

# Civics and Economics



# Meet the Civics Team



Mr. Firestine



Ms. Hinrichsen



Ms. Desmarais



Ms. Brimage



Mr. McCulloch



Ms. Monaghan



Ms. Sachs



Ms. Hakes

# Curriculum & Pacing / Units of Study

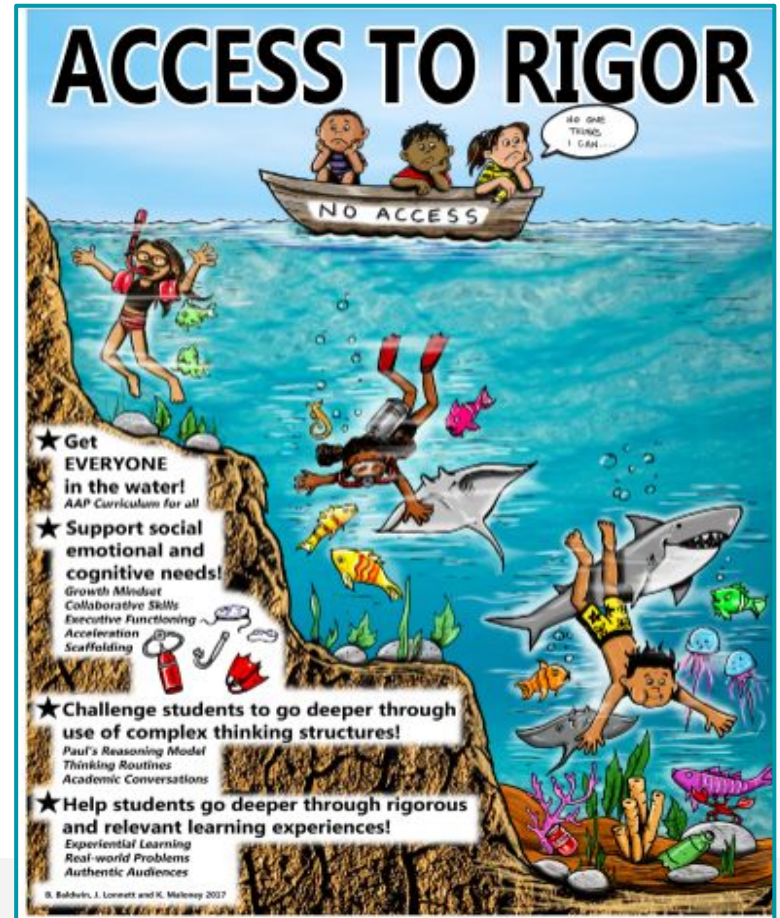
- ❖ Civics is designed to prepare students to be citizens in a democratic society and interdependent world.
  - **Unit 1 - Fundamental Principles, Founding Documents, and Constitution** - Aug. & Sept.
  - **Unit 2 - Limited Government and Federalism** - Sept. & Oct.
  - **Unit 3 - Legislative Branch** - Nov. & Dec.
  - **Unit 4 - Executive Branch** - Dec. & Jan.
  - **Unit 5 - Judicial Branch** - Jan. & Feb.
  - **Unit 6 - Citizenship** - Feb. & March
  - **Unit 7 - Economics** - March & April
  - **Unit 8 - World Geography** - May & June



# Honors: Why & What this Means for your Student

- **Why:**

- Giving all of our students the opportunity to stretch their thinking.
- Developing talent in our students to help them access higher level courses in high school and beyond
- No SOL (Standard of Learning) test, but rather an LAA (Local Alternative Assessment), and therefore:
  - lower stakes
  - more opportunities to engage in authentic, performance based assessments



# Honors: Why & What this Means for your Student

- What this means for instruction:
  - Including at least one extension/honors standard per unit
  - Implementing Advanced Academics strategies:
    - Thinking routines
    - Academic Conversations
  - Offering students authentic, real-world learning experiences and assessments

 **Differentiating UP:**  
*Meeting the Needs of Advanced Learners & Developing Talents in All Students*

- To meet the unique needs of advanced learners and develop talents in all students, teachers differentiate learning tasks and assignments, instructional approaches, and assessments to increase learning outcomes for all students.
- In planning for differentiating up, teams can plan for adjusting DEPTH, COMPLEXITY, CREATIVITY, & ACCELERATION strategies.