

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government/Civics Social Studies Course.

<h2 style="margin: 0;">American Government/Civics- Unit Number 10- Georgia Government & The State Constitution</h2>	
<p>Elaborated Unit Focus</p>	<p>In this unit, students will examine the organization and powers of state and local government described in the Georgia Constitution. They will examine the structure of local governments with an emphasis on cities and counties. They will analyze the relationship between the state and local governments by investigating topics including sources of revenue received by the local governments, services provided by state and local governments, and limitations on state and local governments.</p>
<p>Connection to Connecting Theme/Enduring Understandings</p>	<p>Rule of Law:</p> <p>The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</p> <ul style="list-style-type: none"> • Local Government Structure • Local Government Sources of Revenue • Local Government Services • Limitations of Local Government
<p>GSE for Social Studies (standards and elements)</p>	<p>SSCG17- Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.</p> <ol style="list-style-type: none"> 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).
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L9-10RHSS1-</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2-</p> <p>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.</p> <p>L9-10WHST9-</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>

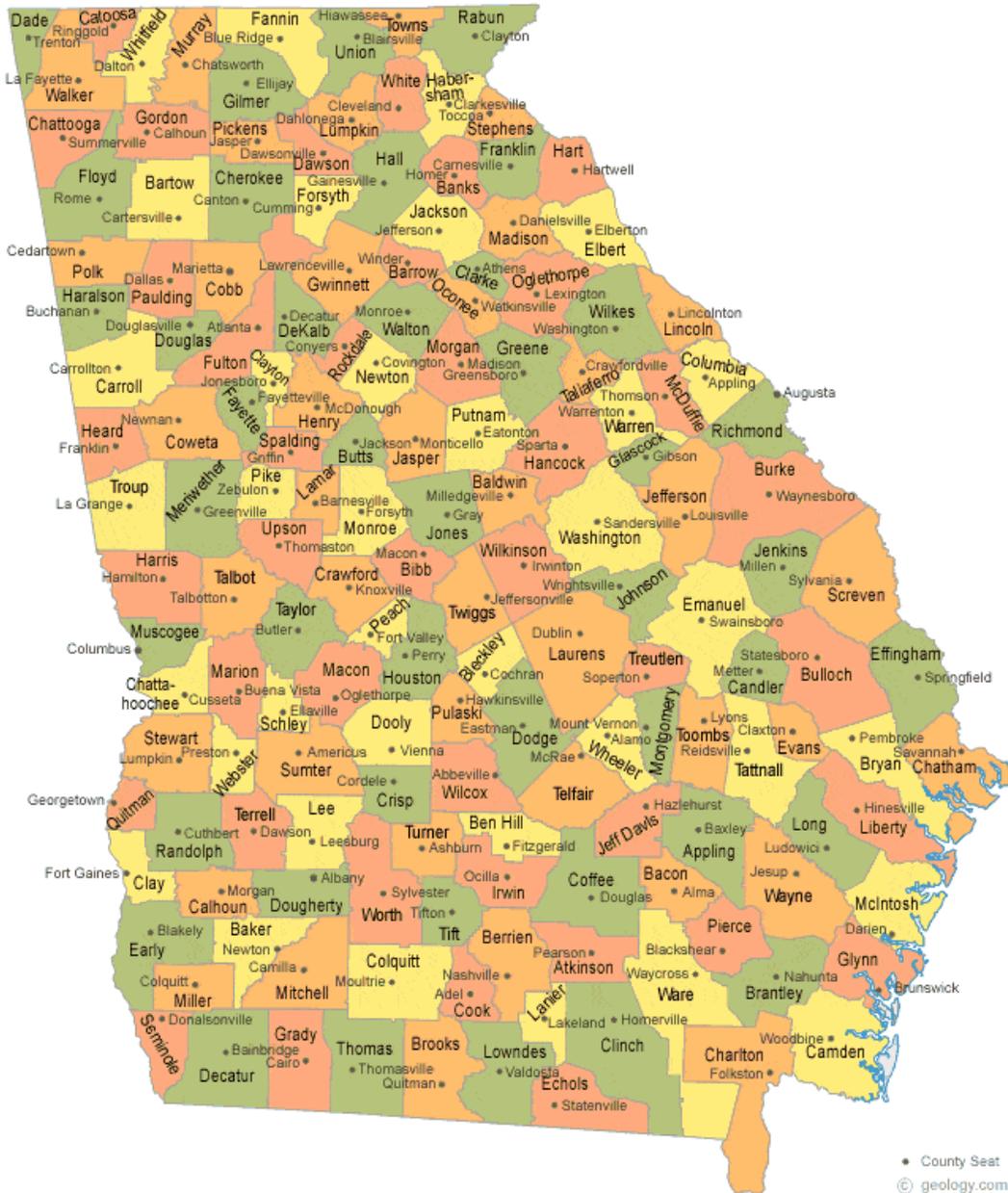
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 3. Identify issues and/or problems and alternative solutions 6. Identify and use primary and secondary sources 10. Analyze artifacts. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 7. Use a map to explain the impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
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Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1 (Rule of Law)</p>	<p>How does the Rule of Law in a local government influence the behavior of citizens, establish procedures for making policies, and limit the power of state governments?</p> <ul style="list-style-type: none"> • How are local governments structured? • How do local governments obtain revenue? • How do local governments administer services to the public? • How do citizens limit the power of local governments?
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ACTIVITY #1: Students will analyze the state of Georgia map below with all 159 counties defined. They will then draw the district lines with a red pen for the 16 districts.

