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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** | |
| **Essential Question:**  - What is public policy? | | **Essential Question:**  - How can I succeed on the “Federalism, Public Policy, and Rights” unit test? | | **Essential Question:**  - How can I succeed on the “Federalism, Public Policy, and Types of Laws” unit test? | |
| **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 do I already know well about the material from this unit, and what areas do I need to study further?  - How can public policy help to solve community problems?  - How have precedents helped to protect and/or limit our rights? | | **H.O.T. Questions:**  - How does federalism result in powers being shared between different levels of government?  - How do the courts help to secure our rights? | |
| **Bell Ringer:**  What factors do you think might influence someone’s opinions about issues and current events? Try to come up with at least three. | | **Bell Ringer:**  Display EOC-style questions regarding federalism, local government, and public policy in order to review the previous lessons. | | **Bell Ringer:**  Log into Kahoot to review for our test today. | |
| **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 review for their test by evaluating their knowledge of the previous unit, using the review sheet to look up and correct any areas in which they are deficient. They will analyze how public policy can be used to create solutions to issues facing our society. They will also evaluate how rights have been both protected and limited by precedents created by the Supreme Court. | | **Learner Outcome:**  Students will test their knowledge of the previous unit by analyzing how federalism creates a government that shares power across several levels that must work together to solve problems through public policy. They will also evaluate how courts, specifically the Supreme Court, have ruled in the past to secure our rights. | |
| **Whole Group:**  - Begin class by discussing 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? | | **Whole Group:**  - Discuss the Bell Ringer question with the class, calling on volunteers to answer the Qs and going over the correct answers (and the strategies to process the questions/eliminate answer choices).  - Put the class into groups on Teams. Direct them to their group channels, where they will find a shared document that contains the review sheet for the test. This review sheet will have key ideas and definitions that need to be matched together, a list of scenarios where students will identify what level of government has the power to act, another matching section with Supreme Court cases and their descriptions, and some short answer questions about the unit in general that students will need to answer. The teacher will model a question or two for the class. Then the teacher will start video calls with each group, and groups should work together to divide up the review sheet and help each other with answering the questions. The teacher will move from group call to group call to monitor their work and to help groups with any questions that they might have.  - In the last few minutes of class, the teacher will direct students on how to download a copy of their shared work for the day so that they may have their own copy of the review sheet to study. The teacher will also post links to a review game that students may play on their own to study.  **Evidence Based Writing: Predict what will happen next. Cite evidence to support your logical inferences.**  If a girl dyes her hair pink and then the school creates a rule that says hair must be a “natural” color, can she get in trouble? Why or why not? What rights does this situation reflect? | | **Whole Group:**  - Display the Kahoot game pin number on screen for those at home and in person, and direct students to go to Kahoot in order to play a review game before the test. The Kahoot will contain key vocabulary terms, short scenarios, and even modified test questions for students to play through.  - The game should take about 20-30 minutes to play. While playing, the teacher may pause the game if a large number of students are getting a question wrong in order to explain it and re-teach the concept.  - Once the Kahoot game has been completed, we will devote 5-10 minutes to any final questions that the class might have. If the class does not have any questions, the teacher will spend the time to go through some of the questions on the review sheet that were not also on the Kahoot that students might have struggled with. The teacher will call on students to provide answers to the class for these questions.  - Walk students through how to find the test on the Assignments tab. The test will be taken through Microsoft Forms, and correct answers and explanations will be provided to students automatically once they submit their test.  - Release the class to work on the test. They may take the rest of the period to complete the questions, which will be mostly multiple choice.  - If any students finish early, they may play the iCivics game that has been assigned for the week. They may also go back to any missing or incomplete assignments that they have for Civics class and complete them.  **Evidence Based Writing: What would be an effective solution for the conflict in the text? Use evidence to support your conclusion.**    How might a problem in society be addressed by local, state, and the federal levels of government? How might their responses differ? | |
| **Assessment:**  - The discussion will serve as an informal assessment of student comprehension of the lesson. The classwork assignment will be collected and graded. | | **Assessment:**  - The review sheet worked on by each group will be graded as a classwork assignment. The Bell Ringer will serve as an informal assessment and give students a chance to practice their knowledge before the test and the teacher a chance to correct/reteach any concepts that the class has struggled with. | | **Assessment:**  - The test will be graded as a test grade and will provide the teacher with detailed feedback of how well students have learned and understood the lessons of the previous unit. The feedback given by Microsoft Forms will give the teacher data to guide future re-teaching of any concepts that students have not mastered. | |
| **Home Learning:**  - Start reviewing the previous unit for an upcoming test.  - Play iCivics game: “Counties Work” -- <https://www.icivics.org/games/counties-work> | | **Home Learning:**  - Study for test next class.  - 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>  - Work on any missing/make up work. It will be accepted through the end of next week. | |
| **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 | Extended Time  Small Groups | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Extended Time  Small Groups | P2 – CB-K/F; CT-504; JV-504; NW-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Extended Time  Small Groups | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Extended Time  Small Groups | P8 – EF-V/K; YP-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Allow extended time frames to complete assignments, projects and tests | P8 - SB | Flexible Grouping |