

## Digital Unit Plan

<b>Unit Title:</b> The U.S. Constitution & the three branches it established	<b>Name:</b> Jonathan Murphy
<b>Content Area:</b> American Government	<b>Grade Level:</b> 12
<b>CA Content Standard(s)/Common Core Standard(s):</b>	
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <ol style="list-style-type: none"> <li>1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.</li> <li>2. Explain the process through which the Constitution can be amended.</li> <li>3. Identify their current representatives in the legislative branch of the national government.</li> <li>4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.</li> <li>5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.</li> <li>6. Explain the processes of selection and confirmation of Supreme Court justices.</li> </ol> <p>Builds on Previous unit 12.1 California content standards</p>	
<b>Big Ideas:</b>	
<ul style="list-style-type: none"> <li>• The United States constitution is a living document that evolves over time to shape the functions of each branch of government (structure stays the same, jobs/roles evolve)</li> <li>• The roles and responsibilities of the Executive, Legislative, and Judicial Branches of the United State government continue to evolve and adapt from the intentions of the Constitution</li> <li>• These changes of Federal government impact your life every day in variety of ways</li> <li>• As a civic minded individual, it is your responsibility to understand the changes in the government and to thoroughly evaluate and respond to those changes</li> </ul>	
<b>Unit Goals and Objectives:</b>	
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Student understand Articles I, II, III of the Constitution and creation of each branch of government</li> <li>• Students understand the process of how legislation makes its way through the government, including Constitutional Amendments</li> <li>• Students understand the process of the Courts, including selecting and confirming judges</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify the three branches of American government and describe the function of each branch of government.</li> <li>• Describe how the three branches of government have evolved overtime; explain the separation and balance principles between the branches</li> <li>• Explain the legislative branches: eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the</li> </ul>	

- House and Senate in impeachment proceedings, the role of the vice president and the enumerated legislative powers
- Explain how a bill becomes a law and how the Constitution be amended
- Identify their Federal representatives
- Explain the executive branches: eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers
- Explain the Judicial powers
- Explain how Judges are selected, confirmed and how long they serve

**Unit Summary:**

**In this unit, students will about the structure of the United States government. Articles I, II, and III of the United States Constitution provide the framework and the foundation for the U.S. government. This foundation led to the creation of the legislative, executive and judicial branches. Students will assess these branches for content, connectedness and interdependence. Ultimately, being able to substantively demonstrate a comprehension of the unique roles and responsibilities of each branch. Students will be able to comprehend how the evolution of the government can have a direct impact on their lives.**

The unit begins by students demonstrating a basic understanding of previously acquired concepts. An overview of the unit concepts will be presented via lecture and student guided notes at the onset of the Unit. Students will be responsible for completing various assessments after each lesson. Following the lecture, students will utilize a webercise to independently analyze the Constitution and be able to demonstrate an understanding of the powers of each branch. The third lesson will have students collectively evaluate each branch of government by designing a graphic organizer. Students will progressively become more familiar with the critical roles of the three branches of government. The unit will culminate with a project that will afford students the freedom to be creative and demonstrate a through understanding of the how the three branches work together. In progressing through the lessons, activities, and assessments students will be able analyze and evaluate the roles and responsibilities of three branches of government.

**Assessment Plan:**

<p><b>Entry-Level:</b></p> <ul style="list-style-type: none"> <li>• Pre-lecture survey</li> <li>• Brainstorming-Class lecture</li> <li>• In-class participation</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Eligibility &amp; Requirement Chart</li> <li>• Diagram of Powers</li> <li>• Critical thinking exercise (short essay)</li> <li>• In Class Quiz</li> </ul>	<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Project on how a bill becomes a law (various choices)</li> <li>• Comprehensive examination</li> </ul>
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**Lesson 1**

