

Module 3 Assignment: Using the ASSURE Model
Blended Civics Course - Grades 4th through 6th
Unit Focus: The three branches of government

Lesson 1:

Introduction to the three branches of government

Analyze Learners: Students have informational knowledge of rules and fairness. They have a limited understanding of formal governmental structures. Students are familiar with the technology used in this lesson. There is a variety of academic needs, which will be catered to using differentiation of process and content where necessary.

Standards:

Grade 5 - Civics, Citizenship, and Government

- **5.1a:** The structure of the United States government includes three branches with distinct roles and responsibilities.

ISTE - 1.1 Empower Learner, 1.3 Knowledge Constructor

Objective: After viewing the Edpuzzle video, students will identify the three branches of government and describe one role of each with 80% accuracy.

Strategy: Guided multimedia instruction

Tool: Edpuzzle interactive video and a collaborative Padlet Discussion Board.

Rationale: Edpuzzle allows content delivery and formative assessment to occur simultaneously. Embedded questions that focus on reflection and recall will ensure students actively process information rather than passively consume content. The reflection component allows students to relate material to their prior knowledge and experiences in a less formal way. Padlet provides the learners with an opportunity to share ideas with their classmates and collaboratively reflect on the roles of each branch of government.

Utilize Resources Using the Five Ps:

Plan: The educator selects a short, age-appropriate video explaining the three branches of government. Reflection and recall questions will be embedded and purposefully aligned with the NYS standard, the ISTE Standard, and the objective. A Padlet board will also be prepared, where learners can share and respond to ideas about the roles of each branch.

Ploy: The teacher frames the lesson with the essential question. “Why can't one part of government make all the decisions?” This question will prompt critical thinking as learners connect the content to their knowledge of United States history and their previous experiences.

- a) Learner to learner, learner to content
- 4) Whole class debrief occurs when learners complete their visual representation. They can explain their work and ask each other questions.
 - a) Learner to learner, learner to instructor
- 5) Padlet collaboration activity in which students will post one role of any of the three branches of government on the shared Padlet space. They can include resources that they have found. Learners are also responsible for responding to at least one of their classmates with one comment and one question about the content of that learner's post.
 - a) Learner to learner, learner to content
- 6) Reflection is completed through the LMS in an open-ended prompt that they can take their time to answer. The prompt is “Which branch of government do you think is the most important and why?”

Assessment: Embedded Edpuzzle questions used formatively to guide instruction and a collaborative hands-on activity post-lesson.

Module 3 Assignment: Using the ASSURE Model
Blended Civics Course - Grades 4th through 6th
Unit Focus: The three branches of government

Lesson 2:

The Legislative Branch and How Laws are Made

Analyze Learners: Students have informational knowledge of rules and fairness. Students have a basic understanding of the three branches of government, and know that the government is responsible for making laws, but are unable to identify the process. Students are familiar with the technology used in this lesson. There is a variety of academic needs, which will be catered to using differentiation of process and content where necessary. Being in the second plane of development, learners benefit from collaboration and step-by-step modelling of research strategies.

Standards:

Grade 5 - Civics, Citizenship, and Government

- **Grade 5: 5.1b–c** The legislative branch makes laws through a structured process.

ISTE - 1.6 Creative Communicator, 1.7 Global Collaborator

Objective: Given access to a collaborative digital workspace, students will explain and represent how a bill becomes a law through a shared digital product that meets the criteria of an educator-created rubric.

Strategy: Collaborative, project-based learning

Tool: Padlet

Rationale: This strategy supports students in understanding how laws are made by encouraging discussion, sequencing, and shared problem-solving. Padlet provides a collaborative space for students to organize ideas visually while allowing the teacher to monitor understanding and provide feedback wherever necessary. Using one consistent collaboration tool also helps reduce confusion for learners and allows them to focus solely on content rather than choosing from and navigating multiple platforms. Padlet was chosen as the collaboration tool because it allows the learners to see one another's work, comment in real time and construct a shared understanding of the legislative process. Overall, it feels more intuitive for 4th through 6th grade because it incorporates features that allow for individual expression alongside collaborative efforts.

Utilize Resources Using the Five Ps:

Plan: Teacher identifies the key steps of the lawmaking process and provides a visual framework to support student understanding. A separate Padlet board will be prepared in advance for each group so learners can work together to build their explanation of the lawmaking process in a designated shared space, before bringing it to the whole group.

Ploy: Students are given this specific scenario: “Your class wants a longer recess. How would this idea become a law if our classroom management mirrored the United States Government?”

Pattern: Teacher observes which steps students confuse or skip during the discussion phase of their collaboration, and evaluates the detail with which they can communicate as they give their presentation. The educator will also observe and monitor interactions within each Padlet board to identify patterns in student understanding, and gauge which students feel more confident in speaking to the materials, and which may need more support.

Position: Sentence starters, templates, and visual supports are provided within the Padlet workspace

Perspective: Teacher reflects on whether collaboration improved understanding compared to direct instruction.

Instructional Steps and Required Participation:

- 1) Teacher-led mini lesson, modelling the lawmaking process using a flowchart. During this lesson, key vocabulary is introduced.
 - a) Learner to learner, learner to content
- 2) Students work in groups to create a Padlet board explaining the steps of a bill becoming a law. Each group will work within their own designated Padlet board, allowing them to organise the steps visually while also including brief explanations that demonstrate their thinking.
 - a) Learner to learner, learner to content
- 3) Padlet collaboration and feedback will involve students presenting their Padlet board to the class. Each group will be responsible for discussing and reviewing one of the other groups' presentations. Learners can provide constructive feedback and ask questions about sequencing or clarity directly within the Padlet comments. Groups will have the opportunity to review feedback and make changes before the educator editing conferences.
 - a) Learner to learner, learner to content
- 4) Educator editing conferences will occur with small groups. During which the educator can ask clarifying questions and provide guidance. Learners are able to make changes if needed.
 - a) Learner to instructor, learner to learner
- 5) Reflections are completed as a group, and each learner communicates their thoughts on the process and clarifies any steps they found to be confusing.

Assessment: A rubric is used to assess accuracy, sequencing, and explanation. Results inform reteaching or extension. Padlet contributions also allow the educator to monitor student cooperation and teamwork, general participation, and their individual understandings of the legislative process.

Module 3 Assignment: Using the ASSURE Model
Blended Civics Course - Grades 4th through 6th
Unit Focus: The three branches of government

Lesson 3:
The Executive and Judicial Branches in Action

Analyze Learners: By Lesson 3, students have already learned the structure of government and how laws are made through the legislative branch. Students are ready to extend their understanding by examining what happens after a law is created. Learners will benefit from concrete examples, role-based thinking, and discussion to make abstract topics like the functions of government more concrete.

Standards:

Grade 5 - Civics, Citizenship, and Government

- **Grade 5: 5.1a** The executive branch enforces laws, and the judicial branch interprets laws.

ISTE - 1.1 Empowered Learner, 1.4 Innovative Designer

Objective: Using a digital activity and reflection tool, students will explain the roles of the executive branch and judicial branches and describe how each responds to a law or conflict. Students will demonstrate understanding through a digital response with teacher feedback provided.

Strategy: Guided exploration and discussion

Tool: Interactive slides or a short video with embedded prompts, followed by a digital reflection tool

Rationale: This strategy supports understanding by allowing students to explore real-world examples of how laws are enforced and interpreted. Digital tools support engagement and structured responses.

Utilize Resources Using the Five Ps:

Plan: The teacher selects examples that show how laws are enforced by the executive branch and interpreted by the judicial branch.

Ploy: Students are presented with guiding questions such as “What happens if someone breaks the law?” and “Who decides if the law is fair?”

Pattern: The teacher monitors student responses to identify confusion between executive and judicial roles.

Position: Visual supports, simplified language, and replayable content are used to meet diverse learner needs.

Perspective: The teacher reflects on whether students can clearly distinguish enforcement from interpretation.

Instructional Steps and Required Participation:

- 1) The educator will introduce the lawmaking process briefly, with a description of the executive and judicial branch respectively, with real-world examples.
 - a) Learner to learner
- 2) Students will participate in guided exploration. They will click through interactive slides explaining how laws are enforced and how courts interpret the law.
 - a) Learner to content
- 3) Students will participate in a collaborative case discussion in pairs through the discussion of a simple case, such as a rule being broken at school. They will decide which branch of government would respond and how.
 - a) Learner to learner
- 4) Students will complete a short digital reflection on the LMS. The goal is to express at least one role of the executive branch and one role of the legislative branch.
 - a) Learner to self

Assessment: Student understanding is assessed through response in the digital reflection. The teacher uses response patterns to clarify misunderstandings and provide targeted feedback.

Module 3 Assignment: Using the ASSURE Model
Blended Civics Course - Grades 4th through 6th
Unit Focus: The three branches of government

Summative Assessment

Civics Scenario Performance Task

Purpose: This summative assessment evaluates students' understanding of all three branches of government by asking them to apply their knowledge to a civic scenario.

Assessment Description

Students are presented with a civic scenario: **A New Community Park Rule.**

Your town has built a new community park. However, some people are worried that the park is getting damaged overnight, so a new rule is proposed.

“The park will close at 7:00 pm every day to keep it safe.”

Students are asked to explain the following:

The Legislative Branch

How would leaders propose and vote on this rule?

The Executive Branch

Who would make sure the park closes at 7:00 pm? What would it look like?

The Judicial Branch

What would happen if someone said the rules were unfair or broke the law?

Student Task: Students will create a digital product that explains the role of each branch of government in the scenario. They may choose from the following formats:

- A short slide presentation
- A digital poster or infographic
- A written explanation submitted through the LMS
- A Padlet board that visually explains how each branch of government responds to the scenario

Students are encouraged to use clear explanations and visuals to support their thinking.

Technology integration: This assessment is completed and submitted using a digital platform tool such as Padlet, Canva, Google Slides, or the LMS assignment tool. Technology supports organization, creativity, accessibility, and efficient feedback. It also allows the teacher to review responses and track

patterns in student understanding. If Padlet is used, students may organize their explanations into posts that represent the legislative, executive, and judicial branches and include images, text, or links to support their reasoning.

Assessment Criteria: Student work is evaluated through a teacher-created rubric.

- Accurate identification of each branch of government
- Clear explanation of how each branch responds to the scenario
- Logical sequencing of actions across the branches
- Clarity of communication and effort

Use of results: Results from the summative assessment are analysed to identify strengths and gaps in student understanding. Patterns in student responses are used to inform future instruction, including reteaching specific concepts, adjusting pacing, and refining instructional strategies or digital tools for following civics units.