

# **TIES** *2001*

Teachers in Industry for Educational Support

## **INTEGRATING COMPUTERIZED LEARNING SYSTEMS IN THE CLASSROOM**

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**Subject Areas: Mathematics, Health, & Social Studies**

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# INTEGRATING COMPUTERIZED LEARNING SYSTEMS IN THE CLASSROOM

## Curriculum Unit Overview

### Summary

Curriculum methods vary from classroom to classroom. When using any of the numerous methods, instruction can be successful only when students achieve their objectives, comprehend the impact of the objectives, and apply the newly acquired knowledge appropriately. With the understanding that children achieve varying levels of success, our purpose will be to develop an educational bridge from middle school academic units-math, health, and social studies-to a computer integrated learning system. Our academic units will begin that transitional bridge.

For our three curricular areas, we will investigate funding sources for implementation, develop sound educational lessons, and a general overview of the presentation. These three areas will provide a future springboard for actual implementation of a computer integrated learning system with our curriculum areas.

The Mathematics portion of the unit should take between 28-35 hours of instructional time. While the Health section should run for approximately 80 hours. Finally, the Social Studies piece should take anywhere from 30-36 hours to complete.

In **FOCUS # 1**, our Mathematics ALT's, we will address the skill areas of whole numbers, decimals, and fractions. We will center our attention on recognition of place value, comparing and ordering numbers, and rounding. Lessons and activities will be geared toward increasing the student's comprehension and practical application of these competencies. Remediation and enrichment of these skills will be done through the use of computer-aided technology. This technology will provide a variety of uses ranging from overall class usage to multi-level independent study.

In **FOCUS # 2**, our Health ALT's, we will create a curriculum using the body systems, our senses, and emotional well-being. This focus actually provides us with a usable and real curriculum. Our activities will provide each student with an increased awareness of his/her body. Research websites will be provided for remediation, reinforcement, and expansion of each student's learning level. The curriculum will lend itself to the inclusion into an integrated computer learning system.

In **FOCUS #3**, our Social Studies ALT's, we will develop a unit on the three branches of government. The government curriculum will be studied at the three levels of

involvement-federal, state and local. The interrelationships among and between all three branches of government will be explored in depth. Students will be actively involved in prioritizing responsibilities in the government. Researching websites will be integrated into our curriculum. In the study of each branch and level of government, students will be required to research and identify specified officeholders. Our social studies curriculum will provide students with further growth upon the implementation of an integrated learning system.

### **Big Picture**

Our overall objective for this project is to help students realize their potentials. The specific curricular areas will be supported with integrated computer lessons and additional technology use. Students will be interactive learners by completing “hands on” computer activities. The students will be better prepared for real life situations using the practical activities provided.

### **Preparation for the Unit**

There is no extra preparation for this curriculum unit. All areas can be taught independently and started at any point during the school year. Most equipment and materials are readily available in any classroom or media center. The classroom needs no particular layout, however it should be conducive to group activities and projects. Speakers and field trips can be used for the health and social studies curriculum. Details for speakers and field trips should be finalized well in advance of the time desired for implementation.

## ALT Overview

**Table 1** summarizes three Authentic Learning Tasks (ALT) for each of the three major topics in this Curriculum Unit. Each element is expanded in Attachments to this introductory document.

*Table 1: Integrating Computerized Learning Systems In The Classroom Curriculum Unit Summary*

<b>MATHEMATICS- NUMBER RELATIONS</b>	<b>HEALTH- PHYSICAL &amp; MENTAL</b>	<b>SOCIAL STUDIES- GOVERNMENT</b>
<p><b>ALT 1 – Whole Numbers</b>                      Students will recognize place value, round numbers to the billions, and compare/order them.</p>	<p><b>ALT 1 – Body Systems</b>                      Students will identify the parts, functions, maintenance, and related diseases of the eight major body systems.</p>	<p><b>ALT 1 – Executive Branch</b>                      Students will demonstrate an understanding of the roles, responsibilities, and selection processes of the executive branch of government at the local, state, and federal levels.</p>
<p><b>ALT 2 – Decimals</b>                      Students will recognize place value, round numbers to the designated decimal, and compare/order them.</p>	<p><b>ALT 2 – Body Senses</b>                      Students will identify the parts, functions, maintenance, and related diseases of the senses.</p>	<p><b>ALT 1 – Legislative Branch</b>                      Students will demonstrate an understanding of the roles, responsibilities, and selection processes of the legislative branch of government at the local, state, and federal levels.</p>
<p><b>ALT 3 – Fractions</b>                      Students will recognize place value, round fractions to the nearest half, and compare/order them.</p>	<p><b>ALT 3 – Emotional Well-being</b>                      Students will identify stressors in their lives, ways to deal with stress, and how it might affect their health.</p>	<p><b>ALT 1 – Judicial Branch</b>                      Students will demonstrate an understanding of the roles, responsibilities, and selection processes of the judicial branch of government at the local, state, and federal levels.</p>

