

3- American Republic: 3 Branches of Government

Content Area: **Social Studies**
Course(s): **Social Studies 7 - Civics**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations.

Essential Questions:

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Enduring Understandings:

1. Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection. Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn.
2. State government includes three branches -- executive, legislative and judicial -- with separation of powers and checks & balances. Decisions made by local and state governments have an enormous impact on our lives.
3. Public policy includes the decisions, commitments and actions made by those who hold affect government positions. Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.

Standards/Indicators/Student Learning Objectives (SLOs):

SOC.6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
SOC.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

Lesson Titles:

- 3 Branches of Government; the process
- Responsibilities of Citizens
- Local and State Government

Career Readiness, Life Literacies, & Key Skills:

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

Inter-Disciplinary Connections:

LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Discuss the evolution of civil rights to encompass LGBTQ individuals and people with disabilities. Examine landmark legislation, such as the Americans with Disabilities Act and marriage equality laws, to illustrate the expansion of civil liberties. Incorporate narratives that reflect diverse experiences to foster empathy and understanding.

Materials Used:

Addresses the Following Component of the Mandate:

- Social

Climate Change

Examine the role of government policies and civic action in addressing environmental challenges. Discuss the impact of climate change on communities and the importance of sustainable practices. Incorporate case studies of local and global environmental initiatives to illustrate civic responsibility. Refer to the New Jersey Department of Education's climate change education resources for guidance.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Alternative Assessment
- Benchmark

Benchmark

- Skills-based assessment
- Reading responses
- Writing responses

Alternative Assessment

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- Textbook "The American Journey"
- "Young People's History of the United States"
- Achieve 3000

- YouTube
- EdPuzzle
- Quizlet (*vocabulary*)
- iCivics: Legislative Branch, Executive Branch, Judicial Branch
- National Archives: Checks + Balances in Action, Separation of Powers or Shared Powers

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- 3 Branches of Government (**Blooms: Remembering, Understanding, Applying, Analyzing**)
 - Why do we have three branches of government?
 - How do the three branches of government interact?
 - Separation of Powers + Check and Balances
 - The Legislative Process: How does a bill become a law?
 - The Executive Branch: The power and role
 - The Judicial Branch: The Supreme Court
- Federalism (**Blooms: Remembering, Understanding, Applying, Analyzing**)
 - What is Federalism and how does it work?
 - Powers delegated to the federal government and powers reserved for the states

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)

- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs,

and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Computer Science and Design Thinking Standards

CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.

