

Information Literacy Collaborative Planning Template

Grade Level: 9

Teacher/Team: Keegan Long

Planning Date:

Content area(s): Civics (US Government)

Lesson(s)/Unit(s) of Study: Branches of Government

Timeline: 2-3 Blocks (90 Min Each)

State Content Standards/Benchmarks/Indicators: **SS HS.1.1** Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. **SS HS.1.1.c** Analyze the functions of United States government and its outcomes. **SS HS.1.2.d** Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.

AASL Standards Shared Foundations

(Using the [AASL Standards Framework for Learners](#), type shared foundation, domain, and competency in rectangles below, e.g., I.A.1.)

Domains

	I. Inquire	II. Include	III. Collaborate	IV. Curate	V. Explore	VI. Engage
A. Think			III A. 2	IV A.2	V A.1	VI A.3
B. Create	I B.3	II B.2	III B.2	IV B.4		VI B.3
C. Share	I C.4	II C.1	III C.1	IV C.1		
D. Grow	I D.4	II D.1	III D.1		V D.2	VI D.1

Description of Pre-Assessment: Students will be tasked on creating a list of specific jobs/duties they believe the President of the United States does. They will then collaborate/share with their table partners their lists they created and add any to their own list as they like. After collaborating with classmates, students will star the most important role on their list and share it on the class online discussion board. Teacher/Librarian will assess online discussion board and lead class discussion on the topic.

Results of Pre-Assessment:

Learning Activities/Projects:	Materials/Resources Needed:	Person(s) Responsible:
1. Have students complete the warmup/Pre-Assessment Activity Students create a list of jobs they think the president does on a piece of paper.	Notebook Paper, Pens/Pencils, Highlighters, Computers, Padlet.com	Class Teacher with help of Librarian

b. Have students share lists with table groups and add to the list c. Students will star their most important job and share their findings on online discussion board Padlet for class to review and discuss alongside teacher facilitation. d. Have teacher and librarians walk around room to help and encourage discussions. e. When finished, teacher leads class discussion and reviews Padlet board for the class to see other responses.		
2. As a class, have class watch two videos that give a visual aid on what the life of a president looks like. a. Have students write down FIVE facts they learned from the video. b. Students make complete this list on the same piece of paper they used earlier.	Notebook Paper, Pencil/Pen, Projector, Videos (Links posted in Materials Section of Lesson Plan)	Librarian
3. Facilitate and lead the class through the class notes section. a. Teacher will lead what they want students to write down for notes on their paper (Main Ideas, Key Points, etc.) b. Students may use the same piece of paper from other day's activities for notes.	Notebook Paper, Pencil/Pen, Projector, Google Slides	Teacher

4. Introduce instructions and expectations of Two Departments Activity a. Instructions for project on Google Slides b. Teacher and Librarian will walk around and help students as needed during work time. c. Project requires online research where students may need guidance.	Google Slides, Computers	Librarian (Teacher Helps During Work Time)
5. Have students share ONE slide from their project with their table groups. a. Instructions and group discussion questions are on Google Slides b. This activity most likely will be the warmup for the second day of this lesson.	Google Slides, Computers	Teacher
6. Introduce Executive Command Game a. Introduce the premise of the game. b. Using class projector, help get students into the game and go through the tutorial together. c. Students will want to play AT LEAST 2-3 rounds of the game. d. Teacher and Librarian will walk around and help students as needed during work time. e. When game time is complete, have students answer 3 of the discussion	Computers, Projector	Librarian (Teacher Helps During Game Time)

questions on their Google Classroom as an Exit Ticket for the day. 7. Using class whiteboards, complete review question game as a class - Ideally, this activity would be completed at the beginning of Day 3 of the lesson. 8. Introduce Final Assessment project. - Read through instructions and expectations as a class from Google Slides - Ideally, this would be done in the library where some books about presidents may have been prechosen and on display for students to use during this project. - During work time, librarian and teachers will help facilitate and help students as needed. Students may need help in conducting research or using library books to use in their paper. - Students will write paper using Google Docs or Microsoft Word	Whiteboards, Dry Erase Markers, Projector Computers, Projector, Books, Library	Teacher (Librarian Helps Facilitate) Librarian (Teacher Helps Facilitate)
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Description of Post-Assessment: The Post-Assessment is designed to be a project that incorporates what students have learned throughout the lesson while also incorporating research skills for the students to use to further explore what they have learned. Students, in the form of a paper, will research a president of their choosing while using online and library resources. Using the previous knowledge they gained from lecture and playing the game, students should be able to understand what struggles and jobs that come with being a President of the United States and be able to imply that knowledge in how previous presidents throughout history took on those various challenges and roles.

Results of Post-Assessment: N/A

Comments/Evaluation of the Unit: The overall goal of this lesson is for students to really understand the pressure and roles that come with the job as President of the United States. In addition, students will learn how the president interacts with the different departments of the Executive Branch and what their specific roles are and how their choices affect us and the country overall.

Materials

Web Sites:

www.padlet.com

<https://www.icivics.org/games/executive-command>

Video Links:

<https://www.youtube.com/watch?v=TcSpBAZvMhI>

<https://www.youtube.com/watch?v=T7ch13ZuMu8>

Possible Books for Final Assessment:

DK. (2017). *The Presidents Visual Encyclopedia*. Penguin.

Hajeski, N. J. (2015). *The big book of presidents : from George Washington to Barack Obama*. Skyhorse Publishing, Inc.

Hill, C., & McCubbin, L. (2017). *Five presidents : my extraordinary journey with Eisenhower, Kennedy, Johnson, Nixon, and Ford*. Gallery Books.

Matuz, R. (2021). *PRESIDENTS FACT BOOK : the achievements, campaigns, events, triumphs, and legacies of every president*. Black Dog.

Google Slides:

https://docs.google.com/presentation/d/1vp1W5Pf-KsnJ_5_ayDmQLaDLEsLuzWvyLZZ1lZH1UDA/edit?usp=sharing

Pre-Assessment

All pre-assessment instructions have been laid out in the Google Slide attached to this project for students to follow. Assessment will be completed by the teacher who will look evaluate students' explanations of their Padlet discussion post that will be used in group and class discussion.

Post-Assessment

Post-Assessment will be completed through the use of a research project paper. All instructions for the paper have been included on the Google Slides of the lesson.

Completion: Paper was completed on time. Paper has three full paragraphs that uses complete sentences (4-5 sentences each)

0 5 10

Paragraph One: Student gives detailed overview of the president they chose for their research project and illustrates what the country looked like during their presidency.

0 10 20

Paragraph Two: Student thoroughly explains the challenges the president faced during their term. In addition, paper explains what went well and what didn't go well for the president during their term.

0 10 20

Paragraph Three: Student appropriately writes an effective conclusion and wraps up their information found during their research. Paper explains why they think president was effective or not.

0 10 20

Resources: Student appropriately uses AT LEAST ONE citation from outside resource found to complete their paper.

0 5 10