## Transfer Activity

The children will be assigned a different computerized system part. They will learn the workings and interrelationships of that part. Students will then be given a task to perform as their part; such as with a mathematics concept, the intricate workings of a body system, or how a bill becomes a law. Together they act as a network, with each student performing their assigned function and exchanging messages with other functions as they are directed. As a follow-up, they will discuss how their role affected the others in the group.

# ATTACHMENT ONE

## SECTION ONE

### MATHEMATICS: NUMBER RELATIONS



Developed by:

Donna Bancalé, Bruce Rahn, Ron Wood

## **Section One: Mathematics-Number Relations**

### **ALT One: Whole Numbers**

#### **Summary**

Students will recognize place value through the billion's place, round designated whole numbers, and compare/order whole numbers through the billion's place.

#### **Competencies (all with 80% accuracy)**

1. Students will recognize whole numbers through the billion's place.
2. Students will round whole numbers through the billion's place.
3. Students will correctly use the  $<$ ,  $>$ , and  $=$  signs with whole numbers through the billion's place.
4. Students will order numbers from "least to greatest" and/or "greatest to least."
5. Students will correctly spell/pronounce all words associated with number comparisons.
6. Students will summarize the processes learned.

#### **Time**

ALT 1, Whole Numbers, should be accomplished in 7-8 hours of instructional time.

#### **Materials**

1. Paper
2. Pencils
3. Markers
4. Textbooks
5. Worksheets
6. Transparencies
7. Overhead
8. Number lines
9. Number tiles or cards
10. Place value charts
11. Pocket charts
12. Playing cards
13. Calculators
14. Base 10 blocks
15. Plastic chips

## 16. Masking tape

### Instructions

1. Display a classroom wall chart or give each student individual place value charts. Discuss the pattern of groupings of the different families (thousands, millions, etc.). Pronounce the words and have the students repeat them. Emphasize that the words will need to be spelled correctly. Go over the role and placement of commas.
2. Give several students large number cards and have them stand in front of the class. Ask them to arrange themselves as any number they wish. Have the remainder of the class say the number aloud. Have them rearrange themselves into odd or even numbers, the smallest or largest number they can, etc. Call out a place value and have that student step forward. Repeat until all class members have had a chance to do this activity.
3. Give each student a small set of digits 0-9 and a couple of plastic chips to use as commas. Call out numbers and have the students make them on their desks.
4. Place number cards in a pocket chart and have the whole class read them.
5. Give the students playing cards ace through 9 or a calculator, then have them create the numbers you call out.
6. Assign worksheets and/or text-related materials.
7. Review the symbols  $<$ ,  $>$ , and  $=$ .
8. Introduce how to compare whole numbers using numbers placed in a pocket chart or taped to the chalkboard.
9. Order numbers from “least to greatest” and/or “greatest to least” through the billion’s place.
10. Play ‘Racko’ or the ‘Order Game’.
11. Assign worksheets and/or text-related materials.
12. Go over the process of rounding. (0-4 you stay, 5-9 you go up one, what to do with 9’s)
13. Give students number lines and markers. Call out numbers and have them indicate with an ‘X’ where the number would fall on the line. Tell what number it would round to.
14. Tape large number cards to the floor and have students stand near the one that they would round to.
15. Assign worksheets and/or text-related worksheets.

## **Evaluation/Assessment of Student's Competency**

Students will be assessed by worksheets, tests, quizzes, and participation in the activities.

## **Closure**

The students will write about the games/activities they did in class and tell what Math concept it illustrates.

