




The US Constitution & Federalism (2 Weeks)
[Link to 2020-2021 Essential Standards & Pacing](#)

 **Purpose:** The purpose of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the Essential Standards & Pacing for 2020-2021 and aligned to the [FCPS Learning Model](#). Resources for purposeful assessment and meaningful learning experiences should be hyperlinked within this document for immediate access.

 **Unit Overview** 

Description

Using the past to better understand ourselves, society, and the world in the present is a core aspect of social studies education.

- This unit on The US Constitution and Federalism is a study in power and privilege.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments

Unit Essential (Priority) Standard(s)

- **4.c,d,e and 5-** Students will apply social science skills to understand the federal system of government described in the Constitution of the United States *with an emphasis on the concepts of power, position, bias, and agency.*
- **JU.13** - Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- **AC.17** - Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Essential Questions:

- What is the best balance between power through individual agency and power from societal systems?
- How are governments created, structured, maintained, and changed?

Portrait of a Graduate Focus:

I understand the difference between a right, a privilege, and a responsibility, and I make informed decisions using this background knowledge.



I use strategies to solve problems, investigate answers to my own questions, and design solutions to challenges in order to further my learning.

 **Considerations for Learner-Centered Environment** ([Cultural Responsiveness](#) & [SEL](#)) 

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*

- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

[Ways to build community in your online class](#)

 Purposeful and Balanced Assessment 




Intended Learning Outcomes: *What will students know and be able to do?*

- By studying the US Constitution and the system of American federalism, students will be able to develop their understanding of agency, power, and privilege by analyzing the the American Constitution and the structure of Federalism in the United States. They will be able to analyze the harmful consequences of bias and prejudice in the founding of America’s government structure and recognize their responsibility as agents of change in response to those injustices.

- [Standard 1 Rubric:](#)

Honors Extensions: Students can increase depth and complexity of each summative assessment by:

1. engaging with and citing scholarly sources from peer-reviewed journals,
2. connecting with an expert in the field for guidance and feedback,
3. conducting original research on the topic,
4. making explicit interdisciplinary connections, and
5. using the language of the discipline in their products.

 **Diagnostic & Formative Assessment:** *The primary purpose of diagnostic and formative assessment is to gauge student understanding and that these assessments are not necessarily graded.*



- [Horizon Assessments](#) - central assessments and test items to develop and deliver school-wide.

Check for Understanding Options (Grounding, Exit tickets, etc.)

3-2-1 Google Form	Frayer Models: Concepts & Content	1-2 Minute Paper
Word, Phrase, Sentence	The 3 Ys!	I Used to Think, Now I Think Form
What Makes You Say That?	+1 Routine	Headlines!

- These Visible Thinking Strategies are effective formative assessments..



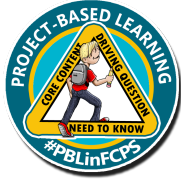
Routine	Google Doc Format	Google Form Format
<i>Think, Puzzle, Explore</i>	LINK	LINK

<i>See, Think, Wonder</i>	LINK	LINK
<i>Circle of Viewpoints</i>	LINK	LINK
<i>Think, Pair, Share</i>	LINK	LINK



Summative Assessment: *How might students demonstrate mastery of the intended learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Select or combine performance types (or provide student choice) to be the unit's summative assessment:

Type of PBA	Prompt and Demonstration of Learning
<p>Support a Claim or Position</p> <p>Suggested Planning Template to Modify/Use</p> 	<p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>Prompt: To what extent does the system of checks and balances protect against an abuse of power by one branch of government?</p> <p>Assessment: Argumentative (APEC) Paragraph; Detailed Outline; Traditional Essay; Structured Debate; Video Essay; Slides Presentation</p>
<p>Explain and Evaluate</p> <p>Suggested Planning Template to Modify/Use</p> 	<p>Goal: Students understand the issues evident from the inquiry and connect/assess its relevance and impact to contemporary issues or topics.</p> <p>Prompt: To what extent does the Preamble to the Constitution conflict with the realities of injustice in American society? How would you rewrite the Preamble to reflect the current priorities in America?</p> <p>Assessment: Source Analysis Outline (OPCVL); Podcast; Video; Student Produced Pear Deck or Slides (Teach Your Peers); Guided Inquiry Design</p>
<p>Take Informed Action</p> <p>Suggested PBL Template to Modify/Use</p> 	<p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p> <p>Prompt: How can you, as a student help other people better understand the Constitution's principles and its impact on our everyday lives?</p> <p>Assessment: Action plans can be presentations and can be accompanied by an informational handout outlining their reasoning and intended goals.</p>



Student-Led Reflection: *What opportunities will students have to reflect on their own learning?*

- These Visible Thinking Strategies support student reflection.

