

Helena-West Helena School District

Ratcheting Up the Three R's **All Subjects Instructional Unit Plan**

Subject: WHAT MAKES AN AMERICAN? (Civic and Political Institutions)	Estimated Length of Unit: 2 WEEKS	Beginning Date: AUGUST, 2015	Projected Ending Date: SEPTEMBER 2015
Course CIVICS	Grade 9		
Unit Theme, Big Idea, or <i>Essential Question</i> :			
<ol style="list-style-type: none"> 1. What are the characteristics that make up Culture? 2. What is a citizen? 3. Why do people create structures and change government? 			
UBD Stage One-Desired Results (A is Optional)			
A. Students will be able to independently use their leaning to... (Transfer Goals)			
<ol style="list-style-type: none"> 1. Explain how federal, state, and local governments acquire power. 2. Differentiate among delegated, concurrent and reserved powers. 3. Construct arguments about the strengths, weaknesses, and reasons for checks and balances and separation of powers using multiple primary and secondary sources. 4. Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested. 			
B. Students will understand that...			
<ol style="list-style-type: none"> 1. civics has evolved from earlier forms of government 2. the evolvement of civics is continuous. 3. civics involves culture and structure 			
C. Students will know...			
<ol style="list-style-type: none"> 1. how to relate checks and balances in the civics sector of government 2. how to explain the foundations of civics in relation to different governments 3. how to define civics in relation to government 			
D. Students will be Skilled at...			
<ol style="list-style-type: none"> 1. the use of evidence to support claims 2. the use of Cornell notes in classwork and studies 3. 			
Frameworks and Common CoreState Standards			
Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
CPI.1.C.1: Analyze the establishment and purposes of government	CCRA.R.1, 2, 3, 5, 6, 7, 8, 9, 10	CCRA.W. 1, 2, 7, 8, 9	CCRA.SL.1, 3, 4

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<p>CPI.1.C.2: Construct explanations comparing and contrasting the ideologies of various governments and ways they have changed over time using multiple sources (e.g., anarchy, oligarchy, monarchy, theocracy, autocracy, direct democracy, representative democracy)</p> <p>CPI.1.C.3: Analyze the rationale for the structure of the U.S. Constitution using a variety of primary and secondary sources</p> <p>CPI.1.C.4: Analyze the purpose, organization, authority, and function of each of the three branches of government at the federal and state levels</p> <p>CPI.2.C.1: Explain how federal, state, and local governments acquire power</p> <p>CPI.2.C.2: Analyze the purpose, organization, authority, and function of each of the three branches of government at the federal and state levels</p> <p>CPI.2.C.3: Construct arguments about the strengths, weaknesses, and reasons for checks and balances and separation of powers using multiple primary and secondary sources</p> <p>CPI.2.C.4: Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested</p>			
<p>Unit Specific Vocabulary anarchy, oligarchy, monarchy, theocracy, autocracy, direct democracy, representative democracy, U.S. Constitution, primary source, secondary source, Three branches of government, federal, state, local levels, purpose, organization, authority, function, strengths, weaknesses, checks and balances, separation of powers</p>			

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UBD Stage Two-Evidence																					
<p>Pre Assessment</p> <ul style="list-style-type: none"> • Attach Copy at the End of the Unit: Day 1 Game Activity: MUST be followed by discussion for informal assessment of Civic basics. 																					
<p>Traditional Assessment Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.</p> <ul style="list-style-type: none"> • Proposed Date for Traditional Assessment <u>Day 10</u> • Attach a copy to the end of this unit. 																					
<p>B. Project-Based Assessment Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.</p> <ul style="list-style-type: none"> • Create a handout that lists the four options and includes instructions and a rubric for each choice. • Proposed Date for Project-Based Assessment Presentations <u> </u> • Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit. 																					
<p>Alternative Assessment or Big Finale -----What choices will be given students for this Unit?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Comic Strip</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Diary</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Interview</td> <td style="border: none;"><input type="checkbox"/> Letter to the Editor</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Newspaper Story</td> <td style="border: none;"><input type="checkbox"/> Radio Program</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Newscast</td> <td style="border: none;"><input type="checkbox"/> Monologue</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Poem or Song</td> <td style="border: none;"><input type="checkbox"/> Slideshow</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Brochure</td> <td style="border: none;"><input type="checkbox"/> Model</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Press Conference</td> <td style="border: none;"><input type="checkbox"/> Play</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Soundtrack</td> <td style="border: none;"><input type="checkbox"/> Essay</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Rewrite</td> <td style="border: none;"><input type="checkbox"/> Oral Interpretation</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/></td> <td style="border: none;"><input type="checkbox"/></td> </tr> </table>		<input type="checkbox"/> Comic Strip	<input type="checkbox"/> Diary	<input type="checkbox"/> Interview	<input type="checkbox"/> Letter to the Editor	<input type="checkbox"/> Newspaper Story	<input type="checkbox"/> Radio Program	<input type="checkbox"/> Newscast	<input type="checkbox"/> Monologue	<input type="checkbox"/> Poem or Song	<input type="checkbox"/> Slideshow	<input type="checkbox"/> Brochure	<input type="checkbox"/> Model	<input type="checkbox"/> Press Conference	<input type="checkbox"/> Play	<input type="checkbox"/> Soundtrack	<input type="checkbox"/> Essay	<input type="checkbox"/> Rewrite	<input type="checkbox"/> Oral Interpretation	<input type="checkbox"/>	<input type="checkbox"/>
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Introducing the Unit																					
Anchoring Activity																					
This activity should engage the students and establish the relevance of the entire unit of study.																					
<p style="text-align: center;">Anchoring Activity</p> <p>Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____</p>	<p style="text-align: center;">Description of Anchoring Activity</p> <p>Students will play a game in which they will organize their “civic group” according to given characteristics and rationalize why they are grouped as such.</p>																				

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Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

UBD Stage Three-Learning Plan		
Lesson # Date/Day	Teaching/ Delivery Method d (What I will say or do)	Check for Understanding (What will the students say or do)
Day 1	Introduce game, giving directions Discuss what we found after game completed Set up Cornell note paper (how you take the notes and why)	Participate in civic awareness game Set up Cornell Note paper for next day
Day 2	Use Smart board to write teacher's notes for unit lessons (UNIT ONE will be teachers' notes)	Take notes from teachers notes
Day 3-5	Read and discuss Chapter 1, Lesson 1 and 2 pages 1 -10, 11 - 17	Follow activities in teacher's manual Cornell Notes on readings Exit assessment on Day 5
Day 6-7	Chapter 1 Lesson 3, pages 18 - 25	Follow activities in teacher's manual Cornell Notes on readings
Day 8-9	Chapter 1 Lesson 4, pages 26 - 33	Follow activities in teacher's manual Cornell Notes on readings Homework Pages 35 and 36
Day 10	Formal Assessment designed by Test Pro (online materials)	Turn in homework at beginning of period for grade +10 points; at end of period for grade + 0 points
Day 11	Introduce Teacher/Student made Cornell notes (to continue till end of the 1st nine week period for all their other work	Students will learn to organize notebooks according to teacher specifications (Use AVID strategies if available)