<http://geology.com/county-map/georgia.shtml>



ACTIVITY #2: The Georgia state government website is an excellent source for students to research about the state and structure of Georgia's government. Students may access the Georgia Constitution from the following website. Students will write down and annotate the preamble, and they will then list the 11 articles and the broad subject matter for each of the 11 articles. <http://www.senate.ga.gov/Documents/gaconstitution.pdf>

The Georgia state and local governments are modeled after the national government structure of federalism. Using the knowledge of the articles of the Georgia Constitution, students will create a hierarchical chart using online tools.

Georgia Department of Education

Sample Instructional Activities/Assessments

Concepts in American Government/Civics:

Services Provided by State and Local Governments and the Revenue Sources that Fund Those Services

Using primary and secondary sources and online research, students will examine the various categories of services provided to citizens by the state and local governments. Students will also analyze the revenue sources that fund those services.

GSE Standards and Elements	<p>SSCG17- Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.</p> <p>c. Examine sources of revenue received by local governments. d. Analyze the services provided by state and local governments.</p>
Literacy Standards	<p>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.</p> <p>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.</p> <p>L9-10WHST9- Draw evidence from informational texts to support analysis, reflection, and research.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 3. Identify issues and/or problems and alternative solutions 6. Identify and use primary and secondary sources 10. Analyze artifacts. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 7. Use a map to explain the impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: According to the Georgia Constitution of 1983, there are 16 different services that the local governments in Georgia can provide:

Police and fire protection

Garbage and solid-waste collection and disposal

Public health facilities and services

Street and road construction and maintenance

Parks, recreational areas, programs, and facilities

Storm-water and sewage collection and disposal systems

Development, storage, treatment, purification, and distribution of water

Public housing\public transportation

Libraries, archives, and arts and sciences programs and facilities

Terminal and dock facilities and parking facilities

Codes, including building, housing, plumbing, and electrical

Air-quality control

The creation, modification, and maintenance of retirement or pension systems for local-government employees

Planning, zoning, and community redevelopment

The 1993 law added to this list electric or gas utility services and street lighting, for a total of sixteen municipal services.

<http://www.georgiaencyclopedia.org/articles/government-politics/municipal-services>

Students will choose 5 services from the above list and research how those services are provided to citizens of the county in which they reside. Students must give examples.

For example, if a student chooses libraries, archives, and arts and sciences programs and facilities, he/she needs to provide the names of those facilities. The student will create a multi-media presentation to present to the class. Through this activity and research, students will become better informed citizens and future voters, and they will become more familiar with the county in which they live. The student should provide 2-3 slides per service. The rubric below can be used to guide student research on this project.

