

U.S. GOVERNMENT and The CIVIC MIRROR



SUMMARY AND BENEFITS

The Civic Mirror is a simulation-based program that turns classrooms into countries and students into citizens, providing students with opportunities to experientially learn about law, government, economics, and responsible citizenship. This outline shows how teachers can sequence the Civic Mirror (and some of its learning modules) throughout their U.S. Government course.

By the end of the course students will have been completely immersed in a complex simulated country scenario of their own, one modeled after the U.S. system of government, AND they will have self-governed it. The challenge of helping students master the learning outcomes will be that easier because they will have an experiential frame of reference students from which to better understand.

COURSE OUTLINE AND LESSON OVERVIEW

What follows is a 25-lesson overview that fully outlines how teachers can use Civic Mirror in their Civics 10 Open course. The lesson sequence can be paused at any time. The 25-lessons take students through 1 simulated year of the Civic Mirror, but suggestions at the end of this document are made on running additional simulated years. The average completion rate for Civics10 teachers is 2 simulated years.

Notice that we have **highlighted** places where you – the teacher – need to either make a planning and implementing decision, may want to pause the sequence of Civic Mirror events, or need to prepare a lecture or activity of your own making.

SCOPE & SEQUENCE

This is not the only way to integrate Civic Mirror into your course. For more unit plan ideas, check out the “Curric” space on civicsmirror.com.

Unit 1: Power and Types of Government (Lessons 1 -5)

Introducing CM at the beginning of your course *really* helps with student buy in. Pairing the CM Intro and Practice Run with this unit on power and various types of government allows you to ask your students, “So what kind of country do you guys want to build?”

Unit 2: Foundations of American Government (Lessons 6-10)

While your students learn about the founding of the United States and its principles of government, they will literally be creating their own country’s identity, learning about the constitution (because it will be ‘the law’ when the game begins), and receiving their citizen profiles.

Unit 3: Political Participation and Behavior (Lessons 11-15)

In the last set of “nation-building” events, your students will be forming political parties, campaigning for office, casting ballots, and determining ownership of their economy. The fit with outcomes in this unit (where they are learning all the same things) is incredible.

Unit 4: The Legislative Branch (Year 2000, or Lessons 16 – 22)






In the first year pair your legislative branch readings so that – as your students endeavor to pass laws in their own congress, they are learning how it’s done in the real world.

---- See last page for more details on these units ----








Unit 5: The Executive Branch (Year 2001)

Unit 6: The Judicial Branch (Year 2002)






UNIT 1: POWER, AUTHORITY, AND TYPES OF GOVERNMENT

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Have class set of CM Student Manuals (SMs) * Book computer lab for Day 3 and Day 4 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make class copies of Reading Check #1 (in IM) * CM videos or slideshow 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Create CM Country Account, add students and set up Practice Run 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Pre-post discussion forum topic about “What did you learn from the PR and how has it changed your answer to question #1 on Monday?” 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make copies of Political-Economic Spectrum module -- OR – prepare equivalent readings on types of govt.
<p><i>IN-CLASS</i></p> <p><u>CM Intro #1</u> </p> <ul style="list-style-type: none"> * Introduce unit using lesson plan notes for the “Pre-Game Event #1” event in the Instructor’s Manual (IM) * Discuss “What are my political, economic, and social philosophies?” question from “Pre-Game Event #1: Introduction” with students * Goal of lesson is to assess current understanding for comparison at end of unit 	<p><i>IN-CLASS</i></p> <p><u>CM Intro #2</u> </p> <p><i>Lesson plan notes for the Pre-Game Event #2</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #1 (open book, hand-written notes allowed) * Mark as a class * Introduce Civic Mirror with videos and/or slideshow; hold follow-up discussion * Silent reading 	<p><i>IN-CLASS</i></p> <p><u>Practice Run</u> </p> <p><i>Lesson plan notes for Pre-Game Event #3</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #2 (same as yesterday); mark later * Read Practice Run Overview in SM as a class, before lab * Go to lab, students view CM Basics Video and follow Practice Run instructions * With 5-7 minutes left, tell students they can continue trading overnight until class starts tomorrow. 	<p><i>IN-CLASS</i></p> <p><u>Practice Run</u> </p> <ul style="list-style-type: none"> * Start class in computer lab * Give students additional 10 minutes to buy, sell, trade * End Practice Run by advancing to next season; review results * Show students how to use discussion forums * Students use rest of class to discuss your discussion prompt in online forums 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum * Discuss how the experience affected their answers to Monday’s question of “What are my political, economic, and social philosophies?” * Intro Power & the Political Spectrum + unit readings.  * Pause this sequence for 2-3 classes to complete readings on political spectrum
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs in SM that will prepare them for Reading Check #1 (see IM for details, at back) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs in SM that will prepare them for Reading Check #1 (see IM for details, at back) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students expected to participate in Practice Run overnight 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Online forum question: initial 300-500 word response, and 2 meaningful replies to others’ posts 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students read Political-Economic Spectrum – OR – equivalent readings. * Pause sequence until done.