## **Handouts**

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

## **Section One, ALT One Appendix: (WHOLE NUMBERS)**

### **A. Teacher Resources**

1. [www.lessonplanpage.com/MathDecimalsPaper.htm](http://www.lessonplanpage.com/MathDecimalsPaper.htm)
2. [www.edweb.sdsu.edu/courses/edtee670/cardboard/card/n/NumberClub.html](http://www.edweb.sdsu.edu/courses/edtee670/cardboard/card/n/NumberClub.html) (game of place value)
3. [kings.k12.ca.us/math/lessons/rounding.html](http://kings.k12.ca.us/math/lessons/rounding.html) (rounding)
4. [www.eduplace.com/math/index.html](http://www.eduplace.com/math/index.html) (brain teasers)
5. [www.census.gov/dmd/www/schmat1.html](http://www.census.gov/dmd/www/schmat1.html) (includes teacher's unit)

### **B. Student Resources**

1. [www.syvum.com/cgi/online/serve.cgi/kms14/kgmat11.tdf](http://www.syvum.com/cgi/online/serve.cgi/kms14/kgmat11.tdf) (contains a monitoring grade book)
2. [www.aamath.com](http://www.aamath.com) (click on grade level and math topics)

## Section One: Mathematics-Number Relations

### ALT Two: Decimals

#### Summary

Students will recognize place value, round numbers to the designated decimal, and compare/order decimals through the ten-thousandth's place.

#### Competencies (all with 80% accuracy)

1. Students will recognize place value through the ten-thousandth's place.
2. Students will round decimals through the ten-thousandth's place.
3. Students will use  $<$ ,  $>$ , and  $=$  signs correctly with decimals.
4. Students will order decimals from "least to greatest" and/or "greatest to least."
5. Students will correctly spell/pronounce all decimal place value words, inequality, and equal.
6. Students will summarize all processes learned.

#### Time

ALT 2, Decimals, should take about 8-10 hours of instructional time.

#### Materials

1. All materials from ALT 1
2. Decimal squares

#### Instructions

1. Review place value covered thus far. Introduce tenths, hundredths, thousandths, and ten-thousandths place. Pronounce the words and go over their spellings, point out the meaning of the 'th' ending.
2. Give the students large number cards and have them form numbers through the ten-thousandths in front of the class.
3. Give the students individual number cards and a plastic chip to be used as a decimal. Have them make the numbers you call out.
4. Repeat the activity using a pocket chart or a calculator.
5. Assign worksheets or text-related materials.

6. Review the symbols  $<$ ,  $>$ , and  $=$ .
7. Introduce comparing numbers using the pocket chart or calculator.
8. Order the numbers from least to greatest and/or greatest to least.
9. Play the 'Order Game'.
10. Assign worksheets and/ or text-related materials.
11. Go over the rounding process.
12. Give the students number lines and markers. Call out numbers to them and have them place an 'X' on the number line where they would fall.
13. Tape large number cards to the floor. Call out numbers and have the students stand near the one they round to.
14. Assign worksheets and/or text-related materials.
15. Activities may be used with Decimal Squares or Base 10 blocks.
16. Get grocery items or ads from a newspaper and have students place the items in order from "least to greatest" or "greatest to least." Have them round the items to the nearest dollar.

### **Evaluation/Assessment of Student's Competency**

Students will be assessed by worksheets, tests, quizzes, and participation in activities.

### **Closure**

The students will summarize the math games done in class and describe the math concepts each has learned.

### **Handouts**

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher made materials.

## **Section One, ALT Two Appendix: (DECIMALS)**

### **A. Teacher's Resources**

Refer to ALT 1, Whole Numbers

### **B. Student's Resources**

Refer to ALT 1, Whole Numbers

## **Section One: Mathematics-Number Relations**

### **ALT Three: FRACTIONS**

#### **Summary**

Students will recognize place value, round fractions to the nearest half, and compare/order the fractions.

#### **Competencies (all with 80% accuracy)**

1. Students will recognize that fractions less than one are part of a whole.
2. Students will identify the numerator and the denominator.
3. Students will recognize that the larger the denominator the smaller the part.
4. Students will round fractions to 0,  $\frac{1}{2}$ , or 1.
5. Students will order fractions with like and unlike denominators from least to greatest and/or greatest to least.
6. Students will compare fractions with like and unlike denominators using  $<$ ,  $>$ , and  $=$  properly.
7. Students will spell/pronounce fractions correctly-numerator, denominator, improper fraction, mixed number, and reciprocal.

