



Project rubric

Name: Tracy Lang

Grade target: Third

Subject: Social Studies

Unit: The Three Branches of the United States Government

1st: What should students know and be able to do?

Standard/Benchmark:

Government/Civic Understandings

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.

a. Explain why in the United States there is a separation of power between branches of government and levels of government.

b. Name the three levels of government (national, state, local) and the three branches

in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, city commission or city council).

c. State an example of the responsibilities of each level and branch of government.

What are the essential understandings/questions?

How do the decisions of the branches of government affect my life?

Can the decisions of the branches of government affect people differently? If so, explain.

How can I have an impact on the decisions made by the branches of government?

Why is the power of the government divided between the three branches?

Why would a representative democracy be better than a direct democracy?

Students will need to know...

How our government came into being.

A republican form of government is based on the principle of separation of powers.

There are three branches of the government and each branch has important jobs to do.

The decisions made by the three branches of government affect each one of us.

Students will need to be able to do...

***Complete one or more of the assignments below to demonstrate their learning and understanding:**

-brochure

-create a song/skit

-PowerPoint

-Finger Puppet play

-come up with own activity-subject to teacher approval

-Complete tickets out the door to show daily learning

2nd: How will I and they know when they are successful?

What evidence will show that the students understand? (Performance Tasks, Quizzes, Tests, Other Evidence)

Checklists

Rubrics

Quizzes/Tests

Projects

Participate in conversations about the three branches of government on our classroom blog; can include questions and comments

Tickets out the door

The students will be able to identify the three branches of government and explain the jobs of each.

The students will be able to compare and contrast the three branches of government.

The students will be able to identify how the decisions of the branches of government affect them in their daily lives.

Complete a webquest.

3rd: What learning experiences will facilitate their success?

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

*PowerPoint “What do you think we will be learning about?”

*Reading books and online resources

Books: The House of Representatives by Daniel Partner

Social Studies book

Electing the President by Barbara Silberdick Feinberg

So You Want To Be President by Judith St. George

The Judicial Branch: Interpreting America’s Laws by Hamed Damini

Online Resources:

Primary Sources:

http://www.archives.gov/exhibits/charters/charters_of_freedom_4.html#

<http://www.archives.gov/exhibits/charters/constitution.html>

http://www.archives.gov/exhibits/treasures_of_congress/Images/page_1/8a.html

Information and Pictures

<http://clerkkids.house.gov/>

http://www.evgschool.org/three_branches_of_government.htm

<http://www.whitehouse.gov/government/>

Printables

<http://www.timeforkids.com/TFK/class/reproducibles/theme/0,17836,Government,0,0.html>

Videos

BrainPop: “Branches of Government”

BrainPopJr.: “President”

United Streaming: “This Is Your Government: Branches of Government”

Webquests/Thinkquests:

<http://www.rockwood.k12.mo.us/chesterfield/schmalz/governmentwebquest/>

<http://library.thinkquest.org/J0110221/>

<http://alton.k12.mo.us/warren/3branch.htm>

Review game

http://www.texaslre.org/branches_game.html

*Discussions

*Each one, Teach One activities

*Using Kidspiration/Inspiration to create a concept map to show parts of the government

4th: Reflection and Revision

Based on data, how do I refine the learning experiences?

Check for understanding; adjust time if more or less is needed.

Make modifications for students, when needed.

Differentiate instruction and activities to meet the needs of the students.

Some resources may need to be eliminated if there are too many.