

Civics - Grade 7**Course Overview**

Civics class will focus on the working of the United States Federal Government. The course can best be split up into three major topics;

1. Citizen's rights, duties, and responsibilities as Americans.
2. Documents such as the Constitution, Articles of Confederation and the Declaration of Independence.
3. The three branches of our Federal Government - Executive, Legislative, and Judicial.

Scope and Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Current Events	1. Newspaper
Ongoing	Literacy	1. Reading of the Textbook 2. Six Trait Writing 3. Rate and Log - DVD Tool 4. Speaking, Listening and Presentation 5. Reading the Newspaper
Ongoing	Technology	1. Word Processing 2. Internet Research 3. Multimedia
Ongoing	Thinking Maps to Organize and Remember	1. Circle Map 2. Bubble Map 3. Double Bubble Map 4. Tree Map 5. Flow Map
3 Week(s)	What is Civics?	1. Government of the People, by the People, for the People 2. The Naturalization Process 3. Who are Americans?
4 Week(s)	Roots of American Democracy	1. Our English Heritage 2. The Colonial Experience 3. Toward Independence 4. The Nation's First Governments
4 Week(s)	The Constitution	1. The Road to the Constitution 2. The Structure of the Constitution 3. Underlying principles of the Constitution 4. A Living Constitution
4 Week(s)	The Bill of Rights	1. The Bill of Rights (Amendments 1-10) 2. The First Amendment 3. The Bill of Rights Extended
3 Week(s)	The Citizen and the Community	1. The Rights of Citizens 2. The Duties and Responsibilities of Citizens 3. The Citizen's Role in the Community
5 Week(s)	Congress (Legislative Branch)	1. How Congress is Organized 2. How Congress Works 3. Congressional Powers 4. How a Bill Becomes a Law
4 Week(s)	The Presidency (Executive Branch)	1. The President and the Vice President 2. The President's Major Roles - Chief Executive, Chief Diplomat, and Commander in Chief 3. The President's Other Roles 4. The Executive Office
4 Week(s)	The Judicial Branch (Federal Court)	1. The Federal Court System

	System)	2. The Lower Federal Courts 3. The United States Supreme Court 4. The Court at Work
3 Week(s)	State Government	1. The Federal System 2. The State Executive Branch 3. The State Legislative Branch 4. The State Judicial Branch
Ongoing	Review and Assessment	1. End of Unit Review 2. Cumulative Assessment

Academic Vocabulary

See each unit for a listing of academic vocabulary

Materials and Resources

1. Teacher Binder
2. Teacher Lesson Plan Binder
3. File cabinet - Masters and extra copies of all work material.
4. Teachers Wraparound Edition "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
5. Supplemental Support Programs- Civics: Responsibilities and Citizenship. 6. Glencoe McGraw Hill Text Series
7. Mindjogger Video Quiz-Glencoe Videos
8. Democracy in Action Video program
9. Glencoe-Interactive Lesson Planner-CD

Course Details

UNIT: Current Events -- Ongoing

Description

At the beginning of most class periods for five to ten minutes the students will have an opportunity to read the Appleton Post-Crescent. There will be an opportunity to discuss articles or topics that are of interest or concern to any of the students.

Unit Level Key Questions

Why is it important for people to be aware of what is going on in their community?

Materials and Resources

Appleton Post Crescent

TOPIC: Newspaper [Ongoing]

Description

On Mondays, Wednesdays, and Fridays students will have an opportunity to read the Appleton Post-Crescent at the beginning of the class. There will be an opportunity to discuss articles or topics that are of interest or concern to any of the students.

Learning Targets

The students will be able to carry on a discussion about current events in the news.

The students will read the newspaper to increase comfort level and understanding of current events.

UNIT: Literacy -- Ongoing

Description

Students will read their textbooks to help them gain an understanding of the course content. Students will present their knowledge of concepts through writing and oral presentations.

Academic Vocabulary

Word Choice
Conventions

Materials and Resources

"Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000

TOPIC: Reading of the Textbook [Ongoing]

Description

It is important for students to use strategies to interact with non-fiction text to gain new meaning.

Learning Targets

The students will apply various reading strategies when interacting with the textbook.

Strategies to include:

Vocabulary
Comprehension
Thinking Maps

TOPIC: Six Trait Writing [Ongoing]

Description

Students are expected to write in a variety of situations and for a variety of reasons. Many combinations of traits may be required at different times when writing.