Unit 2: Foundations of American Government (The Constitution, Federalism, Bill of Rights, etc.)





DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Book comp. lab for Day 8 * Pre-post forum topic (in IM) about “What went well in national identity creation, bad, etc.?” 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program, input new country name * Read student forum posts * Begin Citizen Profile planning process 	<p><i>! PREP IMPORTANT !</i></p> <ul style="list-style-type: none"> * Complete Citizen Profile planning steps  * Prepare Hidden Agendas for delivery to students. 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make copies of jigsaw evaluation sheets
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Reading Check on unit readings (from your text) * Mark as class and review; <p><u>Create National Identity #1</u> </p> <p><i>Use Pre-Game #4 lesson plan notes for activities</i></p> <ul style="list-style-type: none"> * Read pre-activity info in SM as a class. Then, with at least 35 minutes left, have students follow National Identity Task Script * With 5 minutes left, explain HW assignments 	<p><i>IN-CLASS</i></p> <p><u>Create National Identity #2</u> </p> <p><i>Use Pre-Game #5 Lesson plan notes, in IM</i></p> <ul style="list-style-type: none"> * Discuss forum posts on “quality of process” from yesterday’s event. Focus on need for respect, rules, leaders, and government. * Discuss/lecture on similarities & differences to creation of the United States * National Identity Item votes (15 min.). Offer \$CM to upload selections to website. <p>* Pause for 1-2 classes to cover Origins of U.S. Govt.</p>	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum <p>CM Evaluation: </p> <ul style="list-style-type: none"> * Explain process by reading that section in Part 1 of SM and then review rubrics as a class. <p><u>Citizen Profiles</u></p> <ul style="list-style-type: none"> * Read relevant Pre-Game #5 parts in SM as a class  * Give students Hidden Agendas as they leave for lab. * In lab, students are to create their family’s identities and review their Hidden Agendas. 	<p><i>IN-CLASS</i></p> <p>* This is an optional 2-lesson activity; you can skip or integrate this with your own Constitution lessons & activities if you.</p> <ul style="list-style-type: none"> * Constitution KWL activity outlined in Pre-Game #6 lesson plan notes  <p><u>Constitutional Jigsaw #1</u></p> <ul style="list-style-type: none"> * Read Pre-Game #6 intro as a class. Put students into 6 evenly talented groups. * Groups paraphrase their section of the constitution. 	<p><i>IN-CLASS</i></p> <p><u>Constitution Jigsaw #2</u> </p> <p><i>Pre-Game #7 lesson plan notes in IM.</i></p> <ul style="list-style-type: none"> * Groups hand-in paraphrased copies, distribute evaluation sheets to groups. * While groups review evaluation criteria, make copies of paraphrased work for peer evaluations * Peer evaluations of student-paraphrased sections of the constitution. <p>* Wrap-up Foundations of U.S. Govt. Unit before continuing</p>
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students make National Identity items for in-class votes. * Online forum response 	<p><i>H/W</i></p>	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Develop strategy plans to meet Hidden Agendas objectives. 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Groups paraphrase their section of the constitution into teenage lang. 	<p><i>H/W</i></p>

