

Rigorous Curriculum Design

Unit Planning Organizer



Subject:	American Government	Grade:	12
Unit Number:	3	Unit Name:	Legislative and Executive Branches
Unit Length	3 weeks	Minutes per day	50 mins
Unit Synopsis	This unit explores the executive and legislative branches of government. Qualifications for office, term length, and the roles/powers of both the legislative and executive branches are examined		

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>12.4.1 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.</p> <p>12.4.3 Identify their current representatives in the legislative branch of the national government.</p> <p>12.4.4 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 of office, the oath office, and the enumerated executive powers.</p>	

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</p> <p>12.7.5 Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.</p> <p>12.7.6 Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.</p> <p>12.7.8 Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.</p> <p>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>	<p>W 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</p> <p>W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>R 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
Target ELD Standards	<p>Collaborative Collaborative # 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>	

Unwrapped Priority Standards



“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
12.4.1 Discuss including: Reading Comprehension, Vocabulary acquisition, Differentiation between levels and duties of political office	Examine the organization of the legislative branch and related powers. Analyze the scope of powers and relationship between the House and Senate.	Understand Remember Analyze	Recall and reproduction Show relationships Facts and details
12.4.3 Identify including: Reading comprehension Vocabulary acquisition	Recognize current local and national representatives.	Remember Understand	Recall and Reproduction Locate basic facts, details and events
12.4.4 Discuss including: Reading Comprehension Vocabulary Acquisition Evaluation Complex thinking Analyze and Evaluate	Examine the responsibilities, duties, and limits of the executive branch. Analyze specific examples of presidential powers.	Understand Applying Analyze Evaluating	Specify Explain Show relationships Connect ideas Analyze interrelationships among concepts, issues, and problems. Describe, compare, contrast solution methods.

Learning Progressions of Skills and Concepts

Priority History Standard	12.4.1 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.		
Previous Grade	Current Grade	Next Grade	
8 th grade : 8.3.6	12th	N/A	
Priority History Standard	12.4.3		
Previous Grade	Current Grade	Next Grade	
Literacy Standard	12.4.4		
Previous Grade	Current Grade	Next Grade	

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<p>12.4.1: How does the organization of Congress play into the law making process?</p> <p>12.4.3: How are local legislative representatives identified?</p> <p>12.4.4: How do the powers of the executive shape the role of the president?</p>	<p><i>Understand the organization, role and responsibilities of the legislative branch.</i></p> <p><i>Understand the organization, role and responsibilities of the executive branch.</i></p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<p>Organization Powers Responsibility Identified process local national understand role qualification compensation succession</p>	<p>Bicameral Term Reapportioned Continuous body Trustee Partisan Delegate Politico Filibuster Impeachment Appointment Veto Committee Bill Rider Quorum Treaty</p>
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<p>Textbook</p>	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p> GOV - unit 3 pre-assessment.docx</p> <p>Test Description:</p>	<p> Unit 3 post assessment.docx</p> <p>Test Description:</p>

Unit 3 Post Assessment

Examine the following 3 documents, and formulate answers. Answers are supported by evidence you find in the documents.

1. Review the following profiles and determine which person is a Senator, Congressman, and one person cannot run for President. Justify your answer as to why each profile would/would not.

Justin Bieber

Born on March 1, 1994, in Stratford, Ontario, Canada, Justin Bieber was raised by a single mom in the small town of Stratford. Bieber, whose debut single "Baby" hit #1 on the *Billboard* World, hit stores in November 2009, is a true overnight success story. From an unknown, untrained singer whose mother posted YouTube videos of her 11-year-old boy performing, to a budding superstar with a big-time record deal in less than a year.

Arnold Schwarzenegger

Arnold Schwarzenegger was born on July 30, 1947, near Graz, Austria. He rose to fame as the world's top bodybuilder, launching a career that led to becoming a giant Hollywood star. Arnold became a US citizen in 1983. After a string of blockbuster movie roles, Schwarzenegger went into politics, serving as Governor of California in 2003. In 2012, he returned to his acting career with the movie *The Expendables 2*, starring alongside Jean-Claude Van Damme, Bruce Willis and Sylvester Stallone.

Jay-z

Born Shawn Corey Carter in New York City on December 4, 1969, in Brooklyn's drug-infested Marcy Projects. He used rap as a means of self-expression and appeared on *Yo! MTV Raps* in 1989. After selling millions of albums, he founded his own Roc-A-Fella label, Jay-Z created his own clothing line. He married singer and actress Beyoncé Knowles in 2008.