Learning Targets

The students will apply the Six Trait writing model.

Students will focus on:

Word Choice
Conventions

TOPIC: Rate and Log - DVD Tool [Ongoing]

Description

When students use **Rate and Log** as a strategy throughout the instructional cycle, they benefit in the following ways:

Clear up confusions or explain ever-changing understandings

"Slow down" to wrestle with the tougher parts or focus on the important parts

Heighten awareness of how one thinks as concepts evolve

Confirm, build upon or reshape schema

Solidify understandings

Learning Targets

The students will explain ever-changing understandings and reshape schema.

TOPIC: Speaking, Listening and Presentation [Ongoing]

Learning Targets

The students will give presentations in a variety of situations.

The students will listen attentively and appropriately respond to others.

The students will participate in discussions.

TOPIC: Bubble Map [Ongoing]

Description

- Attributes
- Traits
- Properties

Learning Targets

The students will carry on a discussion about current events in the news.

Students will be able to carry on a discussion about current events in the news with their class.

The students will read the newspaper to increase comfort level and understanding of current events.

UNIT: Technology -- Ongoing

Description

Over the course of the school year the students will complete several tasks with the aid of technology.

Materials and Resources

Computer

TOPIC: Word Processing [Ongoing]

Description

The students will complete several tasks using a basic word processing program over the course of the school year.

Learning Targets

The students will complete several tasks using a basic word processing program over the course of the school year.

TOPIC: Internet Research [Ongoing]

Description

The students will complete several tasks with the aid of internet research over the course of the school year.

Learning Targets

The students will complete several tasks using the internet to research various topics.

The students will complete several tasks with the aid of internet research over the course of the school year.

TOPIC: Multimedia [Ongoing]

Learning Targets

The students will construct at least 1 Multimedia presentation over the course of the school year.

UNIT: Thinking Maps to Organize and Remember -- Ongoing

Description

As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

TOPIC: Circle Map [Ongoing]

Description

- Seeking context
- Generate relevant information

Learning Targets

The students will generate relevant information or seek context using a circle map.

TOPIC: Bubble Map [Ongoing]

Description

- Attributes
- Traits
- Properties
- Description

Learning Targets

The students will organize attributes, traits, properties or descriptions with a bubble map.

TOPIC: Double Bubble Map [Ongoing]

Description

- Compare and contrast
- Prioritize importance within a comparison
- Comparison

Learning Targets

The students will compare and contrast using a double bubble map.

TOPIC: Tree Map [Ongoing]

Description

- Classification
- Main Idea/Details
- Persuasive
- Theme

Learning Targets

The students will construct a Tree Map to classify or sort main ideas from details.

TOPIC: Flow Map [Ongoing]

Learning Targets

The students will organize sequences, develop time lines and show chronological order.

UNIT: What is Civics? -- 3 Week(s)

Description

This chapter will introduce the concepts of government. Students will learn why government is essential to the success of a community. They will further learn that the purpose of government is to establish and enforce laws and public policies. They will learn how government has grown over the centuries.

Academic Vocabulary

Dictator
Direct Democracy
Representative Democracy
Immigrant
Illegal Alien
Naturalization
Census
Metropolitan
Suburb

Unit Level Key Questions

Why are there restrictions on immigration?
Would you change the naturalization process?
Why have a lot of big cities been losing population?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: Government of the People, by the People, for the People -- 1 Week(s)

Description

The students will be able to define the main purposes of government and be introduced to ways in which citizens can influence government.

Learning Targets

The students will define the purpose of government and be introduced to ways in which citizens can influence government.

The students will be able to identify the main purposes of government (make laws, provide services, keep order). The basic structure of a democracy will be introduced to the students. The students will be introduced to how they can influence the government.

TOPIC: The Naturalization Process -- 1 Week(s)

Description

The students will be able to list and describe the steps of the naturalization process.

Learning Targets

The students list and describe the steps of the naturalization process.

The students will be able to describe the four steps of the naturalization process. The four steps to the naturalization process are #1 filing a Declaration of Intention with immigration authorities #2 file an application for naturalization #3 take the naturalization test #4 oath of loyalty.

TOPIC: Who are Americans? -- 1 Week(s)

Description

The students will be able to identify where people came from who now call themselves Americans.

Learning Targets

The students will identify where people came from who now call themselves Americans.

The students will be able to identify reasons why there have been shifts in America's population.

The students will be able to explain changes in immigration and migration patterns throughout America.