UNIT 3: POLITICAL PARTICIPATION & BEHAVIOR





DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Determine how to integrate your unit readings with the Election & Hex Auction events 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program to Elections stage * Pre-post “Most important election issue” forum topic * Optional: prepare supplies for ‘wine and cheese’ 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * You may want to pause sequence to cover readings on the electoral system, political parties, or both letting students campaign in-class throughout the process. 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make copies of ballots 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Input elected students into Law & Govt page and advance program to Hex Auction stage.
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Class discussion on some or all of the following: <ol style="list-style-type: none"> 1. Importance & significance rule of law 2. How citizenry is <i>responsible</i> for ensuring rights & freedoms are upheld... which means 3. Participation is required for democratic success! 4. Now you get chance to participate as politicians and voters! * Optional pause for 2-3 lessons to cover <u>Rights & Responsibilities of Citizenship Module</u> – OR – equivalent readings  	<p><i>IN-CLASS</i></p> <p>Reading Check & Discussion: review and talk about CM’s electoral process. You may want to compare/contrast with U.S. Electoral System</p> <p><u>Forming Political Parties</u> </p> <ul style="list-style-type: none"> * As per Pre-Game #8, grant at least 30 minutes for students to form political parties, making it a wine & cheese if you so desire. * With 15 minutes left in class, remind parties to create “platforms” for the campaign debates and to showcase them in the forum topic that’s for homework. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Read Pre-Game #9 in SM to review how CM parties gain power.  <u>Campaign Debates</u> * Follow procedure in Pre-Game #9 to facilitate debates * With 5 minutes left, remind students of H/W forum topic 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * 10 minute carry-over: <u>Lecture / Activity on electoral system</u> <u>Elections</u> * Using projector, discuss interesting posts from the online forum  * Candidates given 30 final seconds each to campaign * Set-up room for elections – campaigning ends. Elections Commish and teacher facilitate ballot casting. Tally votes after class and posts results online. * Assign Hex Auction reading for tomorrow 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Announce the elections results; explain how PM will be auctioning for Govt. <i>Pre-Game #10 lesson plan notes in IM</i> <u>Hex Auction</u>  * Answer any questions about upcoming Hex Auction * Allow 5-7 minutes for final strategizing, set up computer * Using one of the two methods outlined in IM, facilitate Hex Auction * Silent auction remaining hexes if you run out of time.
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students Read Pre-Game Events #8 & 9 for H/W * Prepare for next lesson’s political wine and cheese 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Candidates prepare for campaign debates * Reply to elections HW forum topic by Day 14 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Reply to elections HW forum topic (same steps as before) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read Pre-Game #10 in SM 	<p><i>H/W</i></p>

