

GOVERNMENT POWER
Social Science and English/Language Arts

Grade: 8

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Acceleration Approach

Standard has been accelerated by moving grade level 8 up to the standard used for CIM.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
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Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)
Balance/Systems

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Paul’s Model of Reasoning: “Multiple Perspectives” and Model of Concept Development: “Government Systems”

TABA’s Questioning Strategies

Differentiation Features - Students:

- Have additional variables to study
- Clustered by higher order thinking skills

Diagnostic/Prescriptive: (What TAG students should already know)

- Identify the powers of federal, state and local government
- Relationship to the Constitution

COMMON CURRICULUM GOAL

Social Sciences—Civics and Government

Understand the organization responsibilities and interrelationships between federal, state, and local governments in United States.

Understand the roles of the three branches of government and explain how their powers are distributed and shared.

English/Language Arts—Speech

Structure oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.

English/Language Arts—Reading

Develop an interpretation when reading informational text

Demonstrate a critical stance when reading informational text.

CONTENT STANDARDS

Social Sciences—Civics and Government

Understand the roles of powers of the executive, legislative, and judicial branches.

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Archetypal Model (Research)

- Students will research a topic and orally report on the interrelations between local, state and federal government. The powers and limitations of each branch will be reported.

TASK DEMAND

Sample Task Activity

TAG task demands

- Use Graphic Organizer *Research Guide for Shared Government Responsibilities* to focus on defense, education, health, crime, punishment of crime, transportation, environment and administration and how they relate to the branches and levels of government.
- Use Graphic Organizer *Research Model* to follow up with an independent research project.

Questions

(TAG focus)

- How does the U.S. form of government share power between branches and levels of government?
- Is it efficient to have multiple layers/duplication of governmental services and agencies?
- Is there a reason/rationale for such duplication or is it duplication?
- Is there a Constitutional basis for multiple levels of government? If so, is it still valid in a technological, primarily urban society?
- How does the multiple level structure of the U.S. government “limit” power?

Implementation Time

1. Regular education: 1 week (teaches what high-end students already know)
2. TAG/High-end Learners: 6-7 days
3. Independent Research Project independent study

While the teacher teaches the information the typical students need to master two civics and government 8th grade Benchmarks, the TAG student will work to master two CIM Benchmarks. TAG students will find their own examples to determine why this balance is important in order to maintain our system of government. If there are three TAG students in a class, each student could research a different topic (e.g., defense, education, crime) to share with the other TAG students before working together to determine why this balance (distribution of power) is essential to our form of government. If there are ten or more (even a whole class of TAG identified students), then students could research in groups, covering a variety of governmental powers, before each group presents to the others.

BENCHMARKS

Social Science – Civics and Government

8th Grade - Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels.

8th Grade - Understand the powers of each branch of government as stated in the Constitution.

CIM - Understand the interrelationships between local, state and federal government.

CIM - Understand how the branches of government have powers and limitations

English/Language Arts - Speech

8th Grade - Prepare a speech outline based on a chosen pattern of organization including introduction, transitions, previews, and summaries; a logically developed body; and an effective conclusion.

8th Grade - Use audience feedback (e.g., verbal and nonverbal cues).

8th Grade - Reconsider and modify the organizational structure or plan.

8th Grade - Rearrange works and sentences to clarify meaning.

English/Language Arts – Reading

CIM - Make reasoned assertions about an author’s arguments by using elements of the text to defend and clarify interpretations. (from draft 5.0)

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Translation to Regular Education

- Focus on the Constitutional foundation of the balance of power.
- Responsibilities of the various parts/aspects of government and how they interact/function at various level.
- Focus on Benchmark expectation/standards.

Scoring Guide

- Students will present their product to a panel of peers, using the Speaking Scoring Guide (See Standards and Assessments Section VII.)
- Teacher leads TAG students in a discussion, using Taba's questioning strategy, to illustrate how and why the balance/sharing of power is necessary to maintain the American system of government.
- Students will represent the various forms/interconnections of the various forms of government in some graphic form. The key will show the relationship/responsibility of each.

Resources: www.oslis.k12.or.us - Students will use website to find examples of how the executive branch at the local, state and federal level implements defense (i.e., Civil Defense, National Guard, US Army). **OR** how the legislative branch at the local, state and federal level takes care of educating the nation's children. **OR** how the judicial branch at the local, state and federal level uses separate criminal codes to prosecute criminals.

www.state.or.gov
www.findarticle.com
library materials
textbook

Note: If the teacher wants to incorporate another civics CIM Benchmark (understand how various forms of the government function in different situations), compare the U.S. system of sharing powers with autocratic, theocratic, oligarchic, tribal governments. Depending on the level of the students, an economics approach could be taken, addressing CIM (understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems) by incorporating trade or economic development into the "issue" section.

