

Creating the Constitution/Civics

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. - Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). - Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. - Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. - Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. - Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. - Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings. - Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. - Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions and act responsibly based upon their understanding of the role of citizens and the powers and limitations of government.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS - Why is government necessary? - What are the duties, roles, rights and responsibilities of citizens?
Acquisition		
<i>Students will know...</i> that the United States Constitution replaced the Articles of Confederation and has served as the plan for our government ever since.		<i>Students will be skilled at...</i> - distinguishing powers and responsibilities. - explaining the varied roles of citizens.

● Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. ● Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. ● D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. ● D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. ● D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	● that compromises were made at the Constitutional Convention in order to create the document. ● that the United States Constitution... -created a federal system that divided powers between the national government and state governments and each was given certain powers. -was the “supreme law of the land.” -established three branches of government and a “checks and balance” system so that no branch could become more powerful than another. -can be amended through different processes, and there are currently 27 amendments in total. ● that the Bill of Rights was added and protects individual freedoms and places limits on the power of government. ● that the NH Constitution establishes a framework for our state government and has similarities and differences to the U.S. Constitution. ● that a democratic society needs active citizens to perform both voluntary and involuntary duties in order to function. ● the viewpoints held by the Federalist and Anti Federalist Republican parties (economic policy, foreign relations, role of the federal gov’t, interpretation of the Constitution, role of people in gov’t). <u>vocabulary:</u> confederation, constitution, bicameral, unicameral, republic, compromise, amendment, federalism, judicial branch, executive branch, legislative branch, electoral college, checks and balances, republicanism, senators, impeachment, congressional, bill, law, Congress, elastic clause, Habeas Corpus, Articles, Bill of Rights, cabinet, judicial branch, Supreme Court, treason, appellate, national supremacy, governor, civic duty, draft, assembly, expression, petition, arms, attorney, jury, warrant	● examining the origins and impact of laws and agreements. ● explaining the powers and limitations of governments. ● explaining the origins, functions, and structure of governments. ● describing the impact of organizations on people. ● applying civic virtues and democratic principles. ● analyzing the influence of ideas and principles on social and political systems. ● comparing varied deliberative processes. ● explaining the relevance of personal interests and perspectives. ● differentiating among decision making procedures. ● taking informed action.
---	---	---

Content Area Literacy Standards	21st Century Skills
● RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ● RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). ● RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). ● RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). ● RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. ● WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>. ● WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ● WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ● WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan
<i>Summary of Key Learning Events and Instruction</i>

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	