#### **Time**

ALT 3, Fractions, should take about 12-15 hours of instructional time.

#### **Materials**

1. Paper and scissors
2. Pencils, markers, and crayons
3. Textbooks and worksheets
4. Paper plates
5. Transparencies
6. Overhead
7. Number lines divided into various fractional parts
8. Fasteners
9. Fraction bars
10. Pizza Game
11. Fraction match cards
12. Tangram pieces
13. Fraction manipulatives
14. Overhead fraction pieces

## **Instructions**

1. Introduce fractions by using fraction plates as a visual aid. Have students get two paper plates. Color one completely and leave the other one white. Give each student a fraction to cut out of the white plate. Attach the two plates, white on top of the colored one, with a fastener. Have the students exchange plates and determine the fraction being represented.
2. Discuss that fractions less than one are a proportion of a whole. Go over how to spell and pronounce each fraction correctly.
3. Show students the overhead manipulatives and have them identify the fractional parts. Define the terms numerator and denominator for the students.
4. Have students individually or in small groups pick out the given fraction and begin to identify equivalent fractions.
5. Have students put the fraction bars in order from least to greatest and/or greatest to least.
6. Allow students to play the 'Pizza Game' or the fraction card match game.
7. Give the students number lines divided into fractional parts. Next, have the students identify equivalent fractions.
8. Give students Tangram pieces. Allow them time to discover how many smaller pieces cover the larger ones. Have them state the proportional relationships between the shapes.
9. Use the number lines to have them determine whether the fraction is closest to 0,  $\frac{1}{2}$ , or 1.
10. Assign worksheets or text-related materials.

## **Evaluation/Assessment of Student's Competency**

Students will be assessed by worksheets, tests, quizzes, and participation in the activities.

## **Closure**

Students will get into small groups. They will take a paper plate and divide it equally according to how many there are in the group. They will then decorate it as a pizza. Each person will put the ingredients he/she likes on their own slice. The group will make up story problems related to the pizza and its fractional parts. They should use the proper terms, find equivalents, compare/order, and round the fractions in their problems.

## **Handouts**

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

### **Section One, ALT Three Appendix: (FRACTIONS)**

#### **A. Teacher's Resources**

Refer to ALT 1, Whole Numbers.

#### **B. Student's Resources**

1. [www.coolmath4kids.com/lessons/index.html](http://www.coolmath4kids.com/lessons/index.html)

## **ATTACHMENT TWO**

### **SECTION TWO HEALTH: PHYSICAL & MENTAL**



**Developed by:**

**Donna Bancale, Bruce Rahn, Ron Wood**

## **Section Two: Health-Physical & Mental**

### **ALT One: Body Systems**

#### **Summary**

Students will identify the parts, function, maintenance, and related diseases of the eight major body systems.

#### **Competencies (all with 80% accuracy)**

1. Students will relate the basic and unique functions of the Respiratory, Circulatory, Digestive, Excretory, Skeletal, Muscular, Nervous, and Reproductive systems.
2. Students will relate the maintenance and proper care of each of the systems.
3. Students will differentiate the interrelated functions of each system.
4. Students will describe the integral parts of each system.
5. Students will correctly spell and pronounce each system and the important organs.
6. Students will determine the primary diseases which affect each system.

#### **Time**

Alt 1, Body Systems, should take approximately 40 hours of instructional time. (About 5 hrs. per system)

#### **Materials**

1. Textbooks, medical books, and encyclopedias
2. Posters, charts, diagrams
3. Worksheets and paper
4. Pencils, crayons, markers, or colored pencils
5. Overhead and transparencies
6. Models
7. Videos and VCR
8. Health/hospital support personnel
9. Health agencies
10. Sources of current health information (newspapers, magazines)
11. Teacher resource books with hands-on activities
12. Materials needed to do the activities

## Instructions

1. Display wall posters, charts, and diagrams around the classroom.
2. Have students take apart and assemble models of the system you are working on.
3. Have students identify the parts and correctly label them on a diagram of the system.
4. Have students draw and color the system with the major parts. Define the role of each part.
5. Discover ways to properly care for the system.
6. Complete various hands-on activities at learning stations that demonstrate the workings of that system.
7. Summarize how each system works.

