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| **Civics** | | | | | |
| **Social Studies 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.3.4 Identify the relationship and division of powers between the federal government and state governments.  SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services. | | | | **Vocabulary:**  supremacy clause, reserved powers, delegated powers, enumerated powers, concurrent powers, federalism, 10th Amendment; ordinance; municipality; city; county; sheriff; mayor; local government; state government; federal government; governor; initiative; referendum; block grant; districts; bicameral legislature; public policy; public opinion; multiple perspectives; participation; bias | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday (“A” Day)** | |
| **Essential Question:**  - How are state governments set up? | | **Essential Question:**  - What is public policy? | | **Essential Question:**  - What is public policy? | |
| **H.O.T. Questions:**  - How are the structures of state governments similar to and different from the federal government?  - How do state and local governments provide services to the people? | | **H.O.T. Questions:**  - How is public policy created?  - 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 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? | | **Bell Ringer:**  - What are some problems in your local community? Think of at least two. | | **Bell Ringer:**  Display EOC-style questions regarding federalism and local government in order to review the previous lessons. | |
| **Learner Outcome:**  Students will compare and contrast the structure of state governments with the federal government, focusing on the division into three branches (but often with different titles, such as governor instead of president). They will also analyze the ways in which state and local governments can be responsive to the people and provide different services at different levels. | | **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:**  - Discuss student answers to the Bell Ringer question.  - Then post on Teams a Word document that contains a Venn Diagram in it, differentiating between reserved, expressed, and concurrent powers. It will also have a list of different government powers. Students will work together in groups to categorize these powers of the government by copy-and-pasting them into the correct spots for reserved, expressed, and concurrent powers. They should use pg. 204 in the textbook to help them with this if they get stuck. Give students about 15-20 minutes in their Breakout Rooms to complete this, and then go over the activity together as a class to make sure that students have done it correctly.  - Direct students to the posted iCivics “The Great State” reading. Have students read through the reading on their own quietly, giving them about 15-20 minutes to do so.  - Once this time has passed, have students work on the Word document that goes with the reading. This document contains several fill-in-the-blank questions to answer, along with several scenarios that ask students to decide what level of government (state, federal, or both) would have that power or be able to take action in the scenario.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**  Why are there different levels of government, all with different responsibilities and that provide different services to the people? | | **Whole Group:**  - We will begin class by discussing the Bell Ringer and student responses. Then ask students to brainstorm ideas about who might solve these problems. Have them type their answers into the chat. Give them a few minutes to do so. Use this to segue into discussing public policy.  - Post a note-taking graphic organizer on Teams for 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.  - As the teacher goes through the PowerPoint, students will utilize their graphic organizers to take notes. The teacher will pause at times to pose questions to students, and students will type and discuss their answers.  - The teacher will divide the class into groups (via Breakout Rooms) and will post a Word doc for each group containing a community problem, such as juvenile curfews, year-round schools, and local flooding. Each group will receive a different problem. Together, they will create a worksheet asking them to think about their assigned problem. They will determine ways of solving these problems that involve government agencies, public and private policy, and community service. They will also nominate one person to speak for the group, and we will use the final ten minutes of class to present their problem and solutions to the class.  **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:**  - Begin class by reviewing the EOC-style questions from the Bell Ringer.  - Ask students who are in the room to join the video call. Display an article for students that describes a community issue (these are provided by MDCPS), and tell the class that we will be looking at these issues from different perspectives. Read through the article together as a class. Then use the Breakout Rooms on Teams to divide the class into groups of 4.  - Each student in the group will be assigned a role:   * Parent * Student * Business Owner * Law Enforcement   - Students will each receive a worksheet posted on Teams, and they will work within their group to discuss the article that we read together as a class. 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.  - After about 15-20 minutes, bring the class back together and ask students to share their answers. Make sure that any students who speak identify their role and how their response makes sense based on their role.  - Read another article describing a different community issue to students, and repeat the previous activity, this time with new groups and different roles. Discuss student responses afterwards and ask the class if they noticed any different responses based on their roles.  - 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 Bell Ringer EOC Review Questions will give students the opportunity to review and practice what they have previously learned, and will give the teacher a chance to see what they still need to practice and remediate. The iCivics worksheet will be collected as a classwork grade. | | **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 assignment about community problems will be graded as classwork. | | **Assessment:**  - The EOC Review Questions will provide an informal assessment for how well students have learned the previous lesson. The classwork assignment will be collected and graded. | |
| **Home Learning:**  - Finish classwork assignment.  - Play iCivics game: “Counties Work” -- <https://www.icivics.org/games/counties-work> | | **Home Learning:**  - Play iCivics game: “Counties Work” -- <https://www.icivics.org/games/counties-work> | | **Home Learning:**  - Start reviewing the previous unit for an upcoming test.  - Play iCivics game: “Counties Work” -- <https://www.icivics.org/games/counties-work> | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Role Playing  Small Groups | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Role Playing  Small Groups | P2 – CB-K/F; CT-504; JV-504; NW-K | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Role Playing  Small Groups | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Role Playing  Small Groups | P8 – EF-V/K; YP-K | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions | P8 - SB | Problem Based Learning |