

- Learning Goal(s)

The learning goals for this unit are for students to understand the basic parts and functions of the U.S. Government and how the democratic process works in the United States. The four areas of integration will be Math, Language Arts, Science, and Social Studies.

- Needs Analysis

According to the Utah State Core curriculum requirements, students should be able to understand the rights and responsibilities guaranteed in the Constitution and the Bill of Rights. 5th Grade students should also be able to do the following:

Standard 3

Objective 1:

1. Distinguish between the role of the Legislative, Executive, and Judicial branches of the government.
2. Explain the process of passing a law.
3. Describe the concept of checks and balances.
4. Discover the basis for the patriotic and citizenship traditions we have today (i.e. Pledge of Allegiance, flag etiquette, voting).

- Learner Analysis:

Demographics:

This learning group consists of 32 5th graders, ages 10-11. The 32 students are a compilation of two different classes that combine for the afternoon, which includes Social Studies. Twenty-two of these students are from my morning class and stay with me all day. The other 10 students are with a part-time teacher in the morning. There are 17 boys and 15 girls. Out of these 32 students, one is currently receiving resource help in math, one has just been released from services, and two will be recommended for services this year. Two students are bussed into the school as they live outside the boundaries from this school. The socio-economical range of the student families' varies from wealthy to at or just above the poverty line. The average for this class is middle-class, with a majority of parents having higher education. About 10 families live with grandparents or great-grandparents.

Attitudes:

In a survey administered to students in this class, 87% of students generally like school. Only about 3% didn't like school. In content areas, only 7% of the student population listed social studies as their favorite subject. However, based on personal observation, students enjoy what we are learning in social studies if the lessons include hands-on activities, art projects, and/or opportunities to participate in a non-traditional way. One answer that surprised me was that 30% of students really enjoy teaching others as a way to show what they have learned. That will be a valuable insight as far as assessment is concerned. 77% of students stated that their parents ask them daily if they have homework, and only 47% regularly ask them about school. Most students seemed to feel that school was a fairly safe place (47% yes: 53% sometimes). A majority of my students know for sure that I like them (70%) versus those that aren't sure (30%). Several students listed ADHD or other kids talking as reasons why it was difficult to concentrate in school.

Access to Technology:

80% of students surveyed stated that they had regular internet use at home, with 37 % able to use it freely and 43% with limited access. While 80% had access to the internet at home, only 60% had a consistently working printer. Additionally, 80% of students said that they had access to an iPad, iPod, or smartphone.

Schedule:

Friday attendance is significantly lower, with, usually, 3-4 students gone. In a class of 22, 3-4 students missing is roughly 20% of the population. There are three students in particular miss and average of 1 day a week. There are 2-3 students that regularly (more than 3 times a week) come to school without completed homework. One student leaves during social studies for resource services.

Because of a split, social studies is taught twice a week for 45 minutes. This unit will last approximately 3 weeks.

Learner Skill Levels:

90% of students are on meeting benchmark in comprehension. 9% are below benchmark and need some support. 81% of students are at or above benchmark according to the winter CBM. 17% are below benchmarks, which equates to 4 students that are under the winter benchmark. However, when I looked at their actual data, only one was far from the target. The other three were within 2-4 words of meeting the benchmark. This makes a huge difference to me. I know that a few students may need some support and one definitely does, but an overwhelming majority will be able to read on grade level. I also looked at the math benchmarks to see where my students were at as far as computation and problem solving skills. 68% of my students are on or above benchmark. 7% are not. This means that I will need to modify and/or closely monitor those students to ensure their success.

● Context for Instruction

This course will be implemented over the course of three weeks (6 actual classroom days) in 45 minute blocks of time. Teacher will briefly instruct students in whole-group, but most of the work will be done in small groups, with each group responsible for teaching the other groups the material. At the end of the unit, groups will be responsible for creating a lapbook that will be shared with students in 4th grade. In addition, there will also be three 45 minute sessions in the school computer lab.

Materials that will be used:

- computer
- computer lab
- keynote program
- projector
- brainpop.com videos
- file folders
- art supplies (scissors, glue, paper)
- textbook material

- website information from bensguide.gpo.gov
- graphic organizers
- rubrics
 - self-evaluations
 - peer evaluations
 - project requirements

I originally planned to teach this unit differently, but since the data showed that students preferred teaching their classmates, I changed the structure of the class to reflect that. The teacher will spend the first part of the class period reviewing content and presenting materials for students to use. Groups will then work together to learn the required material in order to teach their peers. Once the material has been covered, students will then create a lapbook that will allow them further teaching opportunities.

● Task Analysis

I. Students will be able to diagram the model of the U.S. Government and list the functions of each branch of government.

a. The branches students will need to know are: Executive, Legislative, and Judicial

b. Students will need to know that the functions of each branch:

- Executive branch is lead by the president who directs foreign affairs and national defense and has the power to veto proposed bills.
- Legislative Branch consists of two “houses”: The Senate and The House of Representatives, which collectively make up congress. Together they create proposed laws, can impeach the president, approve treaties and budgets.
 - Students will need to know that the number of senators equals two per state and that the number of representatives is decided by population.
- Judicial Branch is composed of 12 judges known as The Supreme Court. They are responsible for interpreting The Constitution, reviewing laws and determining state's rights. Judges are appointed by the president and approved by congress.

c. Students will need to explain checks and balances:

- Checks and balances prevent any one branch from being too powerful.

II. Students will be able to explain the process of passing a law both orally and by labeling a flow chart.

- Bills can be introduced in either house of congress
- Once introduced, bills go to a committee, then to the full house for debate and is voted on.
 - The House of Representatives need 218 votes to pass a bill
 - The Senate needs 51 votes to pass a bill
- Once approved, the bill goes to the other house for the same process.
- Once both houses approve, the bill is sent to the president
- The president can approve the bill or veto it
- If vetoed, three things can happen:
 1. It can be thrown out
 2. It can be amended and go through the process again
 3. Congress can override the veto with a $\frac{2}{3}$ majority vote

- $\frac{2}{3}$ in the Senate is 67
- $\frac{2}{3}$ In the House of Representatives is 290 votes

III. Students will be need to define, in their own words, the meaning of unit vocabulary words:

- veto, impeach, congress, checks and balances, amend, ratify, patriotic, citizenship

IV. Students will be able to identify patriotic symbols and its corresponding origins and history