Interdisciplinary Extension: The overarching concept of balance can be tied to biology. Studying checks and balances in government can relate nicely to the study of cells and the balance that living organisms maintain.

TEACHER GUIDE TO USING TABA QUESTIONING STRATEGIES

Opening Question

(Allows many students to enter the discussion):
What did you notice about the distribution of power among the various governmental entities?
Student responses need to be listed on the board.

Lifting Questions

(Directs students to look for relationships among data):
What seems to be reflected in this information?
What might be the reason for this decentralization?

Extension Questions

(Fosters the development of ideas, giving a student a chance to develop his idea):
What might be the result of that?
Well, tell me a little more.

Questions to Lead to Combining of Ideas and Making of Relevant Generalizations

What can you say is generally true about what we have been talking about?

What do you make of all we've been saying here?

What would you consider an important idea that you got from this?

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Name _____ Date _____

Research Guide for Shared Governmental Responsibility

According to the U.S. Constitution, which branch of government is responsible for each issue? As you examine the Constitution, list the Article and Section in which you found the power. Then, using the governmental bodies listed, find an example of how each uses the power assigned to it.

Issue	Branch	Level: Local	State	Federal
Defense	_____	Civil Defense	National Guard	US Army
Education	_____	School Board	State Board	Dept. of Ed
Health	_____	County Health	State Health	Dept of HHS
Crime	_____	Local police	State police	FBI
Punishment of Crime	_____	Traffic court	Circuit Court	Federal Court
Transportation	_____	Maintenance of County Road	OR Dept of Transportation	US Dept of Transportation
Environment	_____	Dept. of Sanitation	Dept. of Fish & Wildlife	Dept. of Interior
Administration	_____	Mayor	Governor	President

As you work, consider these questions:

1. Does the power that each level has overlap?
2. What problems do you see when the powers do overlap? Don't overlap?
3. Why does the Constitution limit the power of the federal government?
4. Why does the Constitution "reserve" power for the states?
5. Do the powers of the branches ever overlap?
6. What problems do you see when the powers do overlap? Don't overlap?
7. Is it good that only the federal government can coin money?
8. Is it good that only the federal government can make nuclear weapons?

GRAPHIC ORGANIZER
Research Model

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Name _____ Date _____

Select an issue of significance and explore it following the procedure below:

1. Identify your issue or problem.

What is the issue or problem?

Who are the stakeholders and what are their positions?

What is your position on this issue?

2. Read about your issue and identify points of view or arguments through information sources.

What are my print sources?

What are media sources?

What are my people sources?

What are my preliminary findings based on a review of existing sources?

3. Form a set of questions that can be answered by a specific set of data.

Examples:

A. What would be the results of _____ ?

B. Who would benefit and how much?

C. Who would be harmed and by how much?

My research question:

GRAPHIC ORGANIZER
Research Model

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Name _____ Date _____

Select an issue of significance and explore it following the procedure below:

4. Gather evidence through research techniques such as surveys, interviews, or experiments.

What survey questions should I ask?

What interview questions should I ask?

What experiments should I do?

5. Manipulate and transport data so that they can be interpreted.

How can I summarize what I found?

Should I develop charts, diagrams, or graphs to represent my data?

6. Draw conclusions and make inferences.

What does the data mean? How can I interpret what I found?

How does the data support your original point of view?

How does the data support other points of view?

What conclusions do you make about the issues?

GRAPHIC ORGANIZER
Research Model

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Name _____ Date _____

Select an issue of significance and explore it following the procedure below:

7. Determine implications and consequences.

What are the consequences of following the point of view that you support?

Do I know enough or are there now new questions to answered?

8. Communicate your findings. (Prepare an oral presentation for classmates based on note cards and written report.)

What are my purpose, issue, and point of view, and how will I explain them?

How will I conclude my presentation?

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input checked="" type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input checked="" type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Soc Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input checked="" type="checkbox"/> Challenging Soc Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peer <input checked="" type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input checked="" type="checkbox"/> Advanced Academic Planning in Social Studies	<input checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>				
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p>				
<p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				