fill out their guided notes. We will start this together as a class, with students being released to complete this on their own. Allow about 40 minutes for the class to complete this.  - Direct students to the iCivics “Interpreting the Constitution” handout which gives multiple scenarios of cases brought before the Supreme Court. Put students into Breakout Rooms on Teams, and have them work together with their groups to read through these scenarios and use the power of judicial review to determine if the case violates an individual’s rights.  - Get back together as a class, and as a whole group, review the cases and tell the class what the Supreme Court *actually* decided in each scenario.  **Evidence Based Writing: Predict what will happen next. Cite evidence to support your logical inferences.**    Do the provided scenarios of court cases show the rights of individuals being violated? Why or why not? Explain your reasoning. | |
| **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. | | **Assessment:**  - The bell ringer/primary source activity will act as an informal assessment and allow for further discussion and clarification. The guided notes and iCivics worksheet will be submitted as a classwork grade and will give the teacher feedback as to how well students have understood the lesson, with opportunities for correction. | | **Assessment:**  - The Bell Ringer discussion and guided notes will give the teacher an opportunity to measure student reading comprehension. The iCivics worksheet will be collected as classwork. | |
| **Home Learning:**  - Finish classwork assignment.  - Finish “Branches of Power” iCivics game (Monday, January 11th). | | **Home Learning:**  - Complete iCivics worksheet. | | **Home Learning:**  - Finish classwork. | |
| **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 | Teacher Made Questions  Graphic Organizers | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Break long assignments into small, sequential steps  Provide accurate, prior information about changes in routine/schedule |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Teacher Made Questions  Graphic Organizers | P2 – CB-K/F; CT-504; JV-504; NW-K | Break long assignments into small, sequential steps  Provide accurate, prior information about changes in routine/schedule |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Teacher Made Questions  Graphic Organizers | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Break long assignments into small, sequential steps  Provide accurate, prior information about changes in routine/schedule |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Teacher Made Questions  Graphic Organizers | P8 – EF-V/K; YP-K | Break long assignments into small, sequential steps  Provide accurate, prior information about changes in routine/schedule | P8 - SB | Problem Based Learning |