

The Clinton School
Participation in Government

Teacher(s): Levy

Grade Level(s): 10

Unit Title: Civics and Citizenship

ESSENTIAL QUESTIONS/UNDERSTANDINGS

- How was the U.S. Constitution shaped by American History prior to 1789?
- How is power divided and shared in the United States government (federal, local, state/the three branches)?
- How does informed citizenship support democratic government?

VOCABULARY

- Constitution
- Articles of Confederation
- Delegates
- Convention
- Congress
- Unicameral/Bicameral
- Federalism
- Anti-Federalism
- Ratification
- Appropriation

FORMATIVE ASSESSMENT(S)

- [One Extended Paragraph](#) (Separation of Powers)

SUMMATIVE ASSESSMENT

- [Traditional Assessment](#) (Test - Short Responses)

SEQUENCE & SCOPE

Essential Question(s)

STANDARD(S): 12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

- 12.G1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.
- 12.G1c Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.
- 12.G1d The rule of law is a system in which no one, including the government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.
- 12.G1e The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.
- 12.G1f The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation, and allows the Constitution to evolve and change.

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

- 12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.
- 12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.
- 12.G2c An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.

12.G3 RIGHTS, RESPONSIBILITIES AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

- 12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.
- 12.G3d Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.

Week Overview	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Introduction to the Articles of Confederation and The Constitution Essential Question: - How was the U.S. Constitution shaped by American History prior to 1789? Objective: Students will turn in their Unit 1 Summative Assessment Essays and Evidence Tracker while being introduced to the concept of the US Constitution Activities: - Do Now: What do you want to learn about our constitution? - Turn In Essays/Evidence Tracker - Housekeeping - Liberty's Kids - Intro to the Constitution Homework: N/A Materials/docs if applicable: Video Length of Time: 1-2 Periods/Days	The Articles of Confederation Essential Question: - How was the U.S. Constitution shaped by American History prior to 1789? Objective: Students will be introduced to high level concepts around the US Constitution and Articles of Confederation Activities: - Do Now: In prep for our reenactment, what are some behavioral expectations we should have when we work in groups? - Articles of Confederation general notes - <i>Articles of Confederation Political Cartoon Worksheet</i> Homework: N/A Materials/docs if applicable: Worksheet, Powerpoint Length of Time: 1 Period/Day	Articles of Confederation Role Play Simulation Essential Question: - How was the U.S. Constitution shaped by American History prior to 1789? Objective: Students will be able to reenact the legislative struggles of the early United States, under the Articles of Confederation Activities: - Do Now: What do you think "sovereignty" means? - Students go to assigned delegation seats - Introductory Speeches (30 sec each) - Congressional Task Reenactments - Exit Ticket Homework: N/A Materials/docs if applicable: PPT Tasks, state cards, money, looseleaf Length of Time: 2-3 Periods/Days	The Constitutional Convention and Compromise Essential Question: - How was the U.S. Constitution shaped by American History prior to 1789? Objective: Students will be able to analyze the different perspectives on the constitution and discuss the variety of compromises that allowed for its ratification Activities: - Do Now: DAY ONE Should the government be more or less powerful? / DAY TWO What does it mean to "ratify" something? - Great Compromise Notes - Students will discuss the opposing opinions regarding the Constitution, such as the views of Jefferson/Patrick Henry - Other Major Compromises Notes Materials/docs if applicable: Powerpoint Length of Time: 2-3 Periods/Days	Introduction to Federalism Essential Question: - How is power divided and shared in the United States government (federal, local, state/the three branches)? Objective: Students will be able to define federalism and explain how the debate between federal/state power still defines politics today Activities: - Do Now: TBD - Defining Federalism - Discussion on how some people liked this system and how those people were called Federalists, and those who didn't were called Anti Federalists - Create illustrated notes and start Fed vs Anti Fed notes Homework: Federalist No. 10 IEP, Federalist No. 10 Gen Ed Materials/docs if applicable: Powerpoint, illustrated notes, glue sticks, scissors, coloring supplies Length of Time: 1 Period/Day

