***Part 1: Basic Unit/Instructional Sequence Information:***

**Unit Plan/Instructional Sequence Title**: The three branches of the United States government.

**Grade Level(s)**:

7th grade

**Subject/Topic of the Instructional Sequence**:

-Executive branch

-Legislative branch

-Judicial Branch

**Time Required for the Instructional Sequence (# of days)**: *How many days will it take to complete this instructional sequence? Remember to tell the length of your classes [Ex. 55 min., 60 min., 90 min, etc.]*

**11 days, 50-minute periods**

**Key Words**: *List core ideas that best describe this unit/sequence. Each of these should be listed as a word or short phrase*

Head of State, Chief Executive, Commander in Chief, Legislative Leader, Party Leader, Economic Leader, Chief Diplomat, Majority, Minority, Lilly Ledbetter. Nancy Pelosi, Richard Shelby, Donald Trump, Doug Jones, Mike Rogers, President, Fair Pay Act, Supreme Court, Bicameral Congress, Senate, House of Representatives, Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden, Dred Scott v. Sandford, Brown v. Board of Education, Miranda v. Arizona, Clarence Thomas, Ruth Bader Ginsburg, Stephen Breyer, Samuel Alito, Sonia Sotomayor, Elena Kagan, Neil Gorsuch, Brett Kavanaugh

**Brief Summary of Unit (including context and unit goals)**:

This unit is designed to help students better understand the three branches of United States government. The unit before the three branches of government will be focused on early America, including the bill of rights, revolutionary war, monarchy, colonies, The Great Compromise, Shay’s Rebellion, and the Articles of Confederation. In order for students to understand the structure of United States government they will need to understand the events that led to the creation of the United States and why the citizens of the future United States needed a three-branch government system. The students should understand the failures of the Articles of Confederation and how citizens of the United States worked together to form the Constitution that we still use today and how other countries were inspired to create their own republic. After this unit students will study political parties and what each political party stands for. Students will also learn about voter responsibilities and the qualifications of a voter. Students will be able to use their knowledge about the three branches to help them identify the political make up of our country.

***Part 2: Goals of the Unit/Instructional Sequence:***

**Established Goals *(all ACOS standards addressed in the unit/sequence)***:

**ACOS Standard** 5): Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government. (Alabama)

* Locating political and geographic districts of the legislative, executive, and judicial branches of Alabama’s local and state governments and the national government (Alabama)
* Describing the organization and jurisdiction of courts at the local, state, and national levels within the judicial system of the United States (Alabama)
* Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments (Alabama)

**National Council for Social Studies:**

 Standard 6.) Power, Authority and Governance

**What will students understand as a result of this unit/sequence**?

By the end of this unit students should understand the roles of the three branches of government.

Students should also understand the purpose of the three-branch system and who are the important figures of each branch.

**What essential question(s) will be used as part of the unit/sequence**?

What are the roles of the three branches of government?

What is the purpose of the three branched of government?

Who are the key figures in each branch?

**What key knowledge and skills will students acquire as a result of this unit/sequence**?

* *Students will know ……*
	+ *Students will know the seven roles of the president. Students will know who the president/vice president are and their political parties. Students will also know that the president, and vice president make up the executive branch. Student will understand the importance of the legislative branch, and the importance of a bicameral congress. Students will be able to identify local and federal representatives in congress and the steps on how a bill becomes a law. Lastly, students will understand the importance of the judicial branch and the role that supreme court justices have in American government.*
* *Students will be able to ………*
	+ Students will be able to analyze photographs and organize their thoughts. Students will be able to work in collaborative settings for sharing knowledge and peer review. Students will also be able to explain their opinions in a positive and respectful manner. Students will be able to do effective research and decipher the important information for what is not relevant. Students will also be able to apply knowledge to scenarios and class discussions as well as confidently present ideas to the class.