Rubric for Multimedia Presentation

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	Exemplary	Admirable	Acceptable	Attempted
Research of Topic	20%	<input type="checkbox"/> Use of three or more sources, including at least two Internet and one print source; use of two search engines <input type="checkbox"/> Variety of domain name suffix (.com, .edu, .net) <input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Narrow focus of topic	<input type="checkbox"/> Use of two sources, including, including at least one Internet source; use of one search engine <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Topic could be more narrowly focused	<input type="checkbox"/> Use of one Internet source <input type="checkbox"/> Some errors in information <input type="checkbox"/> Topic somewhat broad	<input type="checkbox"/> Use of only one source <input type="checkbox"/> Numerous errors in information <input type="checkbox"/> Topic too general
Organization (Outline or Storyboard for Planning)	15%	<input type="checkbox"/> Logical sequencing <input type="checkbox"/> Menus and paths are clear <input type="checkbox"/> Original; inventive; creative	<input type="checkbox"/> Somewhat logical sequencing <input type="checkbox"/> Menus and paths are mostly clear <input type="checkbox"/> Original	<input type="checkbox"/> Sequencing is poorly planned <input type="checkbox"/> Menus and paths are sometimes confusing <input type="checkbox"/> Little originality	<input type="checkbox"/> Sequencing is confusing <input type="checkbox"/> Menus and paths are confusing <input type="checkbox"/> Inconsistent <input type="checkbox"/> Rehash of other people's ideas
Content	20%	<input type="checkbox"/> Covers topic completely and in depth <input type="checkbox"/> Content is readily understandable <input type="checkbox"/> Media used contributes to understanding of topic	<input type="checkbox"/> Covers topic <input type="checkbox"/> Content is mostly understandable <input type="checkbox"/> Media used mostly contributes to understanding of topic	<input type="checkbox"/> Barely covers topic <input type="checkbox"/> Content is somewhat understandable <input type="checkbox"/> Media used somewhat contributes to understanding of topic	<input type="checkbox"/> Does not adequately cover topic <input type="checkbox"/> Content is confusing <input type="checkbox"/> Media used does not contributing to understanding of topic
Graphic Design	25%	<input type="checkbox"/> Effective combination of multimedia and persuasive design elements <input type="checkbox"/> Excellent use of navigational tools and buttons <input type="checkbox"/> Graphics effectively entice audience; accurately convey message	<input type="checkbox"/> Good combination of multimedia and design elements <input type="checkbox"/> Adequate navigational tools and buttons <input type="checkbox"/> Visuals and images are attractive; adequately conveys message	<input type="checkbox"/> Some use of multimedia and design elements <input type="checkbox"/> Some buttons and navigational tools work properly <input type="checkbox"/> Use of visuals and images is limited; message is conveyed	<input type="checkbox"/> 0-1 media used <input type="checkbox"/> Buttons and navigational tools are absent or confusing <input type="checkbox"/> Use of visuals and images is confusing or absent; message is confusing

Mechanics	10%	<input type="checkbox"/> Correct grammar, usage, mechanics, and spelling <input type="checkbox"/> All sources are correctly cited	<input type="checkbox"/> Few grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Most sources are correctly cited	<input type="checkbox"/> Several grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Some sources are incorrectly cited	<input type="checkbox"/> Obvious grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Sources are not cited
Teamwork (optional)	10%	<input type="checkbox"/> Work load is divided and shared equally	<input type="checkbox"/> Some members contribute	<input type="checkbox"/> Few members contribute	<input type="checkbox"/> One or two people do all of the work

Final Score _____

ACTIVITY #2: In this activity, students will examine the sources of revenue at the state and local levels for the state of Georgia. The following websites are helpful for this assignment:

<https://dor.georgia.gov/local-government-services>

<http://www.georgiaencyclopedia.org/articles/government-politics/state-revenues-georgia>

For this assignment, students will work in small groups. Their task is to identify sources of revenue and give at least two examples for each category of revenue.

Each group will then list their research findings on a large piece of butcher paper. There will be one piece of butcher paper for each group, and these will be placed around the classroom.

Once the small groups finish researching and brainstorming, they will transfer their findings to the paper.

A class discussion will then ensue with this prompt:

If the state of Georgia wanted to increase the amount of revenue, which sources would be the easiest to collect higher revenue in a short period of time?

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Limitations on State and Local Governments

Using online resources, students will examine how citizens can exercise their power to limit state and local governments. The students will produce a newscast outlining the key points of the process.