<p><b>Student Learning Objective:</b> Identify the three branches of American government and describe the function of each branch CA Content Standards: 12.4.1, 2, 4, 5, 6</p>	<p><b>Acceptable Evidence:</b> -Students will complete guided notes verifying attentiveness -Students will be assessed via the “Eligibility and Requirement Chart”</p>	<p><b>Instructional Strategies:</b>  <input checked="" type="checkbox"/> <b>Communication</b>  <input type="checkbox"/> <b>Collection</b>  <input type="checkbox"/> <b>Collaboration</b>  <input checked="" type="checkbox"/> <b>Presentation</b>  <input checked="" type="checkbox"/> <b>Organization</b>  <input checked="" type="checkbox"/> <b>Interaction</b></p>	<p><b>Lesson Activities:</b>  <b>Teacher Lecture and guided notes</b>          -Prior to the lecture students complete a survey and start the lecture with a classroom brainstorming activity (this will gauge their previous comprehension and knowledge          -The lecture is comprehensive and thorough regarding all the California content standards on this topic, excluding information of their local representatives.</p>
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<b>Lesson 2</b>			
<p><b>Student Learning Objective:</b></p> <ul style="list-style-type: none"> <li>-Extract comprehension from Articles I, II &amp; III of US Constitution.</li> <li>-Understand the powers of each branch and the system of “checks and balances”</li> <li>-Address who “represents” them</li> </ul> <p>CA Content Standards: 12.4.1, 2, 4, 5, 6</p>	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li>-Complete the webercise questions worksheet demonstrating an ability to analyze historical works</li> <li>-Students will be assessed via the “diagram of powers” and “Critical thinking” exercise</li> </ul>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication</li> <li><input checked="" type="checkbox"/> Collection</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Organization</li> <li><input checked="" type="checkbox"/> Interaction</li> </ul>	<p><b>Lesson Activities: Webercise</b></p> <ul style="list-style-type: none"> <li>-This activity will allow for students to collect, analyze and evaluate Articles I, II, &amp; III of the US constitution independently</li> <li>-Students will respond to questions that guide them through various websites gaining an understanding of the balance of powers of each branch, the role of their representatives and the evolution of government</li> </ul>
<b>Lesson 3</b>			
<p><b>Student Learning Objective:</b></p> <ul style="list-style-type: none"> <li>-Comprehension of the big picture being able to see how each branch of government is unique</li> <li>-Visualize the role each branch of government has in the students’ life</li> </ul> <p>CA Content Standards: 12.4.1, 3, 4, 5, 6</p>	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li>-Complete graphic organizer activity according to the grading rubric</li> <li>-Students will be assessed via a substantive quiz reflecting their understanding</li> </ul>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communication</li> <li><input checked="" type="checkbox"/> Collection</li> <li><input checked="" type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Presentation</li> <li><input checked="" type="checkbox"/> Organization</li> <li><input checked="" type="checkbox"/> Interaction</li> </ul>	<p><b>Lesson Activities: Graphic organizer</b></p> <ul style="list-style-type: none"> <li>-As groups, students will build a concept map demonstrating the independence of each branch, while elaborating on critical features</li> <li>-Graphic organizer will be a culmination of comprehension of the structure of government and the roles of each branch</li> </ul>
<b>Unit Resources:</b>			
<p><b>Textbooks</b></p> <p>Welch, S., Gruhl, J., Comer, J., &amp; Rigdon, S. M. (2014). <i>Understanding American Government</i> (14th ed.). Belmont, CA: Thomson &amp; Wadsworth.</p> <p>Schmidt, S. W., Shelley II, M. C., Bardes, B. A., &amp; Ford, L. E. (2014). <i>American Government and Politics Today</i> (16th ed.). Belmont, CA: Thomson &amp; Wadsworth.</p> <p>US Constitution: <a href="http://www.ourdocuments.gov/doc.php?doc=9&amp;page=transcript">http://www.ourdocuments.gov/doc.php?doc=9&amp;page=transcript</a></p> <p>Executive Branch: <a href="http://www.whitehouse.gov/our-government/executive-branch">http://www.whitehouse.gov/our-government/executive-branch</a></p> <p>President of the United States: <a href="http://www.whitehouse.gov/administration/president-obama">http://www.whitehouse.gov/administration/president-obama</a></p> <p>Legislative Branch: <a href="http://www.whitehouse.gov/our-government/legislative-branch">http://www.whitehouse.gov/our-government/legislative-branch</a></p>			

**Election Map:** <http://electionmapping.ocgov.com/OCdistrictmap2/MapDistrict.aspx>

**United States Senators:** [http://www.senate.gov/general/contact\\_information/senators\\_cfm.cfm?State=CA](http://www.senate.gov/general/contact_information/senators_cfm.cfm?State=CA)

**United States House of Representatives:** <http://www.house.gov/representatives/find/>

**Judicial Branch:** <http://www.whitehouse.gov/our-government/judicial-branch>

**Supreme Court:** <http://www.supremecourt.gov/about/biographies.aspx>

**Branches of Government Game:** [http://www.sheppardsoftware.com/usa\\_game/government/branches\\_government.htm](http://www.sheppardsoftware.com/usa_game/government/branches_government.htm)

**Rags to Riches Game:** <http://www.quia.com/rr/92742.html>

#### **Useful Websites:**

##### **Videos:**

##### **School House Rock:**

**How a bill becomes a law:** <http://www.youtube.com/embed/tyeJ55o3EI0?wmode=opaque>

**Three Branches of government:** <http://www.youtube.com/watch?v=-EISWIY9bG8>

##### **Other Videos:**

**Three Branches of Gov (In-depth):** <http://www.youtube.com/embed/NhhYqRjGzBk?wmode=opaque>

##### **Games/Activities:**

**Check and Balances in action:** <http://docsteach.org/activities/7275/detail>

**Matching Checks & Balances:** <http://www.quia.com/rr/92742.html>

**Quiz:** <http://www.brainpop.com/games/checksandbalances/>

**Interactive Long Game:** <https://www.icivics.org/games/branches-power>

##### **Resources**

[http://www.jimrodsz.com/online\\_GOVT/online\\_govt\\_12\\_4.html](http://www.jimrodsz.com/online_GOVT/online_govt_12_4.html)