***Part 3: Assessment Evidence:***

**Describe the summative assessment that you will use to evaluate the overall effectiveness of your unit/instructional sequence.**

* ***In most cases this should be a performance assessment.***
* ***If your instructional sequence is intended to result in students developing understanding, you must use an authentic performance assessment in order to effectively evaluate understanding.***

 The summative assessment for this unit will address the essential questions and goals of the overall unit. Students will be responsible for implementing and creating which allows students to truly express their knowledge. I chose to have a two-part final assessment. Part one will be a scavenger hunt/ QR code activity. Students will use their I pad to scan QR codes with scenario questions. (scavenger hunt) The scenarios will ask students to compare different branches of the government. Examples of questions students might be asked are “Which branch is responsible for passing laws?”, “Which branch is responsible for interpreting the laws?” “How does the executive branch influence the legislative branch?”, “How do the three branches differ from each other?” Once the students scan the QR code and read the question they will enter their response in the app which the teacher will use as a summative assessment.

The second part of this assessment will be a brochure. The teacher will instruct the student to make a brochure. The brochure must have 3 sections (Executive, Legislative and Judicial). The students will be responsible for describing the branch/ purpose of the branch, how each branch influences other branches (compare and contrast), and the key figures of each branch.

I believe the final summative assessment will incorporate the essential questions and learning goals for the overall unit in a fun and engaging way. This summative assessment will evaluate the students overall knowledge of the unit and effectively evaluate students understandings.

**Describe other instructor assessments, such as quizzes, tests, prompts, observations, dialogues, and work samples that will be used to evaluate knowledge and skills**.

**Formative assessments**:

Formative Assessment questions such as “Why are there three branches of government? Who make up the branches? What does each individual branch do? KWL chart, guess who game, the student’s president and vice president activity will be taken up as a formative assessment, the class pair and shard activity will also be monitored for a formative assessment, The student’s initial response of how a bill becomes a law will be used as a formative assessment to assess the student’s prior knowledge, The Scenario questions will be used as a formative assessment for this lesson. The questions asked during this lesson will be What was different about scenario 1 and scenario 2? Do you believe this scenario happens today? Do you think this scenario happens in our state?, the Peardek assignment will be used as a formative assessment, the jeopardy game will be used as a formative assessment to help students prepare for the final summative assessment. These formative assessments will be important tools for the teacher to review and track the knowledge of his/her students. Formative Assessments allow the teacher to adjust lessons and evaluate his/her self to make sure the teacher is preparing and reaching as many students as they can.

**Summative assessments**:

The guided notes questions during the video will be taken up for a grade at the end of this lesson, the graphic organizer will be taken up for a grade as a summative assessment, the students individual presidents google doc will be used as a summative assessment. The poster boards will also be given a grade for a summative assessment, the students gallery walk notes sheet will be taken up as a summative graded assessment, the students quiz will also be taken up and graded as a summative assessment, the WebQuest worksheet will be taken up as a grade, the Kahoot game and Lilly Ledbetter guided notes question will be taken up and graded as a summative assessment, the students Lilly Ledbetter writing summary will be taken up and used as a summative assessment, the students current supreme court justices’ graphic organizers will be taken up as a summative assessment, the “investigation file” will be used as a summative assessment which will assess the students’ knowledge of the executive branch. Summative assessments will be used to assess the student’s ability to understand and apply their knowledge. Summative assessments allow the students and teacher to assess knowledge and understanding. Summative assessments allow the teacher to see their student’s ability to apply their knowledge in a way which is appropriate with the goals and understanding of the unit.

**Thoroughly describe activities that will be used for peer assessments**:

The students pair share book quest activity is an example of peer assessment (day 2).

The student’s presidential role poster is an example of peer assessment (day 3 and day 4)

The student’s presidential role gallery walk activity is and example of peer assessment (day 4)

The students how a bill becomes a law “bag activity” is an example of peer assessment (day 6)

The students “Investigation folders” is an example of peer assessment (day 8 and day 9)

**Thoroughly describe activities that will be used for self-assessment**:

The students KWL chart will be used as a self-assessment for students. (day 1)

The students Google Doc’s president’s assignment will be used as self-assessment. (day 3)

The students Icivics “Executive Command” game will be used as a self-assessment (day 4)

The student’s local representatives’ response will be used as a self-assessment (day 6)

The students quiz will be used as a self-assessment (day 4)

The students writing on Lilly Ledbetter will be used as a self-assessment (day 7)

Day 1:

* **Focus of the lesson**: Day one the class will be a general overview of the three branches of government.
* **Primary instructional/learning activities:**

-Students will be given a KWL chart (know, want to know, learned). The students will write in the chart what they know and what they want to know about the three branches of government. The teacher will ask formative questions to help them fill out the chart. Examples of formative questions the teacher might ask would be “Why are there three branches of government? Who make up the branches? What does each individual branch do?” These questions will help provoke thought in the students to see what they know and what they are interested in. The KWL chart will be taken up and used as a formative assessment. (10 minutes)

 -The students will be spilt into groups and then play a guess who game. Students will use previous knowledge to place these important figures in their correct placement. Student will be given flash cards with pictures of key figures in the United States government. Examples: Donald Trump (president- republican), Mike Pence (vice president- republican), Nancy Pelosi (Speaker of the House-democrat), Steny Hoyer (House Majority leader- democrat), Kevin McCarthy (House Minority Leader- republican), Chuck Grassley (President Pro Tempore- Senate), Mitch McConnell (Senate Majority Leader- republican), Charles Schumer. (Senate Minority Leader- democrat), Supreme Court Justices (Clarence Thomas, Ruth Bader Ginsburg, Stephen Breyer, Samuel Alito, Sonia Sotomayor, Elena Kagan, Neil Gorsuch, Brett Kavanaugh). Students will place the people above into categories (Executive, Legislative and Judicial branches) as well as match their job title. The teacher will use their answers as formative assessment. The students will refer back to their answers throughout the unit. (20 minutes)

 - The students will then watch a brief video on the three branches of government. Students will also be given a guided notes sheet to make sure students are on task and learning information from the video. (15 minutes) Video Link: <https://www.youtube.com/watch?v=c6ppWf6U_4s>

-The teacher will review the guided notes sheet at the end of class and take this up for a grade. (5 minutes)

* **Assessments used during the day’s lesson:**

**Formative Assessment**: Formative Assessment questions such as “Why are there three branches of government? Who make up the branches? What does each individual branch do? KWL chart, Guess who game

**Summative Assessment:** The guided notes questions during the video will be taken up for a grade at the end of this lesson.

Day 2:

* **Focus of the lesson**: Day two will be a focus on the executive branch of government. By the end of this lesson students should be able to understand that the president is part of the executive branch and they should be able to identify the seven roles of the president.
* **Primary instructional/learning activities:**

-The teacher will ask the class to write down on their own sheet of paper who the current President and Vice President are. The students will use prior knowledge to answer this question. The teacher will review the answers with them at the end of class. (3 minutes)

-Students will be given a book quest sheet (graphic organizer. The students will use the book to research the 7 roles of the president. The students will be responsible for writing down the seven roles of the president and a 1-2 sentence explanation of each role. (15 minutes)

-The teacher will then instruct students to do a (pair and share) where the student will share their answers and summaries with their group at their tables. (5 minute)

-The students will then be divided into 7 groups (2-3 students per group). Each group will be assigned a role of the president. The students will research their assigned role. One student will be responsible for the summary of the role (5-7 sentences). One student will be responsible for 2 pictures that represent that role. One student will be responsible for 2 examples of a president doing that role. The students will use this research for the next 2 consecutive lessons. (25 minutes)

-Before the end of class, the teacher will review (lecture) who the current President and Vice President are (Donald Trump & Mike Pence) and remind students of their political party. (2 minutes)

* **Assessments to be used during the day’s lesson:**

**Formative Assessment:** The students president and vice president activity will be taken up as a formative assessment. The class pair and shar activity will also be monitored for a formative assessment.

