



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

American Government

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|-------------------|--|-----------------|---|----------------------------|----------------|
| Unit title | <i>Unit 5- Georgia Government and State Constitution</i> | MYP year | 5 | Unit duration (hrs) | <i>3 Hours</i> |
|-------------------|--|-----------------|---|----------------------------|----------------|

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the structure of local governments with emphasis on counties and cities.
- b. Analyze the relationship among state and local governments.
- c. Examine sources of revenue received by local governments.
- d. Analyze the services provided by state and local governments.
- e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).

Concepts/Skills to be Mastered by Students

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information

SS Reading Standards 6-8:

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

| Key concept | Related concept(s) | Global context |
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| <p>Relationships are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.</p> | Governance | <p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p> |
| Statement of inquiry | | |
| In a democracy, rule of law establishes local and state government procedures for making policies. | | |
| Inquiry questions | | |
| <p>Factual—</p> <p>What is a policy? Define local government. Define state government. How are local and state governments structured?</p> <p>Conceptual—</p> <p>How do citizens limit the power of local and state governments? How do local governments administer services to the public?</p> <p>Debatable-</p> <p>Does the relationship between local and state government influence the behavior of citizens and establish procedures for making policies? How?</p> | | |
| MYP Objectives | Assessment Tasks | |
| <p><i>What specific MYP objectives will be addressed during this unit?</i></p> | <p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> | <p><i>List of common formative and summative assessments.</i></p> |

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| <p>Criterion A: Investigating Criterion C: Communicating</p> | <p><u>Services Provided by State and Local Governments and the Revenue Sources that Fund Those Services</u></p> <p>Our GA government and state constitution MYP assessment examines MYP criterion B (ii. iii.) Investigating and C Communicating (ii.)</p> <p>Students will:</p> <ul style="list-style-type: none"> - use primary and secondary sources and online research - examine the various categories of services provided to citizens by the state and local governments - analyze the revenue sources that fund those services. - choose 5 services from a list provided by the teacher and research how those services are provided to citizens of the county in which they reside. - create a multimedia presentation to present to the class. | <p>Formative Assessment(s):</p> <p>Summative Assessment(s):</p> <p><u>Services Provided by State and Local Governments and the Revenue Sources that Fund Those Services</u></p> |
| <p>Approaches to learning (ATL)</p> | | |
| <p>Category: Critical Thinking Cluster: Critical Thinking Skill Indicator: Throughout the unit, there is an intentional practice individually, with elbow partners and small group discussion to increase thinking. Critical thinking occurs throughout the unit by having students analyze complex concepts/court cases to help better understand the judicial process and its future impact</p> | | |

Learning Experiences

Add additional rows below as needed.

| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
|---|---|--|
| <p>SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.</p> <p>a. Examine the structure of local governments with emphasis on counties and cities.</p> <p>b. Analyze the relationship among state and local governments.</p> <p>c. Examine sources of revenue received by local governments.</p> <p>d. Analyze the services provided by state and local governments.</p> <p>e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).</p> | <p>Georgia Constitution Scavenger Hunt Student will use https://law.justia.com/constitution/georgia/ to complete a scavenger hunt for GA constitution. Students will take the information learned about GA's constitution to compare and contrast our state constitution to the U.S. constitution with the use of a venn diagram graphic organizer.</p> | <p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension. We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course</p> |
| <p>SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.</p> <p>a. Examine the structure of local governments with emphasis on counties and cities.</p> <p>b. Analyze the relationship among state and local governments.</p> <p>c. Examine sources of revenue received by local governments.</p> <p>d. Analyze the services provided by state and local governments.</p> <p>e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).</p> | <p>Concepts in American Government/Civics: Limitations on State and Local Governments NewsCast Activity Using online resources, students will examine how citizens can exercise their power to limit state and local governments. Teachers will provide general information about recalls, referendums, and initiatives. Student will then go this CNN Student News https://www.cnn.com/2021/08/21/politics/california-recall-election-what-to-know/index.htmls.recall/ to read about a historical recall at the Governor's office level in California and https://governors.rutgers.edu/recalling-governors-an-overview/ to read about Californias 2021 governors recall. Students will work in small groups and create a pamphlet about this breaking news</p> | <p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension. We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course</p> |

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| Content Resources | | |
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Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

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| <p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p> | <p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p> | <p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p> |
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Common Formative and Summative Assessments

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| <p>Assessment Title</p> | <p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p> | <p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p> |
| <p>Formative Assessment(s):</p> | <p>n/a</p> | <p>n/a</p> |
| <p>Summative(s) Assessment:</p> | <p>n/a</p> | <p>n/a</p> |
| <p>Plan to address issues or concerns noted:</p> | | |

Learning Experiences

Add additional rows below as needed.

| Learning Experience Title | Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. | Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video). | Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. |
|---|--|---|--|
| LE 1: | n/a | n/a | n/a |
| LE 2: | n/a | n/a | n/a |
| LE 3: | n/a | n/a | n/a |
| Plan to address issues or concerns noted: | | | |

Resources listed on unit planner

Add additional rows below as needed.

| Resources | Criteria I: | Criteria II: | Criteria III: |
|------------------|--------------------|---------------------|----------------------|
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| | <p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p> | <p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p> | <p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Common Assessment alignment to instruction and/or standards <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p> |
| Resource: | n/a | n/a | n/a |
| Plan to address issues or concerns noted: | | | |

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures:
 Josh Gazaway Robert Holman
 Ken Sprague Jr. Beau Dominguez
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