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Unit 4: Legislative Branch

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><i>PREP</i></p> <p>* Read Part 3 “The Game Begins” Notes in IM</p> <p>* Decide how to intersperse Legislative readings throughout events in first simulated year (Yr. 2000 events)</p>	<p><i>PREP</i></p> <p>* Advance program to Winter 2000</p> <p>* Ensure President has Gov’t Event agenda prepared</p> <p>* Book computers for Day 19</p>	<p><i>PREP</i></p> <p>* Advance program to Spring 2000, which ‘opens’ market</p>	<p><i>PREP</i></p> <p>* Advance program to Summer 2000</p>	<p><i>PREP</i></p> <p>* Advance program to Fall 2000</p>
<p><i>IN-CLASS</i></p> <p>* In-class discussion: use the suggested talking pts in “Reflection & Connection Break” at end of Part 2 of IM.</p> <p>* As a class, read “The Game Begins” and “Winter” sections in SM and discuss as a class. It is important that students know what will happen in their Govt Event (which is a mock-congress) so they can prepare accordingly.</p>	<p><i>IN-CLASS</i></p> <p>* Collect agenda from President or PM, instruct students to set up room as outlined in SM</p> <p><u>Winter 2000: Govt. Event</u> </p> <p>* Students follow Winter script in SM to appoint judge, work through opening steps and then pass as many laws as time permits.</p> <p>* If students really want to, you might schedule a 15 min. ‘emergency legislative session’ on a later day.</p>	<p><i>IN-CLASS</i></p> <p>* Use talking points outlined in Spring’s lesson plan note in IM to provide focus for today’s event</p> <p><u>Spring 2000: Open Market</u> </p> <p>* With <i>at least</i> 30 min left in class, take students down to computer lab to begin buying, trading, and selling.</p> <p>* Remind students to start initiatives, and how that is a an evaluation component</p>	<p><i>IN-CLASS</i></p> <p>* HW check that students have grievances prepared for Town Hall</p> <p>* Read Town Hall Overview (SM) and how they aim to resolve to conflicts & disputes.</p> <p><u>Summer 2000: Town Hall</u> </p> <p>* Select moderator and other roles and set up room</p> <p>* Students follow Town Hall script; pull students aside to coach/encourage their participation</p> <p>* With 7-8 minutes left, National Judge takes call for Suits / Accusations (SM)</p>	<p><i>IN-CLASS</i></p> <p>* If time permits, run the suggested mini-lesson from the IM titled “Introduction”</p> <p><u>Fall 2000: National Court</u> </p> <p>* Set-up</p> <p>* Students work through National Court script; hearing 2-4 cases is realistic. Skip jury selection for civil cases.</p> <p>* End with 5 mins, remind students that the Year 2000 ends at the start of class.</p>
<p><i>H/W</i></p> <p>* President prepares agenda for Winter Gov’t Event; politicians prep bills</p>	<p><i>H/W</i></p> <p>* Assign “Spring – Open Market” section for reading</p> <p>* Select politician to update “Legislation” page</p>	<p><i>H/W</i></p> <p>* Students prepare <i>at least one</i> concern/grievance for Town Hall, including supporting pts.</p>	<p><i>H/W</i></p> <p>* Prepare Court Cases</p> <p>* Students read National Court section for H/W</p>	<p><i>H/W</i></p> <p>* Last night to trade</p> <p>* Judge updates Court Rulings</p>

Legislative Branch continued...

DAY 21	DAY 22
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Read “Year-End Calculations & Performance Evaluations” teacher notes in IM * Choose between online vs. paper HA Applications 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Review Hidden Agenda appl’s using online engine * Chose between online vs. paper-based self-evaluations
<p><i>IN-CLASS</i></p> <p>End Year 2000</p>  <ul style="list-style-type: none"> * Using projector, advance program past Fall 2000 to end year * Discuss results as a class (this can be lots of fun); and make connections to “Legislative Branch” unit <p><u>Hidden Agenda Apps</u></p>  <ul style="list-style-type: none"> * Either hand out paper HA Applications, or show students how to use the online engine 	<p><i>IN-CLASS</i></p> <p><u>Performance Evaluations</u></p>  <ul style="list-style-type: none"> * Hand back Hidden Agenda Apps, handout CM Evaluation Rubrics (or use online engine) and give students 15 minutes to complete <p><u>Unit-End Reflection & Connection</u></p>  <p>- Challenge students to reflect on happenings of first year and connect them to what they’ve learned about the U.S. Legislative Branch</p>
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students apply Hidden Agenda Pts (either online or with paper) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students complete Yr.2000 Self-Evaluations

At this point you will have completed Civic Mirror’s full event sequence. Now you can run as many additional simulated years as you want or have time for, with each year taking roughly 4.5 classes. As well, because your students will now be familiar with the process, each event should not take more than 45-50 minutes, allowing you to run other activities should you have 60+ minute classes.

Unit 5: Executive Branch - - - - - Year 2001

While the CM events will stay the same, now you will turn your students’ focus onto the executive branch of U.S. Government, shining the spotlight on your in-class President and his/her appointed cabinet. What’s more, in this second year, your students will “get” how everything is connected and the strategies will really take off. Whereas in the first simulated year your students were learning how the three branches of government work and interplay with the economy and their private affairs, now they will be able to start leveraging them to employ in-game strategies.

Unit 6: Judicial Branch - - - - - Year 2002

Again, the events will remain the same, but students will now focus on their judiciary and the important role it plays in their country *and* in the United States. By this point they will have passed many laws in their simulated congress, but have ‘the people’ had the courage and will to uphold them? And what kinds of precedents has their National Court set? Lessons like these are brought to the forefront with Civic Mirror, and you can compare and contrast them with landmark cases from U.S. history.



NOTE TO TEACHERS ONLY

U.S. GOVERNMENT *WITH THE CIVIC MIRROR*



Rationale

Running *Civic Mirror* with U.S. Government puts a new and exciting spin on an old course. Utilizing the best of pragmatic, constructivist and brain-based learning theories, CM allows students to tackle course content in exploratory and experiential ways. As students read through their U.S. Government text, they also work together to construct, manage, and survive in their own simulated nation – one with its own government, constitution, and economy! By course end, students will have learned about – and experienced – the basic tenets of democratic government and citizenship in the United States.

Pedagogical Note

With Civic Mirror, your students will complete readings at a fast pace. At first glance you might think, “There’s no way my students will be able to grasp that much information that quickly.” We agree. The great thing is, however, that “reading and listening” will not be the primary ways your students will be learning with this course delivery. Because your students will be participating in a comprehensive set of simulated events and activities with CM, the emphasis on memorization will decrease because so much learning will occur through “doing” the curriculum.

Planning Note

We have ordered the sequence to be in line with how the major textbooks have ordered their units of study, but feel free to tweak and modify this scope and sequence. We have also highlighted appropriate times for lectures and activities, but these are only suggestions. Be sure to check out the *CM Library* for teaching activities and ideas uploaded by other educators using the program.

Rewards / Incentives

The Civic Mirror provides the teacher with a variety of incentive/reward mechanisms to help encourage students to complete in-class work. Specifically, before you give your students their Citizen Profiles, they will know that you will be using their attitude, participation, and work-completion marks to decide who gets how much game-start money and what hidden agendas. Afterwards, they will know that their continued hard work may be rewarded with either CM \$\$ and/or Well-Being Pts (given by you) ... or rewarded *and* punished via the Status Points Steals (described in the *Civic Mirror Manuals*). These methods work wonders to increase interest, motivation, and work-completion rates.

Reading Checks

Notice that there are a lot of “Reading Checks.” If you hype-up *The Civic Mirror’s* incentive/reward mechanisms, it’s likely you’re your students will be more motivated to read the course material than usual. And because your students will have a relevant arena to **use** what they are reading, they might enjoy reading the material more than usual. That said, we recommend that you allow your students to bring in hand-written cheat sheets (notes) for the reading checks – as many pages as they like – as long as they are in their own writing/printing. Note-taking is a highly effective study strategy for approximately two-thirds of the human population, and it doesn’t necessarily ‘hurt’ the other third.

Common Core Writing Standards and CM’s Online Discussion Forums

This scope and sequence also suggests that you use *The Civic Mirror’s* online discussion forums, and these are an incredible way to incorporate the Common Core Writing Standards into your course. The CM Instructor’s Manual is full of discussion questions and prompts that you might want to use. We recommend you first assign your students to compose and post an initial 250 – 500 word response (like they would for a regular essay), and *then* post at least two replies to their classmates’ responses. These interactive parameters can very easily instigate exciting online discussions that bring the course material to life. We highly recommend using this *Civic Mirror* feature.