UNIT: Roots of American Democracy -- 4 Week(s)

Description

This chapter deals with the roots of our American Democracy. It explores the English system of government and its influence on the development of the American form of government. The chapter touches on colonial rule and the reasons for the movement towards independence in the American colonies.

Academic Vocabulary

Parliament
Legislature
Colony
Boycott
Repeal
Independence
Ratify
Amend

Unit Level Key Questions

Why did the colonists want independence from England?

Why was it a great risk for all of the men who signed the Declaration of Independence?

Why did the Articles of Confederation fail as the first blueprint for our government?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: Our English Heritage -- 1 Week(s)

Description

The students will be able to describe how our government has been strongly influenced by our English heritage.

Learning Targets

The students will describe how our government has been strongly influenced by our English heritage.

The students will get an introduction to the history of the Monarchy and Parliament in England.

TOPIC: The Colonial Experience -- 1 Week(s)

Description

The students will be able to list and discuss the first documented examples of democracy in Colonial America.

Learning Targets

The students will list and describe the first documented examples of democracy in Colonial America.

The Jamestown House of Burgesses and the Mayflower Compact will be discussed.

TOPIC: Toward Independence -- 1 Week(s)

Description

The students will be able to list several reasons why the colonists wanted to be free of England's rule and become an independent nation.

Learning Targets

The students will list several reasons why the colonists wanted to be free of England's rule and become an independent nation.

The students will be able to list several reasons (British taxes and the intolerable acts to name a few) why the colonists wanted to be free of England's rule and become an independent nation. The students will be able to state what the Declaration of Independence symbolized for Americans.

TOPIC: The Nation's First Governments -- 1 Week(s)

Description

The students will be able to define the struggles that early America had establishing a national government.

Learning Targets

The students will define the struggles that early America had establishing a national government.

The students will be able to define the struggles that early America had establishing a national governing body. The students will be able to list the reasons why the Articles of Confederation did not work as the law of the land in America (Congress had no power to collect taxes; Congress had no power to enforce its laws; No single leader or group directed government policy; No national court system existed; The articles could not be changed without the agreement of all 13 states.)

UNIT: The Constitution -- 4 Week(s)

Description

The focus for study in this chapter is the Constitution of the United States of America. Among the topics of discussion will be the reasons why steps were taken to produce a new constitution to replace the Articles of Confederation. The plan of the new constitution and the compromises needed to do this are a central theme. Also discussed here are the sections of the constitution as well as the fact that provisions were included to insure that the document can be changed or amended as needed? Prior to the start of this unit of study in the textbook, students will be engaged in a mock constitutional convention in which they will develop their own classroom constitutions. The process will involve students working in cooperative groups to formulate ideas for a new constitution. They will then share their plans with other groups in the classroom. The process will produce a student constitution.

Academic Vocabulary

Federal System (Federalism)
Compromise
Veto
Preamble
Override
Checks and Balances
Popular Sovereignty
Supremacy Clause
Amendment

Unit Level Key Questions

What was the original intention of the Constitutional Convention? Why did plans change?
Why was the Great (Connecticut) Compromise so important?
How would you say America has done with the six goals listed in the Preamble?
How can an Amendment be added to the Constitution?
What makes the Constitution so powerful that it has lasted for over 200 years as the blueprint for our government?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: The Road to the Constitution -- 1 Week(s)

Description

The students will be able to list why, when and where the Constitution was written.

Learning Targets

The students will list why, when and where the Constitution was written.

The students will be able to list why, when and where the Constitution was written. The students will also be able to identify landmark decision made at the Constitutional Convention

TOPIC: The Structure of the Constitution -- 1 Week(s)

Description

The students will be able to define the general layout of the Constitution.

Learning Targets

The students will describe or identify the general layout of the Constitution.

The Constitution is split up into three parts; preamble, articles, and amendments.

TOPIC: Underlying principles of the Constitution -- 1 Week(s)

Description

The students will be able to identify and define the four main ideas behind the Constitution.

Learning Targets

The students will identify and define the four main ideas behind the Constitution.

The four main ideas behind the Constitution were popular sovereignty, limited government, federalism, and separation of powers.

TOPIC: The Bill of Rights Extended -- 2 Week(s)

Description

The students will be exposed to amendments 11 through 27.

Learning Targets

The students will explain how the Constitution can be changed.

The students will be able to explain the process of how the Constitution can be changed (how amendments can be added).