## Evaluation/Assessment of Student's Competency

Students will be assessed by worksheets, labeled drawings, summaries, tests, quizzes, reports, and participation.

## Closure

Each student will research a disease and determine which system it affects. Students will present their findings in an oral report with visual aids.

## Handouts

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

## Section Two, ALT One Appendix: (BODY SYSTEMS)

### Student Resources

- A. All areas
  1. [www.innerbody.com](http://www.innerbody.com)
  2. [yucky.kids.discovery.com](http://yucky.kids.discovery.com)
  3. [www.bigeye.com](http://www.bigeye.com).
- B. Circulatory
  1. [www.globalclassroom.org.hemo.html](http://www.globalclassroom.org.hemo.html)
- C. Skeletal
  1. [www.bio.psu.edu/faculty/strauss/anatomy/skel/skeletal.htm](http://www.bio.psu.edu/faculty/strauss/anatomy/skel/skeletal.htm)
- D. Respiratory
  1. [www.imcpl.lib.in.us/kids\\_resp.htm](http://www.imcpl.lib.in.us/kids_resp.htm)
  2. [vilenski.com/science/humanbody/hb\\_html/respiratory.html](http://vilenski.com/science/humanbody/hb_html/respiratory.html)
  3. [kidshealth.org/misc\\_pages/bodyworks/resp.html](http://kidshealth.org/misc_pages/bodyworks/resp.html)

E. Digestive

1. [kidshealth.org/kid/body/digest\\_nosw.html](http://kidshealth.org/kid/body/digest_nosw.html)
2. [www.imcpl.lib.in.us/kids\\_kidney.htm](http://www.imcpl.lib.in.us/kids_kidney.htm)

F. Nervous

1. [faculty.washington.edu/chandler/neurok.html](http://faculty.washington.edu/chandler/neurok.html)

## Section Two: Health-Physical & Mental

### ALT Two: Body Senses

#### Summary

Students will identify the parts, functions, maintenance, and related diseases of the senses.

#### Competencies (all with 80% accuracy)

1. Students will relate the major sensory organs and parts.
2. Students will comprehend each sense's use for life.
3. Students will relate maintenance and proper care of each system.
4. Students will observe different materials through each sense.
5. Students will summarize each sensory experience.
6. Students will determine the primary diseases affecting each system.

#### Time

ALT 2, Body Senses, should take 20 hours of instructional time. (About 4 hrs. per sense)

#### Materials

Same as those listed for ALT 1, Body Systems.

#### Instructions

1. Display wall posters, charts, and diagrams around the classroom.
2. Have students take apart and assemble models of the sensory system being studied (sight, hearing, taste, touch, and smell)
3. Have students identify the parts and correctly label them on a diagram of the system.
4. Have students draw and color the system with the major parts. Define the role of each part.
5. Discover ways to properly care for each sense.
6. Conduct various hands-on activities at learning stations that demonstrate the workings of that sense.
  - a. Hearing
    - i. Have hearing-impaired students do presentations and talk about their hearing aids.
    - ii. Play students a tape of sounds to be identified.

- iii. Place objects in a box and have them describe the sounds made as the object is moved back and forth.
  - b. Touch
    - i. Place objects of varying textures in a shoe box and have the students describe what they feel, this could also be done blindfolded without a box.
  - c. Smell
    - i. Have the students smell containers filled with various substances.
  - d. Taste
    - i. Blindfold students and have them pinch their noses shut, then give them a piece of food to taste and describe.
  - e. Sight
    - i. Give the students pictures of objects they won't recognize and have them describe what they see.
7. Have the students brainstorm and research (if necessary) various/alternative forms of communication other than oral.
  8. Summarize how each sense works.

### **Evaluation/Assessment of Student's Competency**

Students will be assessed by worksheets, labeled drawings, summaries, tests, quizzes, reports, and participation.

### **Closure**

Each student will either research a famous person or interview someone they know who has a sensory deficit. They will need to find out what their handicap is, determine whether it was caused by a disease or accident, find out what sacrifices they have made to overcome it, and how they compensate for the loss. They will make an oral presentation to the class with visual aids included.

