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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.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.  \*\*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 | |
| **Monday** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - What is public policy? | | | **Essential Question:**  - How can citizens get involved at a local level? | | | **Essential Question:**  - How can citizens get involved at a local level? | |
| **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?  - How do citizens develop a plan to resolve a state or local problem? | | | **H.O.T. Questions:**  - How can citizens develop and present a plan to resolve a state or local problem?  - How can researching public policy alternatives, identifying appropriate government agencies, and determining a course of action lead to successful addressing of an important civic issue? | |
| **Bell Ringer:**  Display FSA-style questions regarding federalism and local government in order to review for EOC Assessment. | | | **Bell Ringer:**  Display these questions on the board:  - How does local government impact your lives?  - How can a citizen get involved in local government? | | | **Bell Ringer:**  Students will answer several FSA-style questions regarding local government and public policy in order to review. | |
| **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 analyze citizen involvement in local government. They will also create a plan to solve a problem in their own community. | | | **Learner Outcome:**  Students will evaluate how citizen engagement with local government can successfully address civic issues. They will also create and present an action plan to solve a problem in their own community. | |
| **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 and student responses. If students struggle to come up with answers, the teacher will ask them directed questions about how local government provides services that affect them directly, such as maintaining local parks, basketball courts, and libraries.  - Distribute reading handout to students (“Attachment D” from the corresponding MDCPS lesson plan) and a graphic organizer. We will read together as a class about the importance of home rule in Florida (i.e. local self-government by the people) and strategies for lobbying the government to enact changes.  - As we read, students will complete the corresponding organizer as notes. The teacher will circulate around the room while we read, ensuring that students are taking proper notes using the organizer.  - Explain to the class that they will be seeing examples of action plans where citizens have gotten involved in solving community problems by lobbying local government. Distribute one example of an action plan to each group. Groups will be differentiated based on their levels, with more advanced groups receiving more complex issues and plans.  - Groups will work together to complete the steps for creating a proper action plan by answering the questions that will be posed to them. Groups may use tablets or phones to research the issues and potential solutions online. These questions include:   * Identify the issue that your group is supporting * Define your overall goal * What steps must you take to achieve this goal? * Who will participate in completing these steps? * What time table will this plan cover? * What costs will be expected? * What other groups or organizations might lend support? * How can media be used to further your group’s agenda? * What government members or agencies may make key decisions on your issue?   - Groups will likely not finish in class; this project will carry over to the next class, where will put these action plans and lobbying strategies onto poster board and present them at a class “town hall meeting.”  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Given a community problem, what are some ways to resolve the issue using public policy? How can public policy help to achieve this goal? | | | **Whole Group:**  - Students will complete the Bell Ringer questions in their journals or notebooks, and we will spend several minutes going over the correct answers, asking students to explain *why* the right answer is correct.  - Pass out collected group projects from previous class. Students will have about 15 minutes to finish their research on their issues and to complete the questions about their plan of action.  - Groups will take the next 30 minutes to work together to create a poster about their issue and action plan. On this poster, they will need to identify:   * The name of their group * The issue or problem facing the community * Their goal * Their action plan   - Once groups are finished, we will begin our “town hall meeting,” where groups will present their action plans to the rest of the class. The teacher will act as the mayor/city council and will ask certain questions of the presenting groups, depending on the issues raised by them.  - Students who are not presenting will fill out a note-taking graphic organizer to ensure that they are paying attention to the activity. They will also be allowed time to ask questions of the presenting group about their action plan or potential alternative plans.  - We will close the lesson by having the “city council” (i.e. representatives from each group) voting on each plan and completing the exit ticket question below:  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**  Which action plan do you think would be the best option to implement? 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 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 action plans will be collected and graded as classwork. | | | **Assessment:**  - The action plan project will be collected and graded as a project grade, as will the presentation notes. Teacher and student questions during the presentations will also allow for further teaching. | |
| **Home Learning:**  - Work on any make-up assignments. | | | **Home Learning:**  - 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 | 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 |