

## Standards-Based Lesson Template

<b>Submission Date</b>	2014-07-21 16:13:32
<b>Teacher:</b>	Tarah High
<b>Class:</b>	American Government
<b>Lesson/Unit Title:</b>	The Legislative Branch: Policymaking in California
<b>Abstract/summary of lesson:</b>	Students will examine a particular bill from proposal to law in California, so as to compare it with life cycle of legislation at the Federal Level.
<b>Students will know...</b>	-->The intended purpose of a Constitution -->The 3 Branches of Government (Legislative, Executive, Judicial) at the 3 Different Levels (Federal, State, Local) -->The Articles of The U.S. Constitution and The Constitution of CA regarding The Legislative Branch -->The legislative bodies of The USA and their duties (House and Senate) -->The legislative bodies of California and their duties (Assembly and Senate) -->How a Bill Becomes a Law in the United States and associated terminology -->The Life Cycle of Legislation in California and associated terminology -->How to contact their elected representatives to address their concerns
<b>Students will be able...</b>	-->To differentiate between the Assembly and the Senate and their National Counterparts -->To identify essential steps for passage of a bill and the possible dead ends -->To analyze the content of a Bill -->To propose legislation at the grassroots level
<b>Standards/Skills addressed</b>	12.4.1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.  12.4.3 Identify their current representatives in the legislative branch of the national government.  12.6.4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office)  12.7.6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.

**Performance tasks/projects:**

-->Students will highlight similarities and differences between Article I of the U.S. Constitution and Article IV of the Constitution of California.  
-->Students will review the chart: How a Bill Becomes a Law in the USA to identify the following parts: House's Role, Senate's Role, Presidents Role and possible Dead Ends.  
-->Students will review the chart: The Life Cycle of Legislation in California to identify the following parts: Assembly's Role, Senate's Role, Governor's Role and possible Dead Ends.  
-->Students will summarize a current Bill (AB 1817) and the effects it would have on their lives as they fill out a Legislative Proposal/Background Information Form.  
-->Students will follow the timeline of a current Bill (AB 1817) and indicate on their chart the steps that it has passed.  
-->Students will hold a Mock Town Hall to decide on community/state/federal issues to send to their Assemblymember.  
-->In pairs or triads, students will research one of these issue and fill out a Legislative Proposal/Background Information Form to send to their local elected representatives for feedback.

**Test and quiz questions or essay prompts:**

What are the similarities and differences between The Legislative Branch of the United States and The Legislative Branch of California. (Consider the legislative bodies and the life cycle of legislation).

What is one way that you can participate in the policymaking process? Explain.

**Other evidence to be used (e.g., observations, evaluation of work samples, discussion):**

Students will be assessed through observation of discussion using a rubric.  
Students will be graded on the effectiveness of their proposal.  
Students will be assessed on their thoughtful reflection of the process.  
Students will be graded in their timed-essay responses using a rubric.

**Student self-assessments:**

Students will fill out a reflection form answering the following questions:  
1) At what level of government does your issue need to be addressed? Explain why you chose that level.  
2) After your research, how will the fiscal impact play a role in your life as a high school student, a college student, a parent?  
3) How does prior or similar legislation affect your issue? Can it be improved? Explain.  
4) Create a T-Chart outlining the advantages/disadvantages of working with others on a project like this? Would you choose to work with others in the future? Summarize your findings.

**Objectives**

By the end of the lesson, students will be able to 1) differentiate between the Assembly and the Senate and their National Counterparts, 2) identify essential steps for passage of a bill and the possible dead ends, 3) analyze the content of a current Bill, and 4) propose legislation at the

grassroots level

**Motivation:**

Students will be introduced to the unit through humorous video on Youtube: First World Problems

Students will be given the opportunity for a Quickwrite and then we will discuss the implications and purpose of this video and the use of sarcasm to prove a point.

This will lead us to our theme: Solutions to our Problems

Question: How do we actually address our problems in the USA?