UNIT: The Bill of Rights -- 4 Week(s)

Description

This chapter deals with the Bill of Rights, which are the first ten amendments to the United States Constitution. The chapter breaks down the amendments into categories of personal freedoms, protecting against abuses of power by the government, protecting the rights of the accused, and other rights. The chapter further discusses amendments to the Constitution that deal with rights given to former slaves after the Civil War, as well as those dealing with voting rights and elections. As part of this unit of study, students will be expected to prepare a speech and visual to present one of the amendments to the class.

Academic Vocabulary

Search Warrant
Due Process of Law
Eminent Domain
Bail
Slander
Treason
Libel
Petition
Suffrage
Poll Tax

Unit Level Key Questions

Why did some Americans feel so strongly that a Bill of Rights be included in our Constitution?

What freedom that the first amendment grants you are you most thankful for?

If you could add an amendment to the Constitution what would it be and why would it be good for our entire country?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: The Bill of Rights (Amendments 1-10) -- 1 Week(s)

Description

The students will be able to discuss the first ten amendments of the Constitution.

Learning Targets

The students will discuss the first ten amendments of the Constitution.

The students will be able to list and debate the first ten amendments of the Constitution.

TOPIC: The First Amendment -- 1 Week(s)

Description

The students will be able to discuss the five basic freedoms that are protected by the first amendment.

Learning Targets

The students will discuss the five basic freedoms that are protected by the first amendment.

Five basic freedoms (speech, press, assembly, religion, and petition)

TOPIC: The Citizen's Role in the Community -- 1 Week(s)

Description

The students will be able to list examples of what they can do to make their community a better place.

Learning Targets

The students will discuss the importance of amendments 11-27.

Extra emphasis will be put on amendments 13,14,15, 17, 19, 23, 24, and 26.

UNIT: The Citizen and the Community -- 3 Week(s)

Description

This chapter introduces the students to the rights as well as duties and responsibilities that they have as citizens. The first emphasis is on the types of rights that all citizens enjoy living in this country, such as security, equality and liberty. Limits on these rights are also discussed. Duties and responsibilities and the roles that citizens play in the various communities to which we can belong are another key element of discussion in this chapter.

Academic Vocabulary

Discrimination
Segregation
Duties
Responsibilities
Draft
Toleration
Community
Public
Welfare

Unit Level Key Questions

Why did the civil rights movement start?
What were some major victories of the civil rights movement?
Why is it important for us to perform our civic responsibilities?
What can you do to make your community a better place?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: The Rights of Citizens -- 1 Week(s)

Description

The students will be able to cite and discuss the three categories of rights that we have as American citizens.

Learning Targets

The students will cite and discuss the three categories of rights that we have as American citizens.

The students will be able to cite and discuss the three categories of rights that we have as American citizens (security, liberty, and equality). The students will also be able to list and discuss the causes of the Civil Rights Movement in America.

TOPIC: The Duties and Responsibilities of Citizens -- 1 Week(s)

Description

The students will be able to explain the duties and responsibilities that we have as American citizens.

Learning Targets

The students will be able to define community and give examples of what they can do to make their community a better place.

TOPIC: How Congress is Organized -- 1 Week(s)

Description

The students will be able to discuss how Congress is organized.

Learning Targets

The students will be able to define community and give examples of what they can do to make their community a better place.

UNIT: Congress (Legislative Branch) -- 5 Week(s)

Description

This chapter deals with the Congress or Legislative Branch of our national government as provided for in the Constitution. The qualifications for members of the Congress are discussed along with the terms of office. The organization of the House of Representatives and the Senate as well as the leadership for both is presented in the chapter. Congressional powers and the process for developing and passing laws are also a key part of the chapter. During this study of the legislative branch of our national government the students will be involved in a mock legislative session in which they will act as a member of the congress. They will write, introduce and vote on legislation based on the game Democracy. They will also be responsible to prepare a newsletter to be sent to the constituents they represent.

Academic Vocabulary

Bicameral
Constituent
Franking Privilege
Seniority System
Impeach
Voice Vote
Standing Vote
Roll-Call Vote
Majority
Minority

Unit Level Key Questions

Should there be more requirements listed for members of the House and Senate in the Constitution?
How does a bill become a law?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: How Congress is Organized -- 1 Week(s)

Description

The students will be able to discuss how Congress is organized.

Learning Targets

The students will be able to describe the process of how a bill becomes a law.