Taylor Swift

Taylor Swift is a multi-Grammy award-winning American singer-songwriter who, in 2010 at the age of 20, became the youngest artist in history to win the Grammy Award for Album of the Year. In 2011 Swift was named *Time* Woman of the Year. She also has been named the American Music Award of the Year, as well as the Entertainer of the Year for both the Country Music Association and the Academy of Country Music, among many other awards. As of this writing, she is also the top-selling digital artist in music history.

Taylor Alison Swift was born on December 13, 1989, in Reading, Pennsylvania. Her father, Scott Kingsley Swift, a financial advisor and marketing executive, and Scott Kingsley Swift, a financial advisor.

1. Which two branches of government do the following documents represent?
2. According to DOCUMENT A, list three things that the President does in Congress.
3. Analyze all documents, and explain how President Obama's approval rating is similar to and different from the approval rating of President Clinton.
4. After examining the information contained in the documents, explain the difference between the approval rating of Congress and the President. Why or why not?
5. Overall, what can you infer from the documents about the approval rating of elected officials? Why do you think that this is the case?

Scoring Guides and Answer Keys



Scoring Rubric.docx



Scoring Rubric.docx


Assessment Differentiation

Students with Disabilities

Reference IEP***Accommodations: Alternative testing site, additional time, reading aloud******Modifications: open notes, textbook for reference, adjust lexile level***

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Description:</p> <p>Put students into groups assigning them to be congress and "the President" alternatively to solve a specific issue or problem.</p> <p>Based on their assigned role, students will create either laws or executive orders to help solve the issues and problems.</p> <p>The final product will be to assess the validity and practicality of the laws and executive orders and then write a paper/participate in a Socratic seminar to complete the scenario.</p>		<p>Days: 3 Minutes/Day: 50</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	<p>Students create a "Help Wanted" ad for a member of Congress.</p> <p>OR</p> <p>Research an elected official. Or</p> <p>Meet your elected official.</p>	<p>Days:3 Minutes/Day: 50</p>
Task 2:	Powers of the Presidency	<p>Days: 2 Minutes/Day: 50</p>
Interdisciplinary Connections		
Scoring Rubric		
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy		<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>Connections between 21st Century Skills, CCCSS, and Unit Overview:</p>		
<p><i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i></p>		

Authentic Performance Task 1

Task Description	Help Wanted Ad/Candidate Research/Phone interview	Suggested Length	Days:3 Minutes/Day:50
Standards Addressed	Priority Standard(s)		
	12.4.1 Discuss Article 1 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.		
	Supporting Standard(s)		
	R11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.		
	Target ELD Standard(s)		
Productive Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.			
Essential Question(s)	How does the organization of Congress play into the law making process?		
Big Idea(s)	Understand the organization, role and responsibilities of the legislative branch.		
Bloom's		DOK	Scoring Rubric
Understand Remember Analyze		Recall and reproduction Show relationships Facts and details	 Scoring Rubric.docx

(Suggested Instructional Strategies and Tasks)

Students create a “Help Wanted” ad for a member of Congress. Students need to choose either the Senate or House of Reps. (Qualifications will vary depending on House or Senate)

The ad must state “qualifications”, “compensation”, “duties”

OR

In an election year the same concept can be used for those that are running for office. In a group setting, each group is given a person that is running for office. Research the biography of the person, voting history, education, election contribution list, position on the political spectrum, controversial statements/issues, stance on each of the “hot topics” of the election. Create either a poster or pamphlet about the candidate for each group. Each student will then write two paragraphs as to whether they would personally vote for their candidate based on their research.

Or

Meet your elected official. Call the local office and gather information based on a teacher generated list of questions. Follow up the phone call with a letter or email making specific reference to the topics addressed.

Teaching and Learning Sequence


Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
<http://www.democrats.org/>
www.gop.com
 Chapter 10 sections 1,2,3


Strategies for Differentiation

All Students	SWD	ELs	Enrichment
TED talk on Leadership or qualities of a leader	Reference IEP <i>Accommodations</i> <i>Collaboration with Aide as needed</i> <i>More time as needed</i> <i>Preferential seating</i> <i>Modifications</i> <i>Modify lesson as needed</i>	Emerging Collaboration with ELL Aide in class Reading Aloud or use language technology Modify length of lesson including reading excerpts	http://www.breitbart.com/Big-Peace/2014/06/20/Ecuador-Seeks-to-Control-Opposition-Media-by-Designating-Pres-a-Public-Service biographies of influential Senators or Congressmen