**Summative Assessment:** The graphic organizer will be taken up for a grade as a summative assessment.

Day 3:

* **Focus of the lesson**: Day three will focus on the executive branch of the government. By the end of this lesson students will be able to know the seven roles of the president and why these roles are important.
* **Primary instructional/learning activities:**
* Students will be assigned a president. Each student will research their president finding the following information and typing it on a google doc and submitting it into google classroom. 1. The name of their assigned president and picture of their president, 2. Their presidents’ birthday and death date (if applicable), 3. One fun fact about their assigned president, 4. Finally the students will write down what political party their assigned president they are in. This will be reviewed by the teacher and taken as a summative assessment. (15 minutes)
* After students complete their google doc president’s assignment, they will be assigned a partner where they will review each other’s president document. The students will fix spelling errors and revise each other’s doc before submitting it to the teacher. This assignment will allow for social interaction but will also allow them time to proofread their assignment before the teacher grades the assignment. (10 minutes)
* Students will then finalize their research about their assigned presidential role from the previous day. They will take their research and put it on a poster board. Their poster board will be used as a summative assessment. The students will be graded on accuracy, neatness, and organization. Because each student was assigned a role the students will be graded individually. They will use their poster boards for an activity for the next daily lesson. (25 minutes)
* **Assessments to be used during the day’s lesson:**

**Summative Assessment:** The students individual presidents google doc will be used as a summative assessment. The poster boards will also be given a grade for a summative assessment.

 Day 4:

* **Focus of the lesson:** Day four will be the last day of the covering the executive branch. By the end of this lesson students should be able to describe what each presidential role and why the executive branch is important to American government. The students will also be able to empathize with the president and the decisions that he/she makes on a daily basis.
* **Primary instructional/learning activities:**
* The students group posters that they have worked on for the past 2 lessons will be displayed around the classroom. Each student will be given a gallery walk notes sheet. Each student will choose a poster displayed around the room and write a brief summary of the poster. Students will be responsible for writing down the examples that the poster has on display and the description of that presidential role. The students will then move to a different poster until all roles have been completed on their gallery walk sheet. This activity will help students decipher what is important and how to summarize.

(25 minutes)

* After students finish the galley walk, they will take a short quiz. This quiz will cover the 7 roles of the president and who the current president and vice president are. This quiz will allow the teacher to see how well his/her students grasped the information and allow the teacher to make any adjustments to previous lessons (10 minutes)
* The students will then play Icivics Executive Command. This game allows the students to take the role of the president. The students will have to make tough decisions, just as the president does. This game allows students to empathize with the president. The goal of this game it to get re-elected as president while having to make the tough calls that the president makes on a daily basis. This game covers the different roles of the president and executive branch. The teacher will monitor that students are always on task while playing the “Executive Command Game”. (10 minutes)

Link to the game: <https://www.icivics.org/games/executive-command>

* **Assessments to be used during the day’s lesson:**

**Summative Assessment:** The students gallery walk notes sheet will be taken up as a summative graded assessment. The students quiz will also be taken up and graded as a summative assessment.

Day 5:

* **Focus of the Lesson:** Day five will focus on the legislative branch. By the end of this lesson student will be able to identify key leaders of the legislative branch.
* **Primary instructional/learning activities*:***
* Students will watch a brief video on the purpose of a bicameral congress. As students watch the video, they will be asked to write down 8 facts that they didn’t already know that the video addresses. This will be taken up and use as a participation grade. (10 minutes)

 Video link: <https://www.youtube.com/watch?v=n9defOwVWS8>

* The teacher will then pass out a web quest worksheet. The students will be responsible for identifying the following question (Who is the speaker of the house, who is the house majority and minority leaders, who are the house majority and minority whip’s, how many members are in the United States House of Representatives, how many republicans and democrats are in the House of Representatives, How many representatives does Alabama have, who is the district three representative from Alabama, who is the president pro tempore, who are the Senate majority and minority leaders, how many members are in the senate, how many republicans and democrats are in the senate, how many representatives are from Alabama and who are they) (20 minutes)
* The teacher will review the students answers and instruct the students to study their answers for a quiz in the next lesson. (10 minutes)
* The students will use previous knowledge to write down the steps of how a bill becomes a law. The students will then watch the School House Rock video “I’m Just a Bill” while the video is playing the students will jot down the steps that they hear during the video. (5 minutes)

Video Link: <https://www.youtube.com/watch?v=FFroMQlKiag>

* The teacher will then review the steps with the students and instruct them to practice the steps for an activity for an upcoming lesson (5 minutes)
* **Assessments to be used during the day’s lesson:**

**Summative Assessment:**  The WebQuest worksheet will be taken up as a grade.

**Formative Assessment:** The student’s initial response of how a bill becomes a law will be used as a formative assessment to assess the student’s prior knowledge.

