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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.  SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.  SS.7.C.2.13 Examine multiple perspectives on public and current issues. | | | | | | **Vocabulary:** federalism; federal supremacy; delegated powers; reserved powers; concurrent powers; supremacy clause; public policy; alternatives; solutions; community service; government agencies; public opinion; perspectives | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday** | |
| **Essential Question:**  - What are the responsibilities of local governments? | | | **Essential Question:**  - What is public policy? | | | **Essential Question:**  - What is public policy? | |
| **H.O.T. Questions:**  - Why are local governments needed?  - How do local and state governments work together? | | | **H.O.T. Questions:**  - What are the steps for creating public policy?  - How do government agencies address state and local problems? | | | **H.O.T. Questions:**  - How do different groups influence public opinion?  - How does public opinion affect participation in the political process? | |
| **Bell Ringer:**  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. | | | **Bell Ringer:**   * *Question: If you have a problem in your community, who would be responsible for solving it?* * Write several sentences explaining who would help to solve problems in the community. | | | **Bell Ringer:**  Display FSA-style questions regarding federalism and local government in order to review for EOC Assessment. | |
| **Learner Outcome:**  Students will evaluate the basic services provided by local governments. They will analyze how local and state governments work together on issues of funding, roads, and voting. | | | **Learner Outcome:**  Students will analyze the steps required to create public policy. They will apply these steps to sample problems to see how government agencies can solve state and local problems. | | | **Learner Outcome:**  Students will evaluate how different social groups might influence the opinions of society and affect participation. They will role-play as members of different groups and create responses to community problems from these perspectives. | |
| **Whole Group:**  - Students will complete the Bell Ringer, then we will discuss their answers as an entire class in order to review an FSA-style review question.  - As a class, we will read “Units of Local Government” in the textbook, pages 228-230. As we read, students will take notes on the services provided by local government, including:   * road repair * street cleaning * trash pickup * electricity * running water * sewage * police and fire protection * education * record-keeping * public transportation * parks and libraries * health care * taxes   - Students will complete p. 230, #1-4, as a classwork assignment.  **Evidence Based Writing: Delineate and evaluate the specific argument in a text and cite evidence.**  Why can local governments provide some services more efficiently than state governments can? | | | **Whole Group:**  - We will begin class by discussing the Bell Ringer and student responses.  - Go over previous test and re-inforce to students the importance of studying for our upcoming assessment.  - Pass out note-taking graphic organizer to students. The teacher will display a PowerPoint covering the different levels of government, as well as definitions for and examples of the public, public policy, community service, and other key terms. Students will utilize their graphic organizers to take notes. The teacher will pause at times to pose questions to students, and students will write and discuss their answers.  - The teacher will post papers containing community problems and debates around the room, such as juvenile curfews, year-round schools, and local flooding. In groups, students will be assigned to a particular community program. They will move to their assigned location and complete a worksheet asking them to think about their community problem and determine ways of solving them that involve government agencies, public and private policy, and community service.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Given a community problem, what is a public policy which could resolve the problem? What level of government agencies would help to solve the problem and implement potential solutions? | | | **Whole Group:**  - We will begin class by reviewing the FSA-style questions from the Bell Ringer and other material that will be on the quiz.  - Students will take the EOC Mini-Assessment #4 which covers the unit on courts and federalism.  - After the quiz, students will be divided into groups. Each student in the group will be assigned a role:   * Parent * Student * Business Owner * Law Enforcement   - Students will each receive a worksheet, and each group will receive an article which describes a community issue (these articles are provided by MDCPS). Students will read the article in their groups and discuss it. They will complete their handout with questions that ask them to roleplay as their assigned role and how they might respond to the community issue facing their group as their assigned role.  - Then students will move around the room to different groups based on their roles (one group for parents, one group for students, etc). In these groups, students will have 10 minutes to discuss their responses to their issues and to share. They will chart on a bar graph (included in their worksheet) their group’s responses to these issues.  - Students will finally move back to their original groups and discuss what they have learned with the members of their original groups. We will discuss their responses together as a class.  - To end the lesson, students will answer the following Exit Ticket questions:  **Evidence Based Writing: Summarize the key points discussed in the text. Why are these key points important?**   * What is public opinion (perspective)? * What groups influence public opinion, and how? * How does public opinion affect participation in the political process? | |
| **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. | | | **Assessment:**  - The teacher will ensure that students take notes in class, and teacher-posed questions during the PowerPoint will allow the teacher to evaluate student learning and understanding during the lesson. The classwork assignment about community problems will be collected and graded as classwork. | | | **Assessment:**  - The EOC Civics Mini-Assessment #4 will be counted as a quiz grade and will provide data for the teacher on how well students have learned the previous lessons. Future remediation for standards that are not met will be provided. The classwork assignment will also be collected and graded. | |
| **Home Learning:**  - Finish classwork assignment. | | | **Home Learning:**  - Study for Mini-Assessment  - Play Kahoot review game online | | | **Home Learning:**  - Work on any make-up work. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Role Playing  Extended Time | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Break long assignments into small, sequential steps  Use short, distinctive directions & have students paraphrase what is said | P1 - | | Choose an item. |
| P2 – YM | Role Playing  Extended Time | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Role Playing  Extended Time | P4 – GD-K; AT-K; OW-504 | | Break long assignments into small, sequential steps  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 - | | Choose an item. |
| P5 – AR; EG | Role Playing  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Break long assignments into small, sequential steps | P5 - | | Choose an item. |
| P6 – FB | Role Playing  Extended Time | P6 – GN-504 | | Break long assignments into small, sequential steps | P6 - | | Choose an item. |
| P7 – PA; ES | Role Playing  Extended Time | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Break long assignments into small, sequential steps  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P7 - | | Choose an item. |
| P8 AP; KS; CS | Role Playing  Extended Time | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Problem Based Learning |