		<p>Expanding Less collaboration with Aide</p> <p>More pair and independent work</p> <p>Modify length of lesson including reading excerpts</p>	
		<p>Bridging Minimal aide support</p> <p>Independent work</p> <p>More time as needed, no modification for length of assignment or reading</p>	

<p>Scoring Rubric</p>	<p> Scoring Rubric.docx</p>
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Authentic Performance Task 2

Task Description	Powers of the Presidency		Suggested Length	Days:2 Minutes/Day:50
Standards Addressed	Priority Standard(s)			
	12.4.4 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 of office, the oath office, and the enumerated executive powers.			
	Supporting Standard(s)			
	12.7.6 Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. 12.7.8 Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.			
	Target ELD Standard(s)			
	Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.			
Essential Question(s)	How do the powers of the executive shape the role of the president?			
Big Idea(s)	Understand the organization, role and responsibilities of the executive branch.			
Bloom's		DOK		Scoring Rubric
Understand Apply		Recall and Reproduction Define/describe facts and details		 Scoring Rubric.docx

Teaching and Learning Sequence	<p style="text-align: center;">(Suggested Instructional Strategies and Tasks)</p> <p>GOV UNIT 3 TASK 2 POTUS – background information overview 3 column chart and a 5 paragraph essay</p> <p>Students explore the background of the office of the Presidency. Step 1: The background information will be plugged in to a three column chart. The Title of the chart is listed “The President”. The three columns are labeled “qualifications”, “compensation”, and “succession”. Students use the text to find the information and populate the columns. The information on the chart will be used to complete step 2. Step 2: Five paragraph essay. Students write a 5 paragraph essay entitled “The POTUS”. The 3 body paragraphs of the essay will incorporate the topics of qualifications, compensation, and succession. Completed essays can be peer reviewed.</p>
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Textbook chapter for the Presidency, notes given in class and previous in class assignments.</p> <p style="text-align: center;">Resources:</p> <p style="text-align: center;">http://usgovinfo.about.com/od/thepresidentandcabinet/a/presidentialpay.htm</p> <p style="text-align: center;">http://www.presidentsusa.net/presidents_salary.html</p> <p style="text-align: center;">http://usgovinfo.about.com/od/thepresidentandcabinet/a/Presidential-Succession.htm</p>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Who can run for president? 2016 race specifically mentioned https://youtu.be/TpSDfzF-Rg4	Reference IEP Collaboration with Aide as needed More time as needed Preferential seating Modifications Modify lesson as needed	Emerging Collaboration with ELL Aide in class Reading Aloud or use language technology Modify length of lesson including reading excerpts	Hip Hughes video for the powers of the Executive https://youtu.be/MjVJpMdc1cM
		Expanding Less collaboration with Aide More pair and independent work Modify length of lesson including reading excerpts	
		Bridging Minimal aide support Independent work More time as needed, no modification for length of assignment or reading	

Scoring Rubric



Scoring Rubric.docx

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Put students into groups assigning them to be congress and "the President" alternatively.

Tell the students that a bill/law is needed to solve a specific issue or problem.

The congressional groups come up with a law and conversely the President groups come up with an executive order.

During this process groups will be provided research materials, opinion pieces, etc..

At the end these will be presented in a group/ oral presentation or a gallery walk type presentation.

After all students have seen and read the laws and executive orders, students should write a compare and contrast assessing the most effective approach and why.

This could conclude in a discussion, Socratic seminar or a larger formal paper.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
http://www.snopes.com/politics/obama/executiveorders.asp http://mentalfloss.com/article/20519/executive-orders-famous-infamous-ridiculous http://education-portal.com/academy/lesson/presidential-executive-order-definition-example.html#lesson	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p><i>Collaboration with Aide as needed</i></p> <p><i>More time as needed</i></p> <p><i>Preferential seating</i></p> <p><i>Modifications</i></p> <p><i>Modify lesson as needed</i></p>	<p>Emerging</p> <p>Collaboration with ELL Aide in class</p> <p>Reading Aloud or use language technology</p> <p>Modify length of lesson including reading excerpts</p>	<p>http://www.archives.gov/federal-register/executive-orders/disposition.html</p>
		<p>Expanding</p> <p>Less collaboration with Aide</p> <p>More pair and independent work</p> <p>Modify length of lesson including reading excerpts</p>	

		<p>Bridging</p> <p>Minimal aide support</p> <p>Independent work</p> <p>More time as needed, no modification for length of assignment or reading</p>	
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Feedback to Curriculum Team			
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?			
		Successes	Challenges
Student Perspective			
Teacher Perspective			