### **Handouts**

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

## **Section Two, ALT Two Appendix: (Body Senses)**

### **A. Student Resources**

1. [www.brainseye.com/anatomy.htm](http://www.brainseye.com/anatomy.htm)
2. [kidshealth.org/kid/body/ear\\_sw.html](http://kidshealth.org/kid/body/ear_sw.html)
3. [hes.ucf.k12.pa.us/gclaypo/senses/touch.html](http://hes.ucf.k12.pa.us/gclaypo/senses/touch.html)

## **Section Two: Health-Physical & Mental**

### **ALT Three: Emotional Well-being**

#### **Summary**

Students will demonstrate an understanding of both positive and negative stressors in their lives, ways to deal with stress, and how it might affect their health.

#### **Competencies (all with 80% accuracy)**

1. Students will examine how mental health affects daily life both positively and negatively.
2. Students will relate positive and negative components of mental health.
3. Students will differentiate between stressors of children and adults.
4. Students will determine appropriate ways for children and adults to handle stress.
5. Students will evaluate times when stress is harmful or helpful to them.

#### **Time**

This unit should take about 20 hours of instructional time.

#### **Materials**

Materials from ALT 1, Body Systems, and ALT 2, Body Senses, may be used for this ALT.

#### **Instructions**

1. Have students identify things or situations that cause stress in their lives, then have them decorate a bulletin board with pictures of those instances.
2. Discuss how stress can both positively and negatively affect our health and daily lives. Students should generate examples of both situations.
3. Students will make a Venn diagram comparing adult and child stressors in small groups, then share as a class.
4. Students will brainstorm ways to deal with stress. They will categorize them as healthy and unhealthy. Then they will discuss the advantages/disadvantages of dealing with stress in either a healthy or unhealthy manner.
5. Students will develop a plan for a better self-image by incorporating ways discussed in class.
6. Students will formulate strategies to handle peer pressure.

## **Evaluation/Assessment of Student's Competency**

Students will be assessed by tests, quizzes, and their participation in activities and discussions.

## **Closure**

Students will be given a partner to research a stress-related disease. They will present the information on a poster and deliver it to the rest of the class as a public service announcement. They must include how the person developed the disease, what the disease has done to them, and how the disease can be treated.

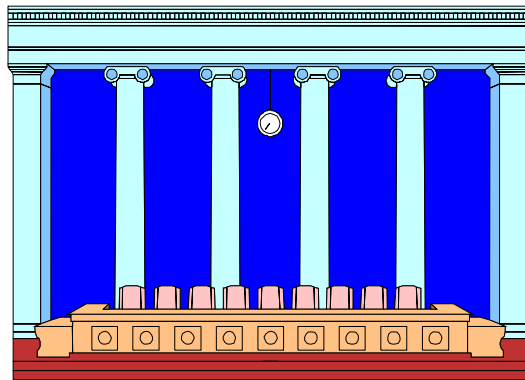
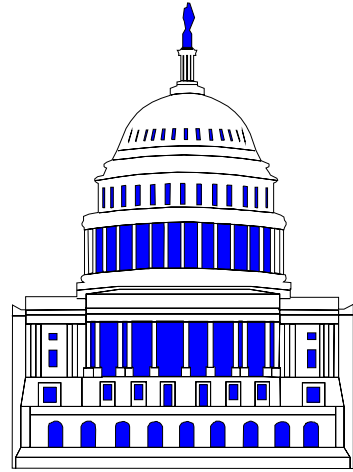
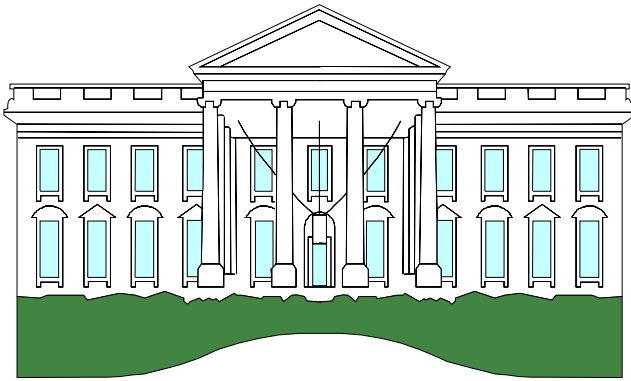
## **Handouts**

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

# ATTACHMENT THREE

## SECTION THREE

### SOCIAL STUDIES: GOVERNMENT



**Developed by:**

**Donna Bancale, Bruce Rahn, Ron Wood**

## **Section Three: Social Studies-Government**

### **ALT One: Executive Branch**

#### **Summary**

The students will demonstrate an understanding of the roles, responsibilities, and selection process of the executive branch of government at the local, state, and federal levels.

