

# Functional Government

Strand	US and Missouri Constitution	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>A. Rights and responsibility of citizens</p>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Define and identify the 3 branches of government</li> <li>• Identify rights as a US Citizen</li> <li>• Identify responsibilities of being a US citizen</li> </ul>
<p><b>Alignments</b>            CCSS: 6-8.RH.3; 6-8.RH.7            Performance: 4.2, 4.3            Knowledge: (SS) 1,6            SSGLE: PCD.1.B (Government)            NETS: 1a            DOK: 3</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Through teacher and student direction, role play legal/illegal issues from everyday law case scenarios</li> <li>• Model:               <ul style="list-style-type: none"> <li>• group activities for student chosen unit group activities</li> <li>• activities so students will understand and complete workbook activities to begin each unit with teacher guidance and direction with modeling</li> <li>• how to complete worksheets so students will complete worksheets within small groups and discuss as a whole group upon completion of each section</li> <li>• how government offices are set up so students will complete sections of Everyday Government Skills (Real Life citizenship) in order to learn the basic set up of government offices for state and federal government offices</li> <li>• how to fill out a voters registration form so students will fill out forms and register to vote (those that are 18 years old will mail them in to the voters registration office)</li> <li>• how forms are filled out so students will learn how to fill out the form and practice filling out forms such as:                   <ul style="list-style-type: none"> <li>• social security forms</li> <li>• birth certificate requests</li> </ul> </li> </ul> </li> </ul>		

**Assessments/Evaluations**

- Teacher created:
  - quizzes
  - checklists
- Enter/exit questions
- Unit tests
- Teacher observation

**Sample Assessment Questions**

- What is a right that you have as a US citizen?
- What is a responsibility that you have as a US citizen?

**Instructional Resources/Tools**

- [www.kids.usa.gov](http://www.kids.usa.gov)
- Everyday Government
- [www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)

**Literacy Connections**

- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

**Cross Curricular Connections**

- Reading
- Communications
- Technical Reading

## Functional Government

Strand	US and Missouri Constitution	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>B. Agencies and services available at the 3 levels of government</p>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Identify agencies available at the 3 levels of government</li> <li>Identify services available at the 3 levels of government</li> </ul>
<p><b>Alignments</b>            CCSS: 6-8.RH.3; 6-8.RH.9            Performance: 1.9, 4.3            Knowledge: (SS) 6            SSGLE: RIGIT.6.M (Government)            NETS: 1a            DOK: 2</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <p>The teacher will model:</p> <ul style="list-style-type: none"> <li>how to:               <ul style="list-style-type: none"> <li>look up information so students will locate information for agencies and services in the local phone book</li> <li>complete workbooks so students will complete workbooks in small group assignments</li> </ul> </li> <li>and discuss State and Federal pamphlets</li> <li>Everyday Government Skills</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher created quizzes</li> <li>Group projects</li> <li>Teacher observation</li> </ul>		
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>What resources do you have to locate local and state agencies?</li> </ul>		

**Instructional Resources/Tools**

- [www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)
- [www.kids.usa.gov](http://www.kids.usa.gov)
- Everyday Government

**Literacy Connections**

- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
- Analyze the relationship between a primary and secondary source on the same topic

**Cross Curricular Connections**

- Reading
- Communications

Strand	US and State Constitution	
<u>Concept</u>		<u>Learning Targets</u>
C. Interactions with the legal/political systems		1. <ul style="list-style-type: none"> <li>• Discuss interactions with the legal (everyday law) system</li> <li>• Discuss interactions with the political system</li> <li>• Evaluate the best possible responses with these interactions</li> </ul>
<b>Alignments</b> CCSS: 6-8.RH.2 Performance: 1.1, 1.2, 1.5, 1.6, 3.5 Knowledge: (SS) 6 SSGLE: PCD.1.B (4 <sup>th</sup> Gr.) NETS: 1a DOK: 2		
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>• Students will complete workbook assignments within small groups and with teacher modeling in order to understand and explain what they are reading</li> <li>• The teacher will model:               <ul style="list-style-type: none"> <li>• how to:                   <ul style="list-style-type: none"> <li>• search through newspapers to find current events and information about governmental events with in the local community and around the country</li> <li>• listen to and ask questions of a guest speaker (appropriate ways to interact with police and other authority)</li> </ul> </li> <li>• reading and learning about their Rights and Responsibilities activities</li> </ul> </li> </ul>		

**Assessments/Evaluations**

- Case study
- Role plays
- Discussions
- Teacher created:
  - quizzes
  - tests
- Teacher observation

**Sample Assessment Questions**

- What are the appropriate ways to interact with law enforcement?
- What are the appropriate ways to express your political views?