Answer: The Legislative Branch

**Presentation:**

Students will receive varied modes of presented information:

-->Lecture defining the purpose of a Constitution, 3

Branches of Government, 3 Levels of Government

-->Guided Reading of Article I of US Const. and Article IV of Const. of CA

-->Lecture defining the roles of House vs. Senate and Assembly vs. Senate

-->Interactive Note Taking on How a Bill Becomes a Law and the Life Cycle of Legislation

-->Guided Discussion on Bill AB 1817 and Online Video Footage of Assembly Floor Session (July 3, 2014--  
<http://www.calchannel.com/video-on-demand/>)

-->Guided Mock Town Hall

-->Group Facilitation of Legislative Proposals

**Application/Activities:**

1) Students will highlight similarities and differences between Article I of the U.S. Constitution and Article IV of the Constitution of California.

2) Students will review the chart: How a Bill Becomes a Law in the USA to identify the following parts: House's Role, Senate's Role, Presidents Role and Dead Ends.

3) Students will review the chart: The Life Cycle of Legislation in California to identify the following parts: Assembly's Role, Senate's Role, Governor's Role and Dead Ends.

4) Students will summarize a current Bill (AB 1817) and the effects it would have on their lives as they fill out a Legislative Proposal/Background Information Form.

5) Students will follow the timeline of a current Bill (AB 1817) and indicate on their chart the steps that it has passed.

6) Students will hold a Mock Town Hall to decide on community/state/federal issues to send to their appropriate locally elected representative

7) In pairs or triads students will research an issue and fill out a Legislative Proposal/Background Information Form to send to their appropriate locally elected representative for feedback.

**Materials needed:**

Copies of the following items for each student (B/W--to be Color Coded)

-->Various coloring utensils for Color Coding/Highlighting

-->Article I of U.S. Constitution

-->Article IV of Constitution of California

-->Chart: How a Bill Becomes a Law

-->Chart: The Life Cycle of Legislation

-->Legislative Proposal/Background Information Form (2 Per Student)

-->Copy of Proposed Bill AB 1817

-->Website: <http://www.calchannel.com/> (Footage on Bill-Committee/Floor)  
-->Address of Local City Council/CA Assembly Member/CA Senator/U.S. Representative/U.S. Senator)  
-->A stamp and envelope for each group (bring in their own for 1 Extra Credit Point)  
-->Paper for Reflection Responses

**Assessment/Evaluation:**

Students will be assessed on the following essay question:

What are the similarities and differences between The Legislative Branch of the United States and The Legislative Branch of California. (Consider the legislative bodies and the life cycle of legislation).

They will also be evaluated on the effectiveness of their proposal as well

**Closure/Reflection:**

Students will answer the following reflective questions:

- 1) At what level does your issue need to be addressed? Do you think your
- 2) After your research, how will the fiscal impact play a role in your life as a high school student, a college student, a parent?
- 3) How does prior or similar legislation effect your issue? Can it be improved? Explain.
- 4) Create a T-Chart outlining the advantages/disadvantages of working with others on a project like this? Would you choose to work with others in the future? Summarize your findings.

## Standards-Based Lesson Template

<b>Submission Date</b>	2014-07-28 23:41:20
<b>Teacher:</b>	Richard Jones
<b>Class:</b>	Criminal Justice and/or American Government
<b>Lesson/Unit Title:</b>	Due Process and Incarceration
<b>Abstract/summary of lesson:</b>	<p>This project was designed for students in a high school criminal justice course. The project could also be used in an American government course when discussing the role of due process and the protections that are guaranteed for Americans under the 5th Amendment to the US Constitution.</p> <p>This project requires at least 8-10 school days to complete depending upon the amount of homework that is allowed at a specific site and the technology tools that are available to students.</p>
<b>Students will know...</b>	<ol style="list-style-type: none"><li>1. SWK... the major steps in the due process of law.</li><li>2. SWK... how due process is based on the language of the 5th Amendment to the US Constitution.</li><li>3. SWK... the issues that are taken into consideration when sentencing and incarcerating individuals.</li></ol>
<b>Students will be able...</b>	<ol style="list-style-type: none"><li>1. SWBA... to identify the steps involved in due process.</li><li>2. SWBA... to state their philosophy regarding the purpose of sentencing and incarceration.</li><li>3. SWBA... to construct a computerized model that represents the type of facilities that should be used to house juvenile inmates with varying levels of criminal charges and convictions.</li><li>4. SWBA... to create a document on Google Documents</li><li>5. SWBA... to create a slideshow through the use of Google Presentations</li><li>6. SWBA... to create a diagram through the use of Google Drawings</li></ol>
<b>Standards/Skills addressed</b>	<p>Social Science Standards:</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <ol style="list-style-type: none"><li>1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</li><li>5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.</li></ol> <p>Common Core:</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually,</p>

quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Performance tasks/projects:**

Students will create and present their design for a juvenile correctional facility that takes into consideration various issues associated with incarceration. This is described in more detail later in the lesson plan.

