

West Virginia: Its Land, Its People	
Clairmont Press	
Chapter 1 American Government and Citizenship	
Plan (Teacher Background Information)	
<p>Section 3 The Federal Government</p> <p>Text Pages: 32-48 Wrap Pages: T32-48</p> <p>Content Objectives: SS.8.4</p> <p>College/Career Readiness Indicators:</p> <p>General:</p> <ul style="list-style-type: none"> • Develop questions through investigations • Apply disciplinary concepts and tools <p>Civics:</p> <ul style="list-style-type: none"> • Evaluate sources and use evidence • Communicate conclusions and take informed action • Explain the powers and limits of the three branches of government. • Explain the powers, functions, and structure of government, with reference to the US Constitution, state constitutions, and selected other systems of government. <p>History</p> <ul style="list-style-type: none"> • Write informative/explanatory texts, including narration of historical events. • Conduct short research projects to answer a question, drawing on several sources. 	<p>p. T36 https://www.whitehouse.gov/briefings-statements/president-donald-j-trumps-state-union-address/ (President Donald Trump’s first State of the Union speech)</p> <p>p.T37 https://www.youtube.com/watch?v=FFroMQIKiag (Link to School House Rock: How A Bill Becomes Law)</p> <p>p. T38 https://www.270towin.com/maps/ (Interactive map that allows the viewer to determine which states a presidential candidate could win to reach the necessary 270 electoral votes to become President.</p> <p>p. T42 http://www.uscourts.gov/ (Besides having information on the US court system, students may access information on Law Day celebrations by searching the site under Law Day.)</p> <p>p. T46 http://www.sheppardsoftware.com/usa_game/government/checks_and_balances.htm (Provides a review of Checks and Balances in a game format.)</p> <p>DBQ The purpose of the DBQs in the student text is to introduce this method of assessment. The DBQs in chapters 1-6 focus on having students observe and analyze data in a variety of primary sources. They will then be asked to answer questions or respond to a prompt requiring them to use their own knowledge and information they gathered from the documents.</p>

Introduce	Teach	Assess
<p>Bellringer:</p> <p><i>Which branch of U.S. government—executive, legislative, or judicial—do you believe most directly affects you?</i></p> <p><i>What does it mean to be a citizen?</i></p>	<p>Hyperlinks p. T34 https://en.wikipedia.org/wiki/West_Virginia%27s_congressional_districts (Map of WV’s Congressional Districts. Other maps show how boundaries have changed due to population changes.)</p> <p>p. T34 https://nationalmap.gov/small_scale/printable/congress.html#list (Printable map of West Virginia’s Congressional Districts)</p> <p>Maps p. T45 West Virginia map with counties named p. 44 US Federal Courts</p> <p>PowerPoint, Section 3</p> <p>Primary Source Document p. T35 http://avalon.law.yale.edu/18th_century/usconst.asp (copy of U.S. Constitution, searchable by article)</p> <p>Rubrics p. T37 <i>Persuasive Writing</i> p. T40 <i>Creating a Poster</i> <i>Creating a PowerPoint</i></p> <p>Visuals p. 40 Presidential Line of Succession</p> <p>Worksheets p. T34 <i>WV’s Members of the House of Representatives</i> p. T34 <i>Requirements for Office</i> p. T37 <i>Writing a Bill</i> p. T38 <i>The Electoral College</i> p. T46 <i>Checks and Balances</i></p>	<p>Guided Reading, 1.3</p> <p>Quiz <i>Secret Word Puzzle</i></p> <p>Worksheet <i>Photograph Analysis Worksheet</i></p> <p>Closure <i>Which branch of government is the most powerful? Give reasons to support your choice</i></p> <p>Chapter Summative Assessment</p> <p>Chapter Test DBQ Exam View Wrap-Up Game</p>