Day 6:

* **Focus of the Lesson:** Day six of this unit plan will focus on the legislative branch. By the end of this lesson students will be able to understand how a bill becomes a law.
* **Primary instructional/learning activities:**
* The teacher will display the picture of Nancy Pelosi (Speaker of the House-democrat), Doug Jones (Senator- Alabama), Richard Shelby (Senator- Alabama), Mike Rogers (District 3 House of Representatives- Alabama). The students will identify these representatives on a Kahoot quiz. The teacher will use the student’s responses as a summative assessment. (10 minutes)
* The students will re watch the School House Rock video “I’m Just a bill”. This will allow the students to have a refresher before the next activity. (5 minutes)
* The students will then be divided into groups of 4. The students will be given brown bags with the steps of how a bill becomes a law. The students will be responsible for un scrambling the steps and organize them into the order of which they occur. The first group that finishes will get a prize. This activity will allow students to collaborate and review the content. (10 minutes)
* Scenario Activity: The teacher will call on two students to volunteer to read the scenarios in front of the class. Each studentwill read the scenarios. The teacher will then prompt the students asking the following questions: What was different about scenario 1 and scenario 2? Do you believe this scenario happens today? Do you think this scenario happens in our state? (15 minutes)
* Lilly Ledbetter Video and Guided Notes: The teacher will pass out the guided notes sheet reviewing the questions before playing the video. The students will watch the video and answering the guided notes questions while watching the video. The teacher will then review the questions and call on students to share their answers. (10 minutes)

 Video Link: <https://www.youtube.com/watch?v=tMxsYqaFwA0>

* **Assessments to be used during the day’s lesson:**

**Formative Assessment:** The Scenario questions will be used as a formative assessment for this lesson. The questions asked during this lesson will be What was different about scenario 1 and scenario 2? Do you believe this scenario happens today? Do you think this scenario happens in our state?

**Summative Assessment:** The Kahoot game and Lilly Ledbetter guided notes question will be taken up and graded as a summative assessment.

Day 7:

* **Focus of the Lesson:** Day seven of this lesson will focus on the legislative branch. The goal of this lesson is for the students to be able to connect to the what they have learned about the legislative branch to a law inspired by a local Alabama woman.
* **Primary Instructional/ learning activities:**
* The students will be instructed to write down 2 questions that they would like to ask to our guest speaker (Lilly Ledbetter). The students will ask these questions during the question and answer section of the lesson. (5 minutes)
* Guest Speaker: Lilly Ledbetter will be invited to speak with our class. The students will be instructed to listen to Lilly Ledbetter speak about her experience and how she inspired a bill to become a law. (20 minutes)
* After the guest speaker has shared her experience the students will have the opportunity to ask the questions they had prepared. (10 minutes)
* After the guest speaker portion of the lesson is over the students will be instructed to write a short summary of Lilly Ledbetter’s story and what they learned from what she shared. This summary should be at least two paragraphs. This activity will be assessing students writing skills and allow for differentiation in the classroom. Their summary should be around 8 to 10 sentences. (15 minutes)
* **Assessments to be used during the day’s lesson:**

**Summative Assessment**: The students Lilly Ledbetter summary will be taken up and used as a summative assessment.

Day 8:

* **Focus of the Lesson:** Day eight of this unit will focus on the judicial branch. The goal of this lesson is for students to understand the role of the judicial branch and the current members of the supreme court.
* **Primary Instructional/ learning activities:**
* Students will do a Peardek assignment. The students will be responsible for answering the prompt “Write down two things you know about the judicial branch”. Once the students have completed this they will have a couple minutes to share their knowledge with the other students at their desks. The students will then submit their answers in Peardek which will be displayed on the board. The teacher will review their ideas with the class. This will be used as formative assessment. (5 minutes)
* Students will be given a graphic organizer. Students will be instructed to use their chrome books to research who the current members of the supreme court are, how long they have served to date and who appointed them. (10 minutes).
* After the research the current judges the students will each be assigned a landmark supreme court case. Examples of court cases students may be assigned: Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden, Dred Scott v. Sandford, Brown v. Board of Education, Miranda v. Arizona. Students will research their case (who was on the supreme court during their assigned case, what were the justice’s votes, how did this case impact society, why is this case important) Students will use their information to make a “Investigation Folder”. Students will be able to use Alabama virtual library as a resource to help them complete this activity. This website will allow students to find their information. This website will also allow students to have experience with primary documents and allows students to pick different reading levels and even has a feature where the students can listen to the information. The students will write their information in a file folder during the next lesson. Students will be able to finish this activity in the next lesson. The final project will be taken up as a formative assessment. (35 minutes)
* **Assessments to be used during the day’s lesson:**

