



**Marietta City Schools**

**District Unit Planner**

*American Government*

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| <b>Unit title</b> | <i>Unit 2: The Legislative Branch</i> | <b>MYP year</b> | 4 | <b>Unit duration (hrs)</b> | <i>12 Hours</i> |
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Standards**

**SSCG8 Demonstrate knowledge of the legislative branch of government.**

- a. Cite the formal qualifications for representatives and senators listed in the Constitution.
- b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.
- c. Compare the terms of office for each chamber of Congress and explain the Founders' intent.
- d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendment, treaties, etc.)
- e. Explain the steps in the legislative process.
- f. Explain the functions of various leadership positions and committees within the legislature.
- g. Analyze the positive and negative role lobbyists play in the legislative process.

**SSCG15 Demonstrate knowledge of local, state, and national elections.**

- a. Describe the historical development, organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- c. Examine campaign funding and spending and the influence of special interest groups on elections.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

- 1. compare similarities and differences
- 2. organize items chronologically
- 3. identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
17. interpret political cartoons

**Map and Globe Skills:**

4. compare and contrast the categories of natural, cultural, and political features found on maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

**SS Reading Standards 6-8:**

- L9-10RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-10RHSS6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- L9-10RHSS9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**SS Writing Standards 6-8:**

- L9-10WHST1:** Write arguments focused on discipline-specific content
- L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L9-10WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

| Key concept   | Related concept(s)                | Global context  |
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| <b>Relationships</b> are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, | Power<br>Significance<br>Ideology | <b>Identities and Relationships</b> Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. |

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| affecting large networks and systems such as human societies and the planetary ecosystem. |  |  |
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| <b>Statement of Inquiry</b> |
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While change occurs over time, there is continuity to the basic structure of that society.

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| <b>Inquiry questions</b> |
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**Factual**  
 How is the legislative process structured in the United States?  
 How is power distributed within the United States legislative branch?

**Conceptual**  
 Why are there unique qualifications and terms for elected members of the House of Representatives and the Senate?  
 Why are certain powers reserved for the House of Representatives?  
 Why are certain powers reserved for the Senate?

**Debatable**  
 How does the structure and function of the legislative branch of government impact the rule of law in the United States?  
 How do individuals, groups, and institutions impact the legislative process in the United States?

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| <b>MYP Objectives</b> | <b>Assessment Tasks</b> |
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| <i>What specific MYP <b>objectives</b> will be addressed during this unit?</i> | <i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i> | <i>List of common formative and summative assessments.</i> |
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| <p>Criterion A: Knowing and Understanding</p> <p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p> <p>Criterion D: Critical Thinking</p> | <p> <b>Congressional Leadership &amp; Committees Assignment</b> The summative assessment addresses the goals of the statement of inquiry by examining the system of state elections to identify people and parties of power in governance. It allows young learners to see the intended consequences of the power of one vote and the unintended consequences of nonvoters and for uneducated voters who do not research voting history and polling data points. This summative assessment allows them to access real world learning connections to gain a bigger perspective of how influential we are as constituents in the nomination, voting, campaigning and election process. Further it is explored through the lens of Identities and Relationships as students connect political parties and influence of an incumbent and challenger and beyond to political names and legacy of pertinent families over the history of our nation.</p> <p>Honors Task and Directions: <a href="http://mhsgovernmentelections.weebly.com/">http://mhsgovernmentelections.weebly.com/</a></p> <p>College Prep Task and Directions: <a href="http://mhsgovernmentelectionscp.weebly.com/">http://mhsgovernmentelectionscp.weebly.com/</a></p> <p>Honors Students Poster Examples: <a href="https://padlet.com/lgarymichel1/r39k9ztx3ci9barj">https://padlet.com/lgarymichel1/r39k9ztx3ci9barj</a></p> <p>College Prep Students Poster Examples: <a href="https://padlet.com/lgarymichel1/m56cmik94viz75kn">https://padlet.com/lgarymichel1/m56cmik94viz75kn</a></p> <p>*this activity has been suspended until fall 2026 since there is no election this fall, but a similar project will be given in unit 3 this year</p> | <p><b>Formative Assessment(s):</b></p> <p>Informative Writing: Understanding the 17th Amendment R.A.C.E</p> <p>Informative Writing: The Legislative (Bill Making) Process R.A.F.T.</p> <p>Legislative Branch Multiple Choice CFA</p> <p>Legislative Branch CFA in AMP</p> <p><b>Summative Assessment(s):</b></p> <p>Legislative Branch Summative</p> <p>Legislative Branch Summative in AMP</p> |
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**Approaches to learning (ATL)**

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| <p><b>Category:</b> Communication<br/> <b>Cluster:</b> Communicating<br/> <b>Skill Indicator:</b> Students will exchange thoughts, messages and information by examining the system of state elections.</p> <p><b>Category:</b> Thinking Skills<br/> <b>Cluster:</b> Critical Thinking<br/> <b>Skill Indicator:</b> Students must analyze and evaluate ideas and issues to understand the processes of state elections.</p> |
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**Learning Experiences**

Add additional rows below as needed

| Objective or Content   | Learning Experiences  | Personalized Learning and Differentiation                                   |
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| <p><b>SSCG8 Demonstrate knowledge of the legislative branch of government.</b><br/> e. Explain the steps in the legislative process.</p> | <p><a href="#">Steps in the Legislative Process</a> Students investigate the steps of the legislative process and create a graphic organizer to illustrate the processes from the proposal of a Bill to enacting into law. After completing the background information, they will then complete the <a href="#">My Bill</a></p> | <p>Students in honors classes will be given opportunities for extension</p> |

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| <p>f. Explain the functions of various leadership positions and committees within the legislature.</p>   | <p><a href="#">Assignment</a>- to propose and write a bill and carry out the process of trying to get others to agree to their bill through a mock senate simulation.</p>  | <p>Students with 504/IEP will have accommodations met per plan...assignment can be chunked and/or reduced based on length of assignment</p>   |
| <p><b>SSCG15 Demonstrate knowledge of local, state, and national elections.</b><br/>a. Describe the historical development, organization, role, and constituencies of political parties.</p> | <p><a href="#">The Origin of American Political Parties</a><br/>Students research the origin of political parties including the viewpoints of Jefferson and Hamilton then debate which point of view was best for America following the Revolutionary War.</p>                                     | <p>Students in honors classes will be given opportunities for extension<br/><br/>Students with 504/IEP will have accommodations met per plan...assignment can be chunked and/or reduced based on length of assignment</p> |
| <p><b>SSCG8 Demonstrate knowledge of the legislative branch of government.</b><br/>e: Explain the steps in the legislative process.</p>  | <p><a href="#">My Bill assignment.doc</a><br/>Students will create their own bill for Marietta High School. After all steps are completed, each student will present to the class and we will vote to see which one will become law. This will help with the review of the legislative process</p> | <p>Students in honors classes will be given opportunities for extension<br/>Students with 504/IEP will have accommodations met per plan...assignment can be chunked and/or reduced based on length of assignment</p>      |

**Content Resources**

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| <p><a href="#">Formal Qualifications for Senators and House of Representatives members</a><br/>SSCG8a</p> <p><a href="#">Intro Election Project</a><br/>SSCG8b</p> <p><a href="#">Steps in the Legislative Process</a><br/>SSC8e</p> <p><a href="#">Congressional Leadership &amp; Committees Assignment</a><br/>SSCG8f<br/>SSCG8g</p> |
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 The Origin of American Political Parties

SSCG15a