GSE Standards and Elements	<p>SSCG17- Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.</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>
Literacy Standards	<p>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.</p> <p>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.</p> <p>L9-10WHST9- Draw evidence from informational texts to support analysis, reflection, and research.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 3. Identify issues and/or problems and alternative solutions 6. Identify and use primary and secondary sources 10. Analyze artifacts. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 7. Use a map to explain the impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY:

1. Provide this general information to students on recalls, referendums, and initiatives:

Recall Elections: Out with the Old, In with the New A ballot isn't just for electing people to office. Sometimes it's for booting someone out of office. Politicians don't always do things the way the public wants them to. Sometimes they even commit crimes or do other things that makes them unfit for public office. In some states, if voters want someone out, they can try to **recall** that politician by voting to replace him or her. First, a certain number of voters must agree that the politician should be replaced. This usually involves gathering voters' signatures on a petition. After that, it's time for the big fight: One or more **challengers** run against the disfavored politician in a **recall election**. Voters decide whether to keep the current politician or elect someone new. As many as 36 states allow voters to recall politicians at least at the local level. Some states, such as Maryland, don't allow recall elections at all.

Voting for Laws: Referendums and Initiatives

Your ballot won't just be a list of people running for office. Depending on your state's rules, you may be asked to approve new laws for the state. Some laws get on the ballot through the **initiative** process that lets citizens propose laws directly. If citizens gather enough voter signatures, the law goes on the ballot for voters to approve or reject. (Your state may have other requirements, too.)

You might also see a proposed law called a **referendum**. This law has been proposed by the state's legislature but can't actually become a law until the voters have approved it. States have different rules about when lawmakers must seek voter approval for a new law. Often, amendments to a state's constitution require a referendum. Many laws do not require voter approval. Even so, sometimes citizens can petition to have a new law put on the ballot for voters to approve or reject. This is called a **popular referendum**.

<https://www.icivics.org/sites/default/files/Got%20Ballot.pdf>

2. Next, go this CNN Student News website to read about a historical recall at the Governor's office level in California: <http://www.cnn.com/2003/fyi/lesson.plans/08/06/davis.recall/>

Once students are familiar with this special election to recall the Governor of California, break students into small groups of three students each. Each group will create a newscast to alert citizens of this breaking news, and the newscast should last 2 to 3 minutes. In each group, one student will be the newscaster, one will be the videographer, and one will be the director. They may use iMovie or any other tool to create the broadcast. The following rubric will be used to provide direction to the students and grade the broadcast.

Newscast - Presentation and Planning

CATEGORY	4	3	2	1
Research	Group researched the subject and integrated 3 or more "tidbits" from their research into their newscast.	Group researched the subject and integrated 2 "tidbits" from their research into their newscast.	Group researched the subject and integrated 1 "tidbit" from their research into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.
Accuracy of Facts	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Graphics	All graphics clearly illustrate the material being presented	All graphics are related to the material being presented	Most graphics are related to the material being presented.	Many graphics are not related to the material being presented. Distracting
Speaks clearly	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
Posture and Eye Contact	Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.	Stands or sits up straight. Establishes eye contact with audience during most of newscast.	Slouches or appears too casual but establishes good eye contact with audience during most of newscast.	Slouches or appears too casual AND establishes little eye contact with audience during newscast.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is somewhat overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.
Attire	Business casual look.	Clean and attractive student look. Attire does not detract from credibility of presentation.		Sloppy appearance which detracts from credibility of presentation.

American Government Frameworks for the Georgia Standards of Excellence in Social Studies

Awareness of Audience	All students in group can clearly explain why they felt the vocabulary, audio and graphics they chose fit their intended audience.	All students in group can explain why they felt the vocabulary, audio and graphics they chose fit their intended audience.	There was some awareness of the audience, but not all of the students can describe how the vocabulary, audio and graphics they chose fit their intended audience	Limited attention to audience in designing newscast AND/OR one or fewer members of the group can explain how the element relate to the audience.
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Duration of presentation	The newscast was between 2 - 3 minutes and did not seem hurried or too slow.	The newscast was between 2 - 3 minutes but seemed SLIGHTLY hurried or too slow.	The newscast was between 2 -3 minutes but seemed VERY hurried or too slow.	The newscast was too long or too short.
Group Work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.