**Formative Assessment:** The Peardek assignment will be used as a formative assessment.

 **Summative Assessment:** The students current supreme court justices’ graphic organizers will be taken up as a summative assessment.

Day 9:

* **Focus of the Lesson:** Day nine will focus on the finalizing the final assignment for the judicial branch as well as reviewing the 3 branches of the United States government. The goal of this lesson is for students to understand the role of the supreme court and review for the final assessment for this unit.
* **Primary Instructional/ learning activities:**
* Students will finish putting their researched information onto their file folders. Students will also need to include pictures and color to their file folders. After the student have finished their folders, they will trade their folders with another student in the class. The students will be able to peer review each other’s work before submitting the assignment to the teacher for a summative grade. (20 minutes)
* After students have peer reviewed other students work and have turned in their final “investigation file” students will split up into assigned teams. The class will then play a final review game of “Jeopardy’. This game will cover the three branches of government. The review game will help students be prepared for the final summative assessment the following day. Before students leave class, they will also be given a list of terms that could be on their assessment the next day. I believe this activity will be a fun way that students can review before their final assessment of the unit. Before the conclusion of class students will have the opportunity to collaborate with students and clear up any questions they have with the teacher before their assessment the next day. (30 minutes)
* **Assessments to be used during the days lesson:**

**Formative Assessment:** The jeopardy game will be used as a formative assessment to help students prepare for the final summative assessment.

**Summative Assessment:** The “investigation file” will be used as a summative assessment which will assess the students’ knowledge of the executive branch.

Day 10:

* **Focus of the lesson:** Students will be able to apply their knowledge by compare and contrasting the three branches of government with scenarios.
* **Primary Instructional/Learning activities:**
* Students will use their I pad to scan QR codes with scenario questions. (scavenger hunt) The scenarios will ask students to compare different branches of the government. Examples of questions students might be asked are “Which branch is responsible for passing laws?”, “Which branch is responsible for interpreting the laws?” “How does the executive branch influence the legislative branch?”, “How do the three branches differ from each other?” Once the students scan the QR code and read the question they will enter their response in the app which the teacher will use as a summative assessment. (40 minutes)
* After the student finish part 1 of their final evaluation the teacher will inform students of part 2 of the final summative assessment. The teacher will instruct the student to make a brochure. The brochure must have 3 sections (Executive, Legislative and Judicial). The students will be responsible for describing the branch/ purpose of the branch, how each branch influences other branches (compare and contrast), and the key figures of each branch. The student will start this activity during the last ten minutes of class and will finish this assessment the following day. (10 minutes)
* **Assessments to be used in this lesson:**

**Summative Assessment**: QR code scenario questions (scavenger hunt)

Day 11:

* **Focus of the lesson:** Students will be able to apply their knowledge to a brochure by compare and contrasting the three branches of government, the purpose of each branch and key figures of each branch.
* **Primary Instructional/Learning Activities:**
* The teacher will instruct the student to finish making their brochure. The brochure must have 3 sections (Executive, Legislative and Judicial). The students will be responsible for describing the branch/ purpose of the branch, how each branch influences other branches (compare and contrast), and the key figures of each branch. The student will start this activity during the last ten minutes of class and will finish this assessment the following day. (40 minutes)
* Once students have completed their final assessment students will be asked to fill in the learn part of the KWL that was given to them the first day of the unit. This will further allow the teacher to see the students’ progress during this unit. (10 minutes)
* **Assessments to be used in this lesson:** The brochure and KWL chart will be used as a summative assessment.

