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| **Law Studies** | | | | | |
| **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.  SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy. | | | | **Vocabulary:**  Constitution; Executive Branch; Legislative Branch; Judicial Branch; Supreme Law of the Land; Separation of Powers; Checks and Balances; Article I Section 8; Article I Section 9; unconstitutional; Gibbons v. Ogden; interstate commerce; “necessary and proper” clause; chamber; bill; law; sponsor; co-sponsor; committee; reconcile; amendment; conference committee; floor; impeachment; commander in chief; foreign policy; domestic policy; bureaucracy; veto; Cabinet; appointments; State Department; Defense Department; Justice Department | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How does the legislative branch function? | | **Essential Question:**  - What powers does the executive branch have? | | **Essential Question:**  - What powers does the executive branch have? | |
| **H.O.T. Questions:**  - How does a bill become a law?  - How does Congress work to ensure that only the best versions of bills are passed? | | **H.O.T. Questions:**  - How does the President get his or her powers?  - How does executive power differ between domestic and foreign roles? | | **H.O.T. Questions:**  - How has the Presidency carried out its different roles or jobs, both historically and in the present?  - How does the Cabinet or executive departments and agencies help the President to carry out his/her duties? | |
| **Bell Ringer:**  Ask students to create two bills that they would like to see passed into law. These bills may be about anything that they want within the limits of the law – they should be creative. | | **Bell Ringer:**  What are the president’s responsibilities? Name as many as you can think of. | | **Bell Ringer:**  Display a political cartoon on the board that students turned in a week ago that relates to the powers of the executive branch (and how domestic and foreign powers differ). Ask students to analyze the cartoon and answer the following questions:   * What things/actions/words do you see in the cartoon? * What do you think these things might mean? * What do you think is the perspective of the creator/artist of the political cartoon? How can you tell? | |
| **Learner Outcome:**  Students will trace the process of how a bill becomes a law. They will create their own sample bills and analyze how Congress works to filter out bills and to ensure that the “best,” or most acceptable to the whole, bills are passed. | | **Learner Outcome:**  Students will analyze where presidential power comes from. They will evaluate the different roles of the president and differentiate between domestic and foreign powers given to the executive branch. | | **Learner Outcome:**  Students will analyze how the executive branch carries out its various roles, both in the present and historically. They will also evaluate the job of the Cabinet departments and connect these to specific roles of the President. | |
| **Whole Group:**  - Distribute a notes page on Teams to students that contains several key words and definitions about the legislative branch, but which has certain blanks that students will need to fill in while the teacher is speaking. Review briefly that the main function of the legislative branch is to create laws, and that the Congress is divided into a House and a Senate. Also emphasize that in our previous activity about the parts of the Constitution, students learned that about 52% of the Constitution is devoted to Article I, setting up the legislative branch, making it the “most important” of the branches to the Founding Fathers, as it is the originator of all laws. Explain that bills have sponsors, co-sponsors, and amendments that are often added while in committees.  - Take about 30 minutes to display the iCivics game “LawCraft” and play through part of the game together with the class. In this game, we will together select a district to represent in the House, look at the demographics of the district and the issues that the voters care most about, and then attempt to create and pass bills that our district would support and that could make it through the House and the Senate. Throughout the game, the class will discover how bills will be amended, the debate that will go on in committees that can change or kill a bill, and the different compromises that are made to make a bill better and to turn an idea into a bill that is capable of being passed.  - Students will be called on during the game to make decisions for our representative; at other times, a poll on Teams may be used to decide what we should collectively do next in the game in order to keep the experience interactive with the class.  - Once the game has been played, discuss the experience with students. Ask them if making a potential law was an easy or difficult experience, and why they thought it might have been so.  - Close class by having students complete a short worksheet and reflection assignment on Teams, where they will answer several wrap-up questions about their experience, including the evidence based writing question below:  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    How does Congress work to ensure that only the “best” versions of bills are passed? Use examples from the LawCraft game to support your answer. | | **Whole Group:**  - Begin our unit on the executive branch by asking students to list all of the jobs that they can think of that the president may do. Ask students to share their answers with the class and tabulate an official class list of the president’s responsibilities.  - Then direct students to a PDF and accompanying Word doc posted on Teams titled “Executive Command.” Display a PowerPoint slide with the six categories of the jobs of the president, and have students label these categories in the Word doc as a form of taking notes.  - Afterwards, display parts of Article II of the Constitution on the board, and have students fill out a short note-taking guide that explains where the President gets his or her powers from.  - Continue by having students work on a worksheet that asks them to think about and categorize Presidential powers and abilities, to learn basics about the different jobs of the executive departments, and then quizzes them about what they have learned about the executive branch. Close by going over student answers, and then ask students to complete the question below as a wrap-up.  **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.**  How does executive power differ between the domestic and foreign roles of the president? Why might a president tend to have more power over foreign policy than over domestic policy? | | **Whole Group:**  - Go over the Bell Ringer question and discuss student answers to the political cartoon. This should take about 10 minutes or so.  - Ask students to sign up for our upcoming group project – create 6 groups and give students a choice as to who they wish to work with and what topic they wish to work on. Four groups will have four people total in them, while two groups will contain five people. Each group will receive one of the six big roles or jobs of the Presidency:   * Commander in Chief of the military * Executor of the laws * Head diplomat * Appointment maker * Bill approver * Boss of the executive branch   - Students will begin work on a project whereby they will create a presentation (via PowerPoint) for their assigned “job” or role of the President. Make sure that each student in the group signs up for a specific job (i.e. research, creating the PowerPoint, finding images for it, presenting).  - Pass out a rubric and instruction sheet detailing what students should be looking for, and go over it together, answering any questions. Their presentations should include:   * A definition or explanation of what that role of the President is (in their own words) * The source of that role or job in the Constitution (with the appropriate text listed on a slide, and their explanation of that text). * Various actions that the President can take within that role (i.e. the “Commander in Chief” role allows the President to send the navy to different parts of the world). * Pictures or photos of these actions/jobs of the executive * Who else in the executive branch might help out the President with this role (i.e. the Department of Defense will help with the “Commander in Chief” role). * At least two recent news stories of the executive branch carrying out this role (recent = within the last 10 years). * One historical example of this role.   - As a group, students will also write a paragraph explaining why their presidential role is the most important job that the president has. They should use the evidence they have researched as support for their argument, which they will present to the class when they present their PowerPoints.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Of the president’s jobs, make an argument for why your assigned role is the most important for ensuring a functioning American government. Use evidence from the Constitution and from today’s lesson to support your answer. | |
| **Assessment:**  - The iCivics game and discussion about it will serve as an informal assessment, and the questions about their experiences playing the Congressional game will serve as a formal assessment of what they learned, as well as a classwork grade. | | **Assessment:**  - The work on the executive branch will introduce the roles and powers of the presidency to students and serve as a classwork grade. | | **Assessment:**  - The project will be started in class and will be completed and presented in the following class. The teacher will join the different video calls and assist groups as needed with their research and putting together their presentations. This will serve as an informal assessment, with the formal assessment to come in the following class when students have finished the project | |
| **Home Learning:**  - Finish classwork. | | **Home Learning:**  - None. | | **Home Learning:**  - Continue work on Presidential (Article II) project. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Focus on Key Words | P4 – GM-504 | Allow extended time frames to complete assignments, projects and tests  Provide positive reinforcement for following rules or directions | P4 – JG; LM | Flexible Grouping |