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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 federal, state, and local governments? | | | **Essential Question:**  - What is public policy? | | | **Essential Question:**  - What is public policy? | |
| **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? | | | **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:**  Display FSA-style question regarding courts and rights. | | | **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 analyze how citizens interact with federal, state, and local governments. They will apply the concepts of reserved, concurrent, and expressed powers to these interactions. | | | **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:**  - 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? | | | **Whole Group:**  - We will begin class by discussing the Bell Ringer and student responses.  - Show video on federalism from the Center on Congress’ Facts of Congress on Federalism: <http://corg.indiana.edu/federalism>. Students will watch the video and write down one fact about each level of government from the video (federal, state, local).  - 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.  - We will grade the quiz together as a class, going over the questions and spending some time on any topics on which a majority of the class misses questions.  - After the quiz, students will be divided into groups of four. 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. 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. | | | **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:**  - Write paragraphs on researched laws (see “Evidence Based Writing”). | | | **Home Learning:**  - Study for Courts/Federalism Quiz  - Play iCivics “Activate” game at <https://www.icivics.org/games/activate> | | | **Home Learning:**  - Play iCivics “Activate” game at <https://www.icivics.org/games/activate> | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Role Playing | 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 | 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  Bilingual Dictionaries | 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 | P6 – GN-504 | | Break long assignments into small, sequential steps | P6 - | | Choose an item. |
| P7 – PA; ES | Role Playing | 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; MU; KS; CS | Role Playing  Bilingual Dictionaries | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Problem Based Learning |