**Instructional Resources/Tools**

- Everyday Government
- [www.kids.usa.gov](http://www.kids.usa.gov)
- [www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)

**Literacy Connections**

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

**Cross Curricular Connections**

- Reading
- Communications class

Strand	US and State Constitution	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>D. Current events at the state and federal levels</p>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Discuss current events related to citizenship at the three levels of government</li> </ul>
<p><b>Alignments</b>          CCSS: 6-8.RH.6          Performance: 4.2, 4.3          Knowledge: (SS) 6          SSGLE: PCD.1.A; RIGIT.6.L (Government)          NETS: 1a          DOK: 2</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <p>The teacher will model:</p> <ul style="list-style-type: none"> <li>• what to look for while watching TV news to stay connected with current events within the community and country</li> <li>• current events so students will record current events in a journal</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Journals</li> <li>• Letters to Congress/Senate</li> <li>• Teacher observation</li> <li>• Teacher created:             <ul style="list-style-type: none"> <li>• quizzes</li> <li>• checklists</li> </ul> </li> </ul>		
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is a current event that directly affects your life?</li> </ul>		

**Instructional Resources/Tools**

- Everyday Government
- [www.kids.usa.gov](http://www.kids.usa.gov)
- [www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)

**Literacy Connections**

- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)

**Cross Curricular Connections**

- Functional Reading
- Communications
- Technical Reading



Strand	US and State Constitution	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>E. Missouri and US facts</p>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Identify Missouri facts to locate the state capital, state bird, and driving and voting requirements</li> <li>• Identify US facts on civil rights movement and how the US Constitution has remained a “Living Constitution” through the amendment process</li> </ul>
<p><b>Alignments</b>            CCSS: 6-8.RH.8            Performance: 1.2, 1.5, 1.7, 1.8            Knowledge: (SS) 2            SSGLE: MUSWH.3a.Z (US History)            NETS: 1a            DOK: 2</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will model:               <ul style="list-style-type: none"> <li>• how to complete workbook assignments within small groups and with teacher modeling in order to understand and explain what they are reading</li> <li>• and play MO Jingo and State and Capital BINGO with students</li> <li>• how to complete various reinforcement puzzles, such as:                   <ul style="list-style-type: none"> <li>• crossword</li> <li>• word search</li> <li>• cloze reading</li> </ul> </li> <li>• what to watch for and discuss video clips</li> </ul> </li> </ul>		

**Assessments/Evaluations**

- Quizzes
- Group activities
- Computer based research
- Teacher created:
  - quizzes
  - checklists
- Teacher observation

**Sample Assessment Questions**

- What is a website that will tell you about the Missouri Constitution?
- What is a website that will tell you about the US Constitution?

**Instructional Resources/Tools**

- [www.kids.usa.gov](http://www.kids.usa.gov)

**Literacy Connections**

- Distinguish among fact, opinion, and reasoned judgment in a text

**Cross Curricular Connections**

- Functional Reading
- Technical Reading
- Communications

Strand	Geography	
F. Geography skills	<u>Concept</u>	<u>Learning Targets</u>
		<div>1.<ul style="list-style-type: none"><li>• Identify basic geography skills using basic map skills when reading maps and writing directions</li><li>• Identify the uses of technology when using GPS, Google and Yahoo maps, etc.</li></ul></div>
<div><b>Alignments</b> CCSS: 6-8.RH.7 Performance: 1.2, 1.5 Knowledge: (SS) 5,7 SSGLE: EGSA.5.A; TSSI.7.B (8<sup>th</sup> Gr.) NETS: 1a,c DOK: 2</div>		

### **Instructional Strategies**

- The teacher will model how:
  - students will read:
    - and identify terminology used in basic geography in order to identify items on maps and within the community
  - maps in order to locate:
    - areas that they want to visit
    - where they live
    - important places in:
      - the community
      - United States
  - to use technology, such as:
    - GPS
    - Google maps
    - Yahoo maps
  - to draw a map describing how to get from a location to their house
  - to locate items on a given map while using directional instructions and will show their information to the class and explain how they found their destination

### **Assessments/Evaluations**

- Demonstrate how to use and read a map
- Demonstrate how to use technology for directions

### **Sample Assessment Questions**

- Where is the state capital?
- Where is the White House?
- Where is a place you would like to visit?
- What are some ways you can reach your destination?

### **Instructional Resources/Tools**

- [www.kids.usa.gov](http://www.kids.usa.gov)

**Literacy Connections**

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

**Cross Curricular Connections**

- Functional Communications
- Functional Reading
- Independent Living