#### **Competencies (all with 80% accuracy)**

1. Students will identify the office of the executive branch at all three levels.
2. Students will compare/contrast the executive responsibilities at all three levels.
3. Students will rank and justify the executive responsibilities at each of the three levels.
4. Students will identify the following officials, the length of their terms, and the requirements of the executive branches:
  - a. President/Vice President
  - b. Governor/Lieutenant Governor
  - c. Mayor/City Manager
5. Students will examine the processes used to select the executive branch at all three levels.
6. Students will investigate the interaction between the executive branch and the other two branches.

#### **Time**

This unit is expected to take approximately 10-12 hours of instructional time.

#### **Materials**

1. Paper, pencils, crayons, markers, colored pencils
2. Textbooks, encyclopedias, newspapers
3. Constitution, state & city charters
4. Overhead and transparencies
5. Worksheets and graphic organizers
6. Posters and charts
7. Computer websites
8. Kids Voting materials

## **Instructions**

1. Introduce the three branches of government (executive, legislative, judicial) at the local, state, and federal levels.
2. Have students compare/contrast the responsibilities of the executive branch on all three levels by making a chart.
3. Have students work in groups to rank the executive responsibilities. Then have the group justify their position and make a presentation to the class.
4. Have students collect newspaper articles concerning any of the branches of government at any of the levels they can find.
5. Show the students pictures of the people holding the executive branch positions at all three levels. Have the students identify them and give their term in office.
6. Have students research the selection processes of the executive office at all three levels. Students will indicate their findings through charts or diagrams.

## **Evaluation/Assessment of Student's Competency**

Students will be assessed by worksheets, charts, tests, quizzes, reports, collection of newspaper articles, and participation.

## **Closure**

The students will research and write a report about a former President and present it orally to the class. Visual aids and/or poster should accompany this presentation.

## **Handouts**

Handouts will be part of the curriculum. In most cases, they result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

## **Section Three, ALT 1 Appendix: (EXECUTIVE BRANCH)**

### **A. Student Resources**

1. [www.cityofdayton.org/html/comm\\_body.asp](http://www.cityofdayton.org/html/comm_body.asp)
2. [www.state.of.us/gov](http://www.state.of.us/gov)
3. [www.whitehouse.gov](http://www.whitehouse.gov)

## Section Three: Social Studies-Government

### ALT Two: Legislative Branch

#### Summary

The students will demonstrate an understanding of the roles, responsibilities, and selection processes of the legislative branch of government at the local, state, and federal levels.

#### Competencies

1. Students will identify the legislative components at all three levels.
2. Students will compare/contrast the legislative responsibilities at all three levels.
3. Students will rank and justify a legislator's responsibilities at each of the three levels.
4. Students will identify the following legislators, lengths of their terms, and the requirements of each one's office:
  - a. US Congress: Two Senators & one House of Representative member
  - b. State of Ohio: Senator and House of Representative member
  - c. City of Dayton: City Council members
5. Examine the processes used to select the legislative branch at all three levels.
6. Describe how a bill becomes a law.
7. Investigate the interaction between the legislative branch and the other two branches.

#### Time

ALT 2, Legislative Branch, should take approximately 10-12 hours of instructional time.

#### Materials

Same as ALT 1, Executive Branch.

#### Instructions

1. Review the branches of government, introduce the legislative body and its parts.
2. Explain the system of checks and balances.
3. Compare/contrast the responsibilities of the legislative branch at all three levels by making a chart.

4. Have students work in groups to rank the legislative responsibilities. Have the students justify their rationale and present their opinions to the class.
5. Collect newspaper articles concerning the interactions between the three branches.
6. Have students identify the title and length of term of the persons holding the legislative office at all three levels.
7. Research the selection process of the legislative office. Have students indicate their findings through charts or diagrams.
8. Have students sequence the steps as to how a bill becomes a law. Have them summarize the process.

### **Evaluation/Assessment of Student's Competency**

The students will be assessed by worksheets, charts, tests, quizzes, collection of articles, summaries, participation, and letter.

### **Closure**

The students will write a letter or send an E-mail to a member of Congress about a particular issue of interest to them.