The students will be able to explain the three methods of voting done in Congress; #1 voice vote #2 standing vote #3 roll call vote. The students will also be able to explain what can happen if the President vetoes the bill.

TOPIC: How Congress Works -- 1 Week(s)

Description

The students will be able to describe how Congress conducts its business.

Learning Targets

The students will be able to describe how Congress conducts its business.

The students will be able to list the leaders of both houses of Congress (House of Reps - Speaker of the House, Senate -

Vice President / President Pro Tempore). The students will be able to explain the way in which Congress conducts its business in committees.

TOPIC: Congressional Powers -- 1 Week(s)

Description

The students will be able to define the powers that Congress has as well as the limits of Congressional power.

Learning Targets

The students will be able to define the powers that Congress has as well as the limits of Congressional power.

The students will be able to define the powers that Congress has (ex. the power to impeach government officials, expressed powers and implied powers) as well as the limits of Congressional power (ex. Congress may not make laws that would interfere with the legal rights of individuals).

TOPIC: How a Bill Becomes a Law -- 2 Week(s)

Description

The students will be able to describe the process of how a bill becomes a law.

Learning Targets

The students will be able to describe the process of how a bill becomes a law.

The students will be able to explain the three methods of voting done in Congress; #1 voice vote #2 standing vote #3 roll call vote. The students will also be able to explain what can happen if the President vetoes the bill.

UNIT: The Presidency (Executive Branch) -- 4 Week(s)

Description

This chapter deals with the office of the President of the United States and the workings of the Executive Branch of our government. Some of the topics include requirements for the office, salary and benefits, election and terms of office and succession. Other topics that are discussed in this chapter include the roles that the President plays as the leader of our country. The President's powers are discussed as well as those people who work to assist the Office of the President. Students will be preparing campaign posters depicting the essential qualities and qualifications for the office of President.

Academic Vocabulary

Cabinet
Executive Order
Ambassador
Treaty
Executive Agreement
Pardon
Reprieve
Amnesty
Domestic

Unit Level Key Questions

What role of the President is the most important? Why?
Should the President have more power? Less Power?
What characteristics must a person have in order to be a great President?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: The President and the Vice President -- 1 Week(s)

Description

The students will be able to list the qualifications and terms of office for both the President and Vice President.

Learning Targets

The students will be able to list the qualifications and terms of office for both the President and Vice President.

TOPIC: The President's Major Roles - Chief Executive, Chief Diplomat, and Commander in Chief -- 1 Week(s)

Description

The students will be able to list and explain the President's three main roles - chief executive, chief diplomat, and commander in chief.

Learning Targets

The students will be able to list the President's three main roles - chief executive, chief diplomat, and commander in chief.

TOPIC: The President's Other Roles -- 1 Week(s)

Description

The students will be able to list and explain the President's other roles - legislative leader, party leader, judicial leader, and chief of state.

Learning Targets

The students will be able to describe the President's other roles - legislative leader, party leader, judicial leader, and chief of state.

The students will be able to list the President's other four main roles. The students will also be able to distinguish when the President is performing any or all of the other four major roles.

TOPIC: The Executive Office -- 1 Week(s)

Description

The students will be able to cite the different parts of the Executive Office of the President.

Learning Targets

The students will be able to cite the different parts of the Executive Office of the President.

The students will be able to explain the different parts of the Executive Office of the President such as the White House Office, Office and Management and Budget, National Security Council, and others.

UNIT: The Judicial Branch (Federal Court System) -- 4 Week(s)

Description

The American judicial system is one of the nation's most important institutions. It is up to the courts that make up the judicial branch to see that our nation's laws are justly enforced. It is also up to the courts to interpret the laws and to preserve and protect the rights the Constitution guarantees. As such, the judicial branch plays a vital role in the system of checks and balances that protects our democracy. In this chapter we will deal with the court system, the types of cases that they hear, the appeals process, and special courts that make up this branch of our national government. As part of this unit of study students will be expected to research a decision of the United States Supreme Court and present a speech and create a poster to inform the rest of the class about the case.

Academic Vocabulary

Criminal Case
Civil Case
Plaintiff
Defendant
Suit
District Court
Appeals Court
Remand
Supreme Court

Unit Level Key Questions

What types of cases are heard by the Federal Court System?
How does a court case make it all the way to the Supreme Court?
Should there be Constitutional requirements for members of the Supreme Court? Why?
How are civil and criminal court cases different?
What makes a person or party a plaintiff in a court case? What makes a person or party a defendant in a court case?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: The Federal Court System -- 1 Week(s)

Description

The students will be able to cite the working of the federal court system.

