Subject/Grade: Government – 12th Teacher: Peña Begin Date: 12/1/14 End Date: 12/5/14

Instructional Focus: Citizenship

**Objectives**:

* 11-12RHS1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
* 11-12WHST9 - Draw evidence from informational texts to support analysis, reflection, and research.
* GV.3 - Understand the meaning, scope, and limits of rights and obligations of democratic citizenship and that the relationships among democratic citizens and government are mutable.
* GV.3b - Explain the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (DOK 1)
* GV.3c - Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements). (DOK 1)

Student Learning Goals: I can explain what it means to be a citizen of the United States. I can identify the steps to becoming a citizen. I can identify how the three branches of government are held accountable to citizens. I can create potential government solutions to everyday problems. I can write a draft of a letter to Congress

Performance Tasks: Letter to Government

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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| **Bell Ringer/ Warm-up** | TSW answer questions about the previous days’ work in order to lead into that days’ assignment. TSW answer in complete sentences. |
| **Direct Instruction** | TSW read about their role as a citizen of the United States | TSW define the process for gaining citizenship if not born in this country | TSW review the three branches of government and how they respond to citizens with a graphic organizer | TSW read over criteria for writing a letter to Congress | TSW review the criteria for writing a letter to Congress |
| **Shared Practice** | TSW match a variety of rights, rules, and responsibilities to their roles as citizens | TSW take a citizenship test to see if they could become citizens of the USA – students will peer grade to see if they pass the test! | TSW answer questions about how the branches are held accountable | TSW brainstorm different problems in the school and community as a class | TSW write a rough draft of their letters |
| **Independent Practice** | TSW read through a story about “Ted” and answer which rights and responsibilities of being a citizen he used | TSW trace the steps and identify important elements of the Oath of Allegiance | TSW correct a fictional character, Wally, as he tries to get in contact with government | TSW work with one partner to identify the problem they would like to address and begin writing a letter | TSW write a rough draft of their letters |
| **Closure** | TSW each state one right or responsibility they have as a citizen | TSW share their opinions of the citizenship test and their results  | TSW answer a 3-2-1 about government responding to citizens | TSW each share from their groups which problem they are addressing | TSW turn in their letters for teacher editing over the weekend |
| **Assessments** | Ted’s Big Day | Citizenship TestOath of Allegiance HW | Three Branches and Citizenship sheet | Problem Presentations | Problem PresentationsReflection Activities |

50 Total Minutes

Inclusion Interventions/Accommodations: Notes and extra time given

Homework Accountability: Oath of Allegiance - Tuesday

Materials/Resources: Magruder’s American Government 2005, Citizenship Rights and Responsibilities, Citizenship Test, Oath of Allegiance HW Sheet, Three Branches of Government and Citizenship, Reflection Activities