### **Handouts**

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

## **Section Three, ALT Two Appendix: (LEGISLATIVE BRANCH)**

### **A. Teacher's Resources**

1. [ofcn.org/cyber.serv/academy/ace/soc/cecesst/cecsst087.htm](http://ofcn.org/cyber.serv/academy/ace/soc/cecesst/cecsst087.htm) (How an idea becomes a Law)
2. [ofcn.org/cyber.serv/academy/ace/soc/cecesst/cecsst029.htm](http://ofcn.org/cyber.serv/academy/ace/soc/cecesst/cecsst029.htm) (How a Bill becomes a Law)
3. [www.youthline-usa.com/yt\\_2/gov/law\\_1.htm](http://www.youthline-usa.com/yt_2/gov/law_1.htm) (The Making of a Law)

### **B. Student's Resources**

1. [www.cityofdayton.org/html/comm\\_body.asp](http://www.cityofdayton.org/html/comm_body.asp)
2. [www.senate.gov/senators/senator\\_by\\_state.cfm](http://www.senate.gov/senators/senator_by_state.cfm).
3. [www.house.gov/tonyhall](http://www.house.gov/tonyhall) (go to kid's page)
4. [www.house.state.oh.us/jsps/representatives.jsp](http://www.house.state.oh.us/jsps/representatives.jsp)
5. [www.senate.state.oh.us/senators/by\\_district.html](http://www.senate.state.oh.us/senators/by_district.html)

## **Section Three: Social Studies-Government**

### **ALT Three: Judicial Branch**

#### **Summary**

The students will demonstrate an understanding of the roles, responsibilities, and selection process of the judicial branch of government at the local, state, and federal levels.

#### **Competencies (all with 80% accuracy)**

1. Students will identify the chief judicial courts at all three levels.
2. Students will formulate a list of judicial responsibilities at each of the three levels.
3. Students will rank and justify the judicial responsibilities at all three levels.
4. Students will identify the following judicial branch members, their length of their terms, and qualifications for office:
  - a. US-Chief Supreme Court Justice
  - b. State-at least one Supreme Court Justice
  - c. Local-one county or city judge & one juvenile court judge
5. Students will examine the processes used to select judicial branch members at all levels.
6. Students will investigate any interaction between the other two branches of government.

#### **Time**

ALT 3, Judicial Branch, should take approximately 10-12 hours of instructional time.

#### **Materials**

Same as ALT 1, Executive Branch

#### **Instructions**

1. Review the executive and legislative branches before introducing the judicial branch at all three levels.

2. Have the students compare/contrast the responsibilities of the legislative branch at all three levels by making a chart.
3. Have students work in groups to rank the judicial responsibilities. Have them justify their position and present their opinions to the class.
4. Have students collect newspaper articles related to the three branches at any of the three levels of government.
5. Have students identify the title and length of term of the person holding the legislative office at all three levels.
6. Research the selection process of the judicial office and indicate their findings through charts or diagrams.
7. Have various judges come to the school and give a presentation about their jobs. Students will write a summary about what they learned.
8. Students will take a field trip to a courthouse and observe a real case. They will write a reflective paper about their experience.

### **Evaluation/Assessment of Student's Competency**

Students will be assessed by worksheets, charts, tests, quizzes, collection of newspaper articles, participation, summary, and reflection paper.

### **Closure**

The students will take their article collection and identify which branch(es) are being affected in the article. They will discuss the roles and responsibilities that are being exercised in the article.

(They should try to find one article from each branch to summarize.)

### **Handouts**

Handouts will be part of the curriculum. In most cases, they will result from materials obtained through adopted curriculum, supplemental publications, or teacher-made materials.

## **Section Three, ALT Three Appendix: (JUDICIAL BRANCH)**

### **A. Teacher Resources**

### **B. Student Resources**

1. [www.ussupremecourtus.gov](http://www.ussupremecourtus.gov)
2. [www.usatoday.com/news/court/nsco1082.htm](http://www.usatoday.com/news/court/nsco1082.htm)
3. [www.polisci.com/history/justices.htm](http://www.polisci.com/history/justices.htm)
4. [www.sconet.state.oh.us/Justices](http://www.sconet.state.oh.us/Justices)
5. [www.cityofdayton.org/courts/judges.asp](http://www.cityofdayton.org/courts/judges.asp)
6. [www.montcourt.org](http://www.montcourt.org)