Learning Targets

The students will be able to cite the workings of the federal court system.

The student will be able to identify what type of court cases are under the jurisdiction of the Federal Court System. The students will also be able to discuss the difference between a civil and criminal court case.

TOPIC: The Lower Federal Courts -- 1 Week(s)

Description

The students will be able to classify the lower Federal Courts.

Learning Targets

The students will be able to classify the lower Federal Courts.

The students will be able to cite and explain the lower Federal Courts such as District Court and the United States Courts of Appeals.

TOPIC: The United States Supreme Court -- 1 Week(s)

Description

The students will be able to define the basic structure of the Supreme Court.

Learning Targets

The students will define the basic structure of the Supreme Court.

The students will also be introduced to some landmark Supreme Court decisions.

TOPIC: The State Legislative Branch -- 1 Week(s)

Description

The students will be able to explain the structure of Wisconsin's state legislature.

Learning Targets

The students will describe how the Supreme Court decides which cases to hear and how it comes to a decision.

The students will be able to describe how the Supreme Court decides which cases to hear and how it comes to a decision. The students will also be to explain the three types of opinions that the justices may come to; #1 majority opinion #2 concurring opinion #3 dissenting opinion.

UNIT: State Government -- 3 Week(s)

Description

State governments rather than the federal government have the most impact on your daily life. When you make a purchase, you probably pay a state sales tax. When you register to vote you must meet the requirements that your state has mandated. Your state maintains many of the road you ride on and funds the police forces that patrol these roads. State funds help pay for your school and textbooks. Knowledge of Wisconsin's state government is an essential quality of a good citizen.

Academic Vocabulary

Federalism (Federal System)
State Supreme Court
State Senate
Assembly
Governor
Lieutenant Governor
Superintendent of Public Instruction

Unit Level Key Questions

In what ways is Wisconsin's state government similar to the federal government?
How would a court case make it all the way to the State Supreme Court?
How does the concept of federalism work?

Materials and Resources

1. Textbook "Civics: Responsibilities and Citizenship", Glencoe McGraw Hill, Copyright 2000.
2. Notebook
3. Pocket folder
4. Pencil
5. Markers and/or colored pencils

TOPIC: The Federal System -- 1 Week(s)**Description**

The students will be able to discuss how the State and Federal Governments work together to govern.

Learning Targets

The students will be able to discuss how the State and Federal Governments work together to govern.

TOPIC: The State Executive Branch -- 1 Week(s)**Description**

The students will be able to explain powers and duties of Wisconsin's Governor as well as be able to list some of the major players of the state's Executive Branch.

Learning Targets

The students will explain the basic structure of the State Executive Branch.

The major players of the State Executive Branch (governor, lieutenant governor, secretary of state, attorney general and superintendent of public instruction).

TOPIC: The State Legislative Branch -- 1 Week(s)**Description**

The students will be able to explain the structure of Wisconsin's state legislature.

Learning Targets

The students will explain the structure of Wisconsin's state legislature (Senate and Assembly).

The students will be able to identify their local representatives in both the Senate and Assembly.

TOPIC: The State Judicial Branch -- 1 Week(s)**Description**

The students will be able to define and describe the levels of the Wisconsin's state court system.

Learning Targets

The students will define and describe the levels of the Wisconsin's state court system.

UNIT: Madison Trip -- 1 Day(s)**Description**

Students will visit the Capitol in Madison. If possible, students will also go to the Veteran's Memorial Museum.

TOPIC: Capitol Tour and Veteran's Memorial -- 1 Day(s)**Learning Targets**

The students will visit the Capitol in Madison.

The students will visit the Veteran's Memorial Museum, if possible.

UNIT: Review and Assessment -- Ongoing

Description

Students will participate in various activities to review for unit assessments.

TOPIC: End of Unit Review [Ongoing]

Learning Targets

The students will participate in a variety of review activities prior to each unit test.

These may include but not limited to:

- Powerpoint games
- Flash cards reviews
- Team competitions

TOPIC: Cumulative Assessment [Ongoing]

Description

This is a final assessment based upon the test people take to become American citizens.

Learning Targets

The students will take a teacher-made assessment based upon the test people experience when becoming an American citizen.