Routine	Google Doc Format	Google Form Format
<i>I used to think,...now I think</i>	LINK	LINK
<i>Compass Points</i>	LINK	LINK
<i>Think, Puzzle, Explore</i>	LINK	LINK

- These POG resources support student reflection.

POG Reflection		
Reflection Cards	Self-Assessments	IB Aligned Self-Assessments



Strategies & Resources for Differentiated Assessment:

[Special Education](#), [English Learners](#), [Advanced Learners](#)

Academic Language

- Students will **explain** by using the language of [cause and effect](#) (i.e. explain the impact of bias and injustice on the world, historically and today).
- Students will **inform** by using the language of [analyzing](#) (i.e. analyze the federal system of government with an emphasis on the concepts of power, position, bias, and agency).
- Students will **explain** by using the language of [evaluating](#) (i.e. evaluate the federal system of government as described in the U.S. Constitution).

Meaningful Learning Experiences

Meaningful Learning Experiences:

The resources below use course content to support the development of students' skills and thinking in any learning environment.

Ready-to-Use Resources

Face-to-Face (F), Synchronous (S), Asynchronous (A)

- [Historical Thinking Skills Activities](#)
 - **Cause and Effect:** *Signing of the Constitution*
 - **Perspectives:** *The Constitution*

[Strategies & Resources](#) for Differentiated Learning:

[Special Education](#), [English Learners](#), [Advanced Learners](#)

- [Graphic Organizers in Google](#)
- [Sentence Starters](#)
- [AAP Critical and Creative Strategies](#)
- [Visible Thinking Routines \(Main Toolbox\)](#)

- **Periodization:** *The Whiskey Rebellion*
- **Story-Telling and Narrative Creation:** *Democracy and Citizen Unrest*
- Stanford History Education Group [Log-in Required](#)
 - [Federalists and Anti-Federalists](#)
- Stanford's Civic Online Reasoning [Log-in Required](#) (F,S,A)
 - [Evaluating Evidence](#)

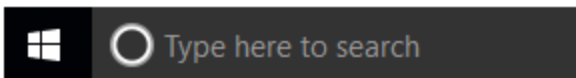
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

Additional Disciplinary / Content Area Resources
(Basal resources, Library Resources, Media Collections)

- FCPS Created Background Information Collections
 - [The US Constitution](#)
 - [Federalism](#)
- Digital Textbook: [Magruder's American Government](#)
 - **Topic 3:** The Constitution
- eMaps - 100's of pre-created digital maps
 - Type "eMaps" in your search bar to access

Additional Digital Tools (Not specific to content)
Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- [Making Live Teaching Interactive with BB Collaborate](#)
- **Pear Deck:** A Google Slides Add-on for creating interactive presentations with formative assessment elements.
- **EdPuzzle:** Choose from a video library (or create your own) and add voice-overs, interactive quizzes, and audio notes to create an interactive learning experience.
- **Flipgrid:** Video discussion platform. Post a topic and students post video replies. In 30 second - 3 minute replies.
- **Padlet:** Online bulletin board. Create and share a link with students - they can share and organize their thinking via written responses, links, and images.
- **Quizlet:** A study tool for matching terms and concepts with definitions. Includes practice via gaming choices.



 **Additional Resources** 

Additional Resources

- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- [PBL Template for any course and unit: Make a Plan to Solve a Real Issue](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [Federalism: Who has the Power?](#)
 - [Are Students Protected by the First Amendment?](#)

- [The DBQ Project](#): How Did the Constitution Guard Against Tyranny?