

## **The Unpacking and Implementation of the “We the People”**

**First and foremost our experience at the Classroom Law Project Workshop was informative and inspiring. It was interesting to learn how to engage students in not only learning about government, but also becoming active participants in the political process. There was a tremendous amount of information presented and it was a little overwhelming to try to take it all in. However, through the grant opportunity we were able to take the time to process all the information and feel very comfortable with the content in the text and how to teach it.**

**There were three stages to our grant project:**

- 1. Connecting the curriculum with Oregon State Content Standards**
- 2. Unpacking the curriculum**
- 3. Creating an implementation plan for the for the 2009-2010 school year**

### **Connecting the curriculum with Oregon State Content Standards**

**The first step we took in our grant planning was to print and read all the Oregon State Social Studies Content Standards. Based on what we had learned at the workshop we tried to pull all the standards that directly connected. We learned going through this process that there were more standards that applied than the civics standards. We thought about also including other content area standards, but decided against that. We found it to be very encouraging that we were able to meet**

**all the civics standards using this curriculum, and many of the social studies standards.**

### **Unpacking the Curriculum**

**Before we were able start to write individual lesson plans we scanned the whole text to get an idea of how it was laid out, and how the key elements were tied together. As a team, we read the Overview of the We the People Program, the Introduction to the Teacher's Edition, Characteristics of Effective Civics Education Programs, Instructional Methodology, Evaluating Student Achievement, and Student book Introduction. This preview provided us with a strong foundation on which to plan our lessons. We then set out to plan our lesson based on the text. We created a lesson plan template together that reflected the core elements of the "We the People" text and our collective understanding of teaching non-fiction reading. Once our template was designed we were able to work independently writing the individual lesson.**

### **Creating an implementation plan for the for the 2009-2010 school year**

**As team we felt so strong about the quality of our lesson plans and the curriculum that we actually taught unit one of the text this spring. We were pleased with how well the lessons went and it helped us to gain an understanding**

**of timing the implementation for next year. We tried to take our trimester calendar into consideration while developing our implantation plan. We wanted to make sure that our assessments and units would align with our report cards. We were able to complete a plan that will layer into our yearlong plan for 2009-2010.**

**We feel very fortunate to have had the experience of participating in the Classroom Law Project workshop and further excited to have had the opportunity to be supported in taking the next step in actually making the workshop useful by being able to plan our implementation. We feel confident that our students will benefit from all the work that we have put into the planning of our "We the People" program for next year.**