

UNIT OVERVIEW

STAGE ONE: Identify Desired Results		
<p>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 debated.</p> <p>CCSL:1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole</p> <p>CCSW: 1a Text Types and Purposes Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claims(s) from alternative or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence,</p> <p>CCSS: 1a Comprehension and Collaboration Come to discussions prepared, having read and</p>	<i>Students will understand that freedom requires citizens to become active and informed for a stable democracy</i>	
	Meaning	
	<p>Enduring Understandings <i>Students will understand that...</i></p> <p><i>U1 the function of government is to provide order, protect public safety, regulate the economy and advance public welfare</i></p> <p><i>U2 there are many different forms of government</i></p> <p><i>U3 there are foundations for our government</i></p> <p><i>U4 the idea of the rule of law applies to all citizens</i></p> <p><i>U5 the constitution has changed over time and is subject to great debates</i></p>	<p>Essential Questions <i>Students will consider such questions as...</i></p> <p><i>E1: How does the government affect you?</i></p> <p><i>E2: How do ideas shape governments?</i></p> <p><i>E3 How do ideas and values shape laws?</i></p> <p><i>E4 Does the rule of law apply equally to all citizens, and how has it changed?</i></p> <p><i>E5 How has American Democracy evolved over time?</i></p>
	Acquisition	
<p><i>What knowledge will students learn as part of this unit?</i></p> <p><i>K1 the government has specific roles and responsibilities to citizens</i></p> <p><i>K1 Different philosophies and types of government (monarchy, oligarchy, totalitarian, fascist, democratic, republican, parliamentary)</i></p> <p><i>K2 How the division of power, functions and responsibilities of government operates on the federal, state and local level</i></p> <p><i>K3 The role of politics in government</i></p> <p><i>K4 Judicial Review: strict vs. loose interpretation</i></p>	<p><i>What skills will students learn as part of this unit?</i></p> <p><i>Gathering, Interpreting, and Using Evidence. Identify, describe and evaluate evidence about events from diverse written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources</i></p> <p><i>Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</i></p>	

<p>researched material under study to explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	<p><i>K5 That changes in the constitution reflects the changing needs of the nation</i></p>	
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STAGE TWO: Determine Acceptable Evidence

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	Assessment Evidence
<p>Students will work cooperatively to prepare for the debate</p> <p>Understanding will be measured using the CEPA rubric for essay writing and debates</p>	<p>Performance Assessment</p> <p>Students will write about and debate this statement:</p> <p><i>"The founders of the constitution created a document that has adapted to changing times and protect the rights and provides equal opportunity for all citizens"</i></p> <p>Individually students will analyze and respond with text based evidence to this claim in an essay format. Students will use a variety of resources including, primary, secondary, and other media to analyze this claim.</p> <p>In two groups, students will use the evidence from their papers, and collaboration with peers to respond to questions in a debate format</p> <p>Other Assessment Evidence:</p> <p>Daily journal writing addressing the essential question at the beginning at the end of the class. This will serve as both a pre and post assessment for each topic.</p> <p>Written assessments: Analysis of primary sources</p> <p>Document study: analysis of formal arguments</p> <p>Written analysis of quotes on government</p> <p>Write an evidence based essay with arguments both agreeing and disagreeing with the statement.</p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
<p>A</p> <p>A</p> <p>M</p> <p>T</p> <p>A</p> <p>A</p> <p>M</p> <p>M and T</p> <p>A</p> <p>A</p> <p>A</p> <p>M</p>	<p>Learning Events:</p> <p>E1: How does the government affect you? <i>Pre-assessment: Respond to EQ in journal</i> <i>Over view video on the role of government’s specific roles and responsibilities</i></p> <ul style="list-style-type: none"> • <i>Study of the role of government: explore and define these public goods</i> • <i>Maintaining order</i> • <i>Protecting life and liberty</i> • <i>Providing Public Goods: schools, roads, fire and police protection, library/parks</i> <p><i>Read current events and determine how values affect spending decisions</i></p> <p><i>Formative assessment: Evaluate these public services and determine how many tax dollars should be spent in each category in response to the EQ: How does the government affect you?</i></p> <p>E2 How do ideas and values shape laws? <i>Pre-assessment: respond to EQ in journal</i></p> <ul style="list-style-type: none"> • <i>The role of power in government: activities and discussion</i> • <i>Center Activity: the different types of government and the ideas and events that formed them: monarchy, oligarchy, totalitarian, fascism, democracy, republican, and parliamentary</i> • <i>Analyze how historical circumstances shape forms of government</i> <p><i>Formative assessment: Classify governments and determine the positives and negatives of each form in response to the EQ: How do ideas and values shape laws?</i></p> <p>E3 How do ideas and values shape laws? <i>Pre assessment: Respond to EQ and create a KWL chart on the structure of federal, state and local governments</i></p> <p><i>Division of power, checks and balances, federalism</i></p> <p><i>6 Principles of the Constitution</i></p> <p><i>Jigsaw case study analysis of the principles of the constitution in action</i></p> <p><i>Formative assessment: Multiple choice quiz and short answer quiz on the content</i></p>	

<p>A</p> <p>M</p> <p>M</p> <p>M</p> <p>A</p> <p>M</p> <p>A</p> <p>M</p>	<p>E4 Does the rule of law apply to all citizens, and how has it changed? <i>Pre-assessment: Respond to EQ</i></p> <p><i>Explain the concept of Judicial review</i></p> <p><i>Partner study of court cases, practicing close reading strategies, focusing on the increasing protections of the accused. Students to present their work to class</i></p> <p><i>Investigation of current events and the application of the rule of law.</i></p> <p><i>Formative assessment: Respond to EQ using evidence from primary and secondary sources</i></p> <p>E5 How has American Democracy evolved over time?</p> <p><i>Amendment process and the necessary and proper clause</i></p> <p><i>Investigate in partners primary and secondary sources of the constitution as a “living document”</i></p> <p><i>Activity on how the elective franchise has expanded over time</i></p> <p><i>Formative Assessment: Write an evidence based essay agreeing and disagreeing with the idea that the “The founders of the constitution created a document that has adapted to changing times and protect the rights and provides equal opportunity for all citizens”</i></p>	
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