

# Civics

**COMPONENT #: 2-016-369**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

The general objective has two distinct parts: (1) a statement of the purpose of the component and (2) a statement of the expected results. The purpose should describe the content the component will address and for whom the component is designed. This component is designed to enable the participant to gain an understanding of American government, law and the political behavior that is essential in promoting effective citizenship and active involvement in a democratic society.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction, the objectives and learning outcomes presented in this workshop.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs          |
| <input type="checkbox"/> Leadership           | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes                  |
| <input type="checkbox"/> Data                 |  |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment                           |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                    |
| <input type="checkbox"/> Student Learning as a Priority               | <input checked="" type="checkbox"/> Leadership Development  |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input checked="" type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment                         | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input type="checkbox"/> PS 7 – Professionalism                 |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment                            |   |

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**IMPACT FOCUS AREA(S):** Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)

X Student learning

X Educator (professional growth)

Organizational support and change

**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
2. Increase knowledge of the basic principles, functions, and organizations of government.
3. Demonstrate an understanding of the background, principles, and applications of the United States Constitution.
4. Evaluate the duties, rights, and responsibilities of U.S. citizens in regard to their local, state, and federal government.
5. Demonstrate an understanding of the importance of civic participation and activism in the democratic political process.
6. Develop an understanding of constitutional law and public policy.
7. Increase knowledge of the basic elements of the civil and criminal judicial processes.
8. Identify contemporary issues that affect our political, economic, and social systems.
9. Demonstrate an understanding of the origins and manifestations of political ideologies.
10. Demonstrate an understanding of the influence women and diverse ethnic and cultural groups have on our political system.
11. Develop an understanding of the impact of significant people, ideas, and events on the development of social, economic, and political institutions in Florida.
12. Identify and demonstrate an understanding of research-based instructional strategies and critical-thinking skills for effective instruction in civics/government education.
13. Demonstrate the use of new and emerging technology for innovative classroom instruction in civics, government, or law education.

### PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in discussions on the major terms, concepts, processes, and content for use in a civics government, or law education classrooms (SLO 1-13).
2. Participate actively in group discussions, small group work, seminars, and mock simulations as assigned by the instructor (SLO 1-13).
3. Attend presentations and engage in dialogue with a variety of local and state government representatives, such as elected officials, city and county managers, police and fire officials, county judges, planners, etc. (SLO 1-13).
4. Participate in seminars facilitated by university professors and local historians to enhance overall knowledge and skills in the areas of civics, government, and law. Examine and critique selected primary and secondary documents that address key principles and concepts in civics and government (SLO 1-11).

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5. Observe lesson demonstrations and instructional strategies by the instructor or guest lecturer that can be used effectively in a civics, government or law education classroom (SLO 1-13).
6. Participate in the Close Up program in Washington, D.C. by meeting with representatives of Congress and other members of the judicial branch and tour selected historic sites (SLO 1-6).
7. Participate in hands-on training on the use of new and emerging technology and its application in the civics, government, and law education classroom (SLO 13).
8. Review, examine, and critique various instructional materials (e.g., films, websites, literature, texts) (SLO 12).
9. Literature, texts for use in the civics, government, or law education classroom (SLO 1-13).
10. Create an instructional materials resource bank for use in a civics, government, or law education classroom (SLO 12).
11. Create lesson plans, for use in a civics, government, or law education classroom that integrates innovative teaching strategies and technology (SLO 1-13).
12. Integrates innovative teaching strategies and technology (SLO 1-13).
13. Participate in District academic competitions/programs, such as but not limited to, "We the People, the Citizen and the Constitutions," Mock Trial, and "We the People...Project Citizen" (SLO 1-13).
14. Participate actively in hands-on technology use, to include but not limited to hand-held devices, phones, and or tablets (SLO 1-13).
15. Participate actively in group discussions demonstrating knowledge of data collection and Analysis that can be used to improve classroom instruction, and increase student learning (SLO 1-13).
16. Participate actively in sessions to critique and examine EOC benchmarks and Standards to encourage mastery in student content knowledge (SLO 1-13).

### **PART III – IMPLEMENTATION**

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

### **PART IV – EVALUATION**

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

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1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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**Department:** Social Sciences

**Name of Author/Position:** Robert Brazofsky - Executive Director