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
	Federalists vs Anti Federalists Essential Question: - How is power divided and shared in the United States government (federal, local, state/the three branches)? Objective: Students will be able to define federalism and explain how the debate between federal/state power still defines politics today Activities: - Do Now: What challenges did you face reading a non-abridged version of a historical document? - Finish up Federalist vs Anti Federalist Notes - Federalism Card Sort and Notes Homework: Federalist No. 10 IEP, Federalist No. 10 Gen Ed Materials/docs if applicable: Powerpoint Length of Time: 1 Period/Day	The Bill of Rights Essential Question: - How is power divided and shared in the United States government (federal, local, state/the three branches)? Objective: Students will analyze the Bill of Rights, as well as restate in their own words the protections the first 10 amendments in the Constitution give US citizens Activities: - Do Now: Why is a Bill of Rights still important to have today? - The Federalists win! But how? - Bill of Rights Notes - Bill of Rights Stations Homework: N/A Materials/docs if applicable: Bill of Rights Worksheet, Powerpoint, Quiz Length of Time: 1 Period/Day BONUS: Amendment Process Worksheet	Intro to the 3 Branches of Government Essential Question: - How is power divided and shared in the United States government (federal, local, state/the three branches)? Objective: Students will refresh their knowledge about the 3 branches of government by taking notes and analyzing a secondary source on the separation of powers Activities: - Do Now: (opinion) If you could add another fundamental civil right to the Constitution what would it be? - Review Bill of Rights - Intro to the 3 Branches of Government Notes - Begin <i>Separation of Powers</i> Reading Homework: Separation of Powers Reading and Paragraph Worksheet Materials/docs if applicable: Powerpoint Length of Time: 1 Period/Day	Checks and Balances Essential Question: - How is power divided and shared in the United States government (federal, local, state/the three branches)? Objective: Students will fill out a graphic organizer that explains the checks and balances of the US Government Activities: - Do Now: What checks and balances in our government do you already know about/remember? - <i>Checks and Balances</i> Graphic Organizer - <i>Checks and Balances</i> Practice Worksheet Homework: Finish the Checks and Balances Practice Worksheet Materials/docs if applicable: 3 Versions of Checks and Balances Graphic Organizer, Checks and Balances Online Worksheets, Powerpoint Length of Time: 1 Period/Day	Who Are My Representatives? Essential Question: - How does informed citizenship support democratic government? Objective: Students will be able to identify their US federal, state, and local representatives Activities: - Do Now: Why is it important to know who your representatives are? - Review <i>Checks and Balances</i> worksheet from Friday - <i>Who Are My Representatives</i> Worksheet - Review Representatives Answers Homework: Finish <i>Who Are My Representatives</i> Materials/docs if applicable: Powerpoint Length of Time: 1 Period/Day

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
	The Executive Branch Essential Question: - How is power divided and shared in the United States government (federal, local, state/the three branches)? Objective: Students will understand the roles and responsibilities of the executive branch of the US Government Activities: - DAY ONE Do Now: Who is your favorite president? Why? / DAY TWO Do Now: What do you think a committee does? - Executive Branch Notes - Assign Legislative Committees Homework: Research Assigned Legislative Committees Materials/docs if applicable: Powerpoint, Committee HW, Executive Branch Fill In Packet Length of Time: 1-2 Periods/Days	The Legislative Branch Objective: Students will understand the roles and responsibilities of the legislative branch of the US Government Activities: - DAY ONE Fill out your paper with a variety of facts from your assigned committee you had for homework / DAY TWO Why do you think the founders gave the most constitutional authority to the Legislative Branch? / DAY THREE To the best of your ability, how do you think laws get passed in Congress? - Legislative Committee Homework - The <i>Structure of Congress</i> Worksheet - Legislative Branch Notes - The <i>Legislative Process</i> Worksheet Materials/docs if applicable: Powerpoint, Structure of Congress Worksheet, Legislative Process Worksheet, Legislative Branch Fill In Packet Length of Time: 3 Periods/Days	The Judicial Branch Essential Question: - How is power divided and shared in the United States government (federal, local, state/the three branches)? - How does informed citizenship support democratic government? Objective: Students will understand the roles and responsibilities of the judicial branch of the US Government Activities: - Do Now: To the best of your ability, how do you think laws get passed in Congress? - Judicial Branch Notes - Pass Out Study Guide Homework: N/A Materials/docs if applicable: Powerpoint, Judicial Branch Fill In Packet, Study Guide Length of Time: 2-3 Periods/Days	Review Day/Kahoot Essential Question: - How was the U.S. Constitution shaped by American History prior to 1789? - How is power divided and shared in the United States government (federal, local, state/the three branches)? - How does informed citizenship support democratic government? Objective: Students will be able to review all the information needed before the Unit 2 Summative Test Activities: - Do Now: How confident do you feel about the Unit 2 Test? - Kahoot - Structure of the Unit 2 Test Homework: Study for Unit 2 Test Materials/docs if applicable: Kahoot, Powerpoint, Study Guide Length of Time: 1 Period/Day	Unit 2 Summative Assessment - Test Essential Questions: - How was the U.S. Constitution shaped by American History prior to 1789? - How is power divided and shared in the United States government (federal, local, state/the three branches)? - How does informed citizenship support democratic government? Objective: Students will be able to demonstrate mastery of the Unit 2 Government content by completing a short response based assessment Activities: - DO NOW: Leave all phones, airpods, electronics on front desk - Test is 45 minutes from start of class - You may not talk or get electronics back until the end of the period Materials/docs if applicable: Unit 2 Test, Unit 2 Test Answers, Unit 2 Test Adapted, Study Guide Length of Time: 1-2 Periods/Days (IEP/504)

Planning Resources

- NYS Common Core Social Studies 9-12
- NYCDOE Passport/Social Studies Scope and Sequence - Grade 12
- C3 Framework for Social Studies
- NYS Next Gen Social Studies Standards