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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 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:**  - Before class, the teacher will post charts on the wall which contain various powers that belong to either the federal government, the states, or both. There will be at least three “stations.”  - Students will complete the Bell Ringer, then discuss it with their groups. Then we will discuss their answers as an entire class.  - Pass out handout titled “Whose Job Is It Anyway?” which has a list of 10 different laws, such as “Every child between age 6 and 16 must attend school or be homeschooled.” Students will work together in groups to decide whether it sounds like a federal law, a state law, or a local ordinance. When all groups are done, we will discuss the responses with the entire class and fix any incorrect responses.  - Distribute “Power Up” graphic organizer to students. Students will, in their groups, move from station to station, and they will discuss whether they think the powers posted at their station are reserved, concurrent, or expressed. After about 5-7 minutes at each station, students will be asked to move to the next station. They will fill out their graphic organizer with their answers.  - As a class, we will get back together and discuss their answers.  - Students will close the lesson by completing a Venn Diagram in which they will compare reserved, concurrent, and expressed powers by writing down the ones they have learned about this lesson.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  Homework: Using the internet, find a local law that exists in Miami-Dade County, and a state law that exists in Florida. Reflect on them; why do you think these laws exist? What might happen if they didn’t exist? Who do you think benefits the most from them? | | |  | |
| **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. The homework assignment will be collected the following week and will give students an opportunity to apply what they have learned to real-life scenarios. | | |  | |
| **Home Learning:**  - Finish paragraph on differences between the Florida and U.S. Constitutions. | | | **Home Learning:**  - Write paragraphs on researched laws (see “Evidence Based Writing”). | | |  | |
| **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; MU; 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 |