

UNIT IV Spring

Unit Plan Title:		Institutions of Government
Curriculum-Framing Questions		
Essential Question	How do the institutions of American Government prevent the rise of tyranny, protect the rights of the individual, and maintain an effective government at the same time?	
Unit Summary:		
This unit will examine the structure and function of the Legislative Branch., Executive, and Judicial Branches.		
Targeted State Frameworks/Content Standards/Benchmarks:		
Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.		
<ol style="list-style-type: none">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.2. Identify their current representatives in the legislative branch of the national government.3. 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 office, the oath of office, and the enumerated executive powers.4. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.5. Explain the processes of selection and confirmation of Supreme Court justices.		
A-G Skill Requirements		
<ol style="list-style-type: none">1. Formulate research questions that can provide the basis for productive investigation.2. Evaluate and communicate information through a variety of written and oral assignments.		
Student Objectives/Learning Outcomes:		
<ol style="list-style-type: none">1. Students will be able to identify and explain the functions, powers and organizational structure of each branch of government.2. Students will be able to explain the process by which a bill becomes a law and the process by which that law can be challenged in the courts.		
Procedures:		
Mon 4/14 Legislative Branch		
Policy Paper Assignment #5 Review		
Legislation Overview Legislation Example		

Bookwork

Tues 4/15 Structure of Congress

Bookwork

Wed 4/16 Structure of Congress

Ch 11 Notes due

[Lecture-Structure of Congress](#)

Thurs 4/17 Structure of Congress

[Lecture-Structure of Congress](#)

Fri 4/18 Current Events

Tues 4/22 Congress in Action

[Lecture- Congress in Action](#)

Wed 4/23 Congress in Action

[Lecture- Congress in Action](#)

Thurs 4/24 Groupwork

Policy Paper Assignment #5 Due

Fri 4/25 Current Events

Mon 4/28 Policy Paper Assignment #6 Review

Ch 11 Quiz Due

[Outline Review](#) [Example](#) [Outline Template](#)

Bookwork

Tues 4/29 Executive Branch

Bookwork

Wed 4/30 Executive Branch

Ch 12 notes due

[Presentation- Executive Branch](#)

Thurs 5/1 Executive Branch

[Presentation- Executive Branch](#)

Fri 5/2 Current Events

Mon 5/5 Executive Branch

[Presentation- Bureaucracy](#)

Tues 5/6 Judicial Branch

Ch 12 Quiz due

Bookwork

Wed 5/7 Judicial Branch

Bookwork

Thurs 5/8 Judicial Branch

Ch 14 notes due

[Presentation- Judicial Branch](#)

Fri 5/9 Current Events

Mon 5/12 Judicial Branch

Outline Due

[Presentation- Judicial Branch](#)

Tues 5/13 Federalist 78

[Federalist 78](#)

Wed 5/14 Review

Ch 14 quiz due

Thurs 5/15 Unit Test

Fri 5/16 No School

Technology Prerequisites:

1. Personal Electronic Device (Chromebook, laptop, Smartphone)
2. Access to [Classlink Video Support](#)
3. Access to online textbook through NGLSync. [District Tech Assistance](#)

Materials and Resources Required For Unit

Printed Materials:	Textbook: Henchen, Beth and Edward Sidlow, Clenaghan. <i>GOVT10, Principles of American Government</i> . Boston: Cengage, 2019.
Internet Resources:	<ol style="list-style-type: none">1. Website: www.mrbrennanswebsite.com2. Resource aggregator: Classlink Video Support3. Youtube Channel: https://www.youtube.com/channel/UCZSlqC9NHWa2yvxsP22S9HA
Others:	NA

Built-in Accommodations for Differentiated Instruction

Resource Student:	<ol style="list-style-type: none">1. Unit plans are posted to website detailing due dates and progress of discussion for students, parents, and resource specialists.2. All handouts and presentations are accessible by students, parents, and resource specialists on my website.3. Presentations utilize close captioning and amplified sound.4. Policy paper is broken down into smaller assignments.5. Detailed examples and directions for assignments are accessible to students, parents, and resource specialists on my website.6. Grades are posted regularly in the school information system online for review by students, parents, and resource specialists.
Non-Native English Speaker:	<ol style="list-style-type: none">1. LEP students may be paired with English proficient partners.2. Support for finding internet information in their native language, including ability to translate website into multiple languages.3. Assignments have examples and detailed instructions. Visual presentations accompany all verbal presentations.

Gifted Student:	<ol style="list-style-type: none"> 1. Essential questions can be assigned as a challenge assignment. 2. Additional reading materials may be assigned upon request. 3. Youtube Channel contains videos for additional review.
Student Assessment:	<ol style="list-style-type: none"> 1. Group discussions and presentations, individual writing responses, quizzes.