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| **Civics** | | | | | | | |
| **Civics Standards:**  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.  SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).  \*\*SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels. | | | | | | **Vocabulary:** federalism; public policy; alternatives; solutions; community service; government agencies; public opinion; perspectives; mass media; lobbyist; home rule; strategic planning; town hall meetings; special interest group; city charter; ordinance; forms of government; anarchy; democracy; republic; oligarchy; dictatorship; monarchy; socialism; communism | |
| **Monday** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - What is public policy? | | | **Essential Question:**  - How can citizens get involved at a local level? | | | **Essential Question:**  - What are the different forms that government can take in the world? | |
| **H.O.T. Questions:**  - How do different groups influence public opinion?  - How does public opinion affect participation in the political process? | | | **H.O.T. Questions:**  - What is home rule and why is it important?  - What are the different forms of local government? | | | **H.O.T. Questions:**  - How are democracies, monarchies, oligarchies, and autocracies set up?  - Who has power within these forms of government?  - How are they similar to and different from each other? | |
| **Bell Ringer:**  Display FSA-style questions regarding federalism and local government in order to review for EOC Assessment. | | | **Bell Ringer:**  Pass out FSA-style questions about Multiple Perspectives in Public Policy as a Bell Ringer. | | | **Bell Ringer:**  Watch <https://www.youtube.com/watch?v=vdh9xo47OWM> – “FLVS Going Global: Forms of Government.” Students will discuss what they think would have been the best form of government for the islanders. | |
| **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. | | | **Learner Outcome:**  Students will evaluate the importance of home rule to cities in Florida. They will also analyze the structure of local government to determine how it can facilitate citizen involvement. | | | **Learner Outcome:**  Students will compare and contrast the different forms of government. They will analyze who controls power within each form of government. | |
| **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? | | | **Whole Group:**  - We will begin class by discussing the Bell Ringer questions and student responses.  - As a class, we will read p. 234-237, focusing on the concept of home rule and city charters, and how this reflects the ideals of self-government. The teacher will pause the reading to ask students discussion questions about this.  - As students read, they will take notes in their notebooks or journals.  - When the class has completed the reading, we will work on p. 237 (#1-4) as a classwork assignment.  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  Pg. 237 (#4): Imagine that you are part of a committee establishing a new city. Write a short speech explaining which of the four plans of city government that you believe is the most effective form of city government, and why. Use evidence from the text to support your answer. Write at least a paragraph. | | | **Whole Group:**  - We will begin class by watching the Bell Ringer video clip and discussing the different forms of government. Which government do students think would be best for that society?  - Distribute iCivics reading “Who Rules?” and graphic organizer notes page. We will read the handout together as a class, pausing during each section so that students can write a definition on their graphic organizer for each type of government. We will do the first one together as a class as a model, and students will complete the remaining ones on their own.  - After completing the reading and organizer handout, the teacher will display a series of review questions on a PowerPoint, asking students to identify which form of government best fits the given scenario. We will do this together as a class, with additional instruction given for any scenario in which a significant number of students miss the question.  - The teacher will pass out the “Who Rules?” classwork assignment. Students will work in small groups on the front side first, which gives examples of countries and asks students to identify the form of government for each. The teacher will work with groups that are struggling with this to ensure that students understand the lesson and get the correct answers.  - Then students will continue to work on the back side of the classwork handout, which gives students additional questions and a vocabulary exercise.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Which form of government would be best for the island community seen in the Bell Ringer video? Why? | |
| **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. | | | **Assessment:**  - The Bell-Ringer will allow the teacher to see how well students comprehended the previous lesson (with opportunities for re-teaching). The classwork assignment will be collected and graded. | | | **Assessment:**  - The teacher will ensure that students take notes in class, and the PowerPoint questions will allow the teacher to evaluate student learning and understanding during the lesson. The worksheet will be collected and graded as classwork. | |
| **Home Learning:**  - Work on any make-up assignments. | | | **Home Learning:**  - Finish classwork assignment (p. 237, #1-4). | | | **Home Learning:**  - Finish iCivics handout.  - Work on any make-up/late assignments. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Graphic Organizers  Cooperative Learning | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Preferential seating with proximity control  Provide positive reinforcement for following rules or directions | P1 - | | Choose an item. |
| P2 – YM | Cooperative Learning  Graphic Organizers | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Preferential seating with proximity control  Provide positive reinforcement for following rules or directions | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Graphic Organizers  Bilingual Dictionaries | P4 – GD-K; AT-K; OW-504 | | Preferential seating with proximity control  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 | | Preferential seating with proximity control | P5 - | | Choose an item. |
| P6 – FB | Cooperative Learning  Graphic Organizers | P6 – GN-504 | | Preferential seating with proximity control | P6 - | | Choose an item. |
| P7 – PA; ES | Cooperative Learning  Graphic Organizers | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Preferential seating with proximity control  Provide positive reinforcement for following rules or directions | P7 - | | Choose an item. |
| P8 AP; KS; CS | Cooperative Learning  Bilingual Dictionaries | P8 – AC-504 | | Preferential seating with proximity control | P8 – DA | | Research and Independent Study |