***Part 4-B: Overview of Instructional Sequence and Learning Experiences Plan***

*Complete each of the following related to your overall Daily Plan.*

**Describe how you introduce the unit/instructional sequence and explain how this activity helps students understand the relevance of the unit/instructional sequence topic.**

 The learning segment was introduced using a variety of strategies. These strategies include a KWL chart. This gives the teacher an idea of what the students know (using prior knowledge), and what the student wants to know or is curious about. This activity allows the teacher to adapt lessons and change them to fit each students/classes needs. This unit is also introduced by allowing the students to play a “guess who game”. This activity gets students exposed to the content and also incorporates pictures for visual learners. This activity also is used as a formative assessment to test students on prior knowledge and what they might have seen from news outlets, newspapers of television. Lastly this unit is introduced by showing a quick video breakdown of the three branches of government. This video is short and to the point and will spark students’ interest and maybe refresh their memory of things they may have forgotten.

 I chose these three activities as an introduction to the unit because I believe these activities are engaging and catch the student’s attention. I also believe it is important to collect data on students before introducing the content so that you can adapt your lessons to the students you are teaching rather than the other way around. I believe it is important to have multiple forms of formative assessments in the introduction because data is so important to help track the progress of your students. I also chose these activities because I believe it differentiates and accommodates to different learning styles that you may see in your classroom.

**Explain how the sequence of lessons is designed to ensure that students are able to successfully address the essential question(s). Address the amount of time spent on each aspect of the topic and briefly explain how the time spent on each helps the students develop a deep, real world understanding of the topic.**

The essential questions of this unit are designed to help students be able to understand, compare and contrast and apply the knowledge that they acquire throughout this unit to the real world. This unit is important to students because the three branches of government effect their lives and their families lives every day. It is important to teach this unit to students because students should realize the responsibility we have as Americans to vote and the importance of these branches to what goes on in the country around us.

 The unit is broken into three sections. The first section is the executive branch. This sequence will last three days. In this sequence students will be able to understand the roles of the president, who the current president and vice president are and the purpose of the executive branch. The second section of the sequence is focused on the legislative branch. This sequence will last three days. In this sequence students will be responsible for the role of the legislative branch, the purpose of a bicameral congress, and the key figures of congress. The last sequence will focus on the judicial branch. This sequence will last 2 days. During this sequence students will be responsible for knowing the current supreme court justices, the purpose of the supreme court and the role of the supreme court in United States government.

 Students will use the knowledge acquired in this unit to compare and contrast the different branches and why these branches are important. Students will use real world examples throughout this unit to make the subject relevant to their everyday lives.

**Explain how the formative assessments will be used to inform instruction throughout the instructional sequence.**

 Formative assessments will be given throughout the unit. Formative assessments are important to student’s success because it asks a reflection/ checking point for students. Formative assessments are often low stakes and make students more comfortable with assessments. Especially if students have test anxiety or other testing difficulties. Formative Assessments allow the students to feel more comfortable and create a positive goal-oriented classroom environment. Formative Assessments can also help students track their own progress and allow them to take more responsibility for their learning. Formative assessments also create an open environment for communication which is important in the classroom setting.

 Formative Assessments are used by the teacher to adapt and change instructions and make adjustments as students develop in their learning. It is important that teachers keep data and track students progress. If students are doing poorly on formative assessments it gives the teacher, the opportunity to re-group and re teach subjects in a different way in which students will be able to understand more easily.

**Explain how the summative assessment will provide effective evaluation of the goals for the unit/instructional sequence.**

 Summative assessments allow the students to apply their knowledge and be proud of the goals they have achieved. Summative assessments give the students an opportunity to show their skills and knowledge they have learned throughout the unit. I believe students should be given summative assessments throughout the unit (whether big or small) to help students feel more comfortable taking summative assessments. I believe this also allows students multiple opportunities to showcase their knowledge.

 Summative assessments allow the teacher to assess his/her own teaching and the assessment as a whole. I believe summative assessments are effective (if appropriate) to assess the student’s overall knowledge and completion of the goals of the unit. I believe summative assessments should incorporate the essential questions of the overall unit but in a fun and engaging way.