**Test and quiz questions or essay prompts:**

Students will take a short quiz that asks them to detail each of the steps involved in due process. The teacher can decide whether those should be based on multiple choice, matching, or some other form of questioning.

**Other evidence to be used (e.g., observations, evaluation of work samples, discussion):**

Students will be asked to demonstrate their daily activities through the use of progress checks. In addition, rubrics will be provided to score their philosophy papers as well as their presentations.

**Student self-assessments:**

Students will be allowed to reflect on their rubric scores after the unit closure is completed. They will be allowed to write a paragraph to discuss their results and how they reflected on their level of preparation going into the presentations.

**Objectives**

1. SWBA... to identify the steps involved in due process
2. SWBA... to state the relationship between due process and the language of the 5th Amendment to the US Constitution
3. SWBA... to state their philosophy regarding the purpose of sentencing and incarceration
4. SWBA... to construct a computerized model that represents the type of facilities that should be used to house juvenile inmates with varying levels of criminal charges and convictions
5. SWBA... to create a document on Google Documents
6. SWBA... to create a slideshow through the use of Google Presentations
7. SWBA... to create a diagram through the use of Google Drawings

**Motivation:**

Students will participate in a gallery walk where they rotate around the classroom and describe the sentences they would hand down based on various criminal convictions posted around the room. This will require the teacher to post at least 10 different scenarios for the kids to choose from in completing this activity. If possible, the scenarios should be based on actual cases. Students will need to select 5 of the posters and write their sentence for each one on the poster itself. After students have finished writing, volunteers should be called on to discuss the answers that

are written on the posters. The teacher can then move into the presentation phase of this project.

**Presentation:**

This unit/project has been designed so that students take responsibility for researching and constructing their own knowledge regarding the steps involved in due process, the role of incarceration in our criminal justice system, and the structure of juvenile correctional facilities. The teacher will present the goals and outline of the unit through the use of a slideshow. He or she will also need to provide a sample of finished products from previous students (or through the creation of his or her own work if none exist).

**Application/Activities:**

The following is a list of activities that must be completed as part of this unit:

1. Students will research and create a slideshow, using Google Presentation, that details the major steps involved in due process. The teacher may wish to scaffold the instruction by providing students with the names of each step before asking them to research the details. The teacher may also require students to narrate the slides before submitting them.
2. Students will research and write a one-page statement that details their philosophy regarding the purpose of incarceration. They should address topics like punishment, rehabilitation, recidivism, and community safety. The paper must also address their philosophy as it relates to juvenile offenders as well as adults. That paper will be written and submitted using Google Documents.
3. Students will design a correctional facility through the use of Google Drawing. For this activity, the correctional facility will be for juvenile offenders (juvenile hall). They must take into consideration issues like age restrictions, gender differences, seriousness of the crimes committed, court committed individuals, recreation facilities, and learning centers. This drawing will be shared with the class in the form of an oral presentation.

**Materials needed:**

The majority of the materials for this project will come as a result of student research; however, this will require access to a computer with internet access. The only materials that will be provided by the instructor are those that are the posters from the motivational phase, the guidelines or project instructions, and the samples from previous students. The teacher may also wish to provide a list of reputable internet sites to guide students in the right direction when it comes time to research the projects.

**Assessment/Evaluation:**

The following is a list of assessment and evaluation components that will be used to monitor student progress in this unit:

1. Daily participation checks to monitor student progress.
2. Short quiz, after the presentations, that covers the steps involved in due process.
3. Rubric for scoring their philosophy regarding incarceration and sentencing.
4. Rubric for judging the presentation of their correctional facilities.

**Closure/Reflection:**

The teacher should summarize the steps involved in due process by covering the results of the quiz and reinforcing areas that might need additional attention. The teacher should review the purpose of due process and why it is important in our society. This should be linked back to its relationship with the 5th Amendment to the US Constitution. The teacher should give time for students to share out their opinions about the issues that were discussed in this unit. The teacher can then preview the next unit based on where he or she plans to move to.

## Standards-Based Lesson Template

<b>Submission Date</b>	2014-07-17 14:12:13
<b>Teacher:</b>	Stephen Montgomery
<b>Class:</b>	American Government
<b>Lesson/Unit Title:</b>	The functions of the Legislative Branch
<b>Abstract/summary of lesson:</b>	This lesson will describe the responsibilities and operations of the Legislative branch of government.
<b>Students will know...</b>	<ol style="list-style-type: none"><li>1. The responsibilities of the legislative branch.</li><li>2. The responsibilities of individual congressmen.</li><li>3. The responsibilities of congressional staff personnel.</li><li>4. Some of the key legislative committees and how they function.</li><li>5. The process by which a bill is presented to congress from it's original inception, its drafting, and its introduction to congress and assignment to an appropriate committee.</li></ol>
<b>Students will be able...</b>	<p>Students will be able to describe and analyze the legislative branch of government.</p> <p>Students will be able to describe the responsibilities of a United States Representative.</p> <p>Students will be able to describe and emulate the functions of a congressional office.</p> <p>Students will be able to explain how a congressional committee operates.</p> <p>Students will be able to explain how an idea from a constituent or lobbyist can be turned into a bill and presented to congress.</p>
<b>Standards/Skills addressed</b>	12.7.6 Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
<b>Performance tasks/projects:</b>	Standard 12.7.6 Students will be able to describe the functions of lawmaking at multiple levels of government.
<b>Test and quiz questions or essay prompts:</b>	What is a bill? What role does a congressional office play in creating a bill? What are the responsibilities of a congressman when he presents a bill to congress? what happens to a bill after it is presented to congress? What are the responsibilities of a congressmen sitting on a committee?
<b>Other evidence to be used (e.g., observations, evaluation of work samples, discussion):</b>	Students will participate in a mock establishment of a congressional office, both local and in Washington D.C. They will create a skit which re-enacts the process of how a bill is created. Students will take on the roll of constituents, office personnel, lobbyists, and congressmen.

**Student self-assessments:**

Students will complete this project by writing and submitting a 1000 word descriptive essay. It will include not only their individual role, but that of at least four other members of the class. Students may choose to write the essay from the perspective of a congressional recorder, the constituent who formulated the original idea for the bill, or a member of the media.

**Objectives**

Students will be able to describe and analyze the legislative branch of government.  
Students will be able to describe the responsibilities of a United States Representative.  
Students will be able to describe and emulate the functions of a congressional office.  
Students will be able to explain how a congressional committee operates.  
Students will be able to explain how an idea from a constituent or lobbyist can be turned into a bill and presented to congress.

**Motivation:**

I will introduce the lesson by sharing my experiences as a SPIE intern in Congressman Denham's office. I'll share a few anecdotes and explain that my participation in the office is not at an end. The hook will be that I remain involved in an education plan which highlights the dangers of human trafficking in our area.

**Presentation:**

After I introduce the lesson, I will assign vocabulary homework. Students will record the meaning of key terms such as constituent, committee, and legislation. Upon completion of the homework assignment, I will lead a Socratic seminar covering the questions raised by the topic and the homework. I will then hand out a written description of the group project that they will participate in, divide the class into groups, and turn them loose. I will circulate amongst the groups as they brainstorm how their different groups will function.

**Application/Activities:**

Students will collectively create a skit which will start with a citizen formulating an idea for a law and end with the finished bill being presented to a congressional committee.

**Materials needed:**

Students will need their textbooks in order to understand key vocabulary, notebooks and writing materials, and any visual presentation materials that they may decide to use such as poster paper and art supplies..

**Assessment/Evaluation:**

Students will complete this project by writing and submitting a 1000 word descriptive essay. It will include not only their individual role, but that of at least four other members of the class. Students may choose to write the essay from the perspective of a congressional recorder, the constituent who formulated the original idea for the bill, or a member of the media.

**Closure/Reflection:**

My wrap up will consist of each student writing an "exit ticket" in which they must list a minimum of three key concepts that they learned, and one question that remains unanswered.  
The next step in this unit will be to move on to the Executive branches role in lawmaking.