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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.  SS.7.C.3.13 Compare the constitutions of the United States and Florida.  SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services. | | | | | | **Vocabulary:** state courts; federalism; Florida Declaration of Rights; federal supremacy; delegated/expressed powers; reserved powers; concurrent powers; Florida Constitution; statute; legislative branch; executive branch; judicial branch; circuit court; county court; bicameral legislature; supremacy clause | |
| **Tuesday/Wednesday** | | | **Thursday/Friday** | | |  | |
| **Essential Question:**  - What are the purposes of a state constitution? | | | **Essential Question:**  - What are the responsibilities of federal, state, and local governments? | | |  | |
| **H.O.T. Questions:**  - What are the differences and similarities between the United States Constitution and the Florida Constitution?- How does the Florida Constitution protect the rights of its citizens? | | | **H.O.T. Questions:**  - How do the different levels of governments offer assistance to citizens?  - How do these actions reflect reserved, concurrent, and expressed powers? | | |  | |
| **Bell Ringer:**  Why do you think constitutions exist? Why might Florida have its own state constitution when a national one already exists? | | | **Bell Ringer:**  Display pictures of a post office, garbage collection truck, and a policeman. Students will be asked:   1. What type of service is illustrated in the picture? 2. What level of government do you think is responsible for that service? | | |  | |
| **Learner Outcome:**  Students will identify the purpose of a state constitution as providing a framework for state government. They will analyze the differences between the U.S. and Florida constitutions, focusing on organization and protections for rights. | | | **Learner Outcome:**  Students will analyze how citizens interact with federal, state, and local governments. They will apply the concepts of reserved, concurrent, and expressed powers to these interactions. | | |  | |
| **Whole Group:**  *- Distribute make-up tests to students who were absent for the test last class.*  *- [P4] Collect take-home exams.*  - We will begin class by discussing student answers to the Bell Ringer question. Students should think back to our previous unit about the Constitution in order to answer this question. The teacher will remind them about the preamble and the “We the People” song/video we learned a few months ago in order to remind them about the purposes of a constitution.  - Students will be given a handout containing excerpts from the Florida state constitution covering how the branches of government are set up. They will also be given a blank flow chart for them to fill out regarding the different parts of the Florida government.  - We will read together as a class the handout from the Florida state constitution, which describes the different branches of the state government.  - In their notebooks, students will draw three columns: Legislative, Executive, and Judicial. They will re-read the handout and list facts that exist about each branch. The teacher will work through the legislative branch on the board with the students to serve as a model, and they will work in groups to finish the other two branches.  - They will take these notes that they have taken and transfer them to the flowchart/organizer.  - Students will then take out their homework assignment, which asked them to compare the Florida state constitution to the US constitution. We will go over it as a class.  *- [P4] = Will be assigned this worksheet in class to work on, as they did not receive it last Thursday because of the Valentine’s Day dance.*  - Students will close out the lesson by writing a paragraph for the evidence based writing question below. They will finish this for homework.  - In the last 15 minutes of class, distribute test answer sheets and go over the test with students, answering any questions that they have and emphasizing certain points about judicial review and the court cases.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Which constitution do you think gives the most rights to its citizens? Why? Use specific examples from the handout for your argument. | | | **Whole Group:**  - We will begin class by discussing student answers from their homework assignments. Which constitution protected or guaranteed the most rights, the US or Florida Constitution, and why? Students who completed the assignment correctly *should* have said the Florida Constitution, but other answers will be accepted with proper evidence.  - Students will complete the Bell Ringer, then discuss it with their groups. Then we will discuss their answers as an entire class.  - We will read as a class p. 202-206 in the textbook. As we read, students will divide a page in their notebook into three columns, labeled “Delegated, Concurrent, Reserved.” They will note any powers that we read and write them into the correct column in their notes. The teacher will display a PowerPoint slide with these columns and call on student volunteers to write in the correct answers on the board, so that the entire class has the correct notes.  - After reading through the section, students will work individually to complete p. 206 (1-4). They may work together with a partner to work on the questions, but each student must turn in a separate assignment.  .  **Evidence Based Writing: Predict what will happen next and cite evidence to support your logical inferences.**  How might our federal system be different if states did not work together with the national government? | | |  | |
| **Assessment:**  - The graphic organizer/flowchart will be collected as a classwork grade, and the previous homework (the handout covering differences between the FL and US Constitutions) will be collected as a homework grade. The paragraph will be collected the following class and will allow the teacher to assess how well students have learned the similarities and differences between these constitutions. | | | **Assessment:**  - The classwork assignment will be collected and graded. Class discussion will also give the teacher an opportunity to analyze how well students are understanding the lesson, with an opportunity to correct any misconceptions. | | |  | |
| **Home Learning:**  - Finish paragraph on differences between the Florida and U.S. Constitutions. | | | **Home Learning:**  - Finish classwork assignment. | | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Graphic Organizers | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Do not penalize for poor handwriting/motor skills  Use short, distinctive directions & have students paraphrase what is said | P1 - | | Choose an item. |
| P2 – YM | Graphic Organizers | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Do not penalize for poor handwriting/motor skills  Use short, distinctive directions & have students paraphrase what is said | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Graphic Organizers  Bilingual Dictionaries | P4 – GD-K; AT-K; OW-504 | | Do not penalize for poor handwriting/motor skills  Allow opportunities for movement during extended or stressful activities | P4 - | | Choose an item. |
| P5 – AR; EG | Graphic Organizers  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Use short, distinctive directions & have students paraphrase what is said | P5 - | | Choose an item. |
| P6 – FB | Graphic Organizers | P6 – GN-504 | | Use short, distinctive directions & have students paraphrase what is said | P6 - | | Choose an item. |
| P7 – PA; ES | Graphic Organizers | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Do not penalize for poor handwriting/motor skills  Use short, distinctive directions & have students paraphrase what is said | P7 - | | Choose an item. |
| P8 AP; KS; CS | Graphic Organizers  Bilingual Dictionaries | P8 – AC-504 | | Use short, distinctive directions & have students paraphrase what is said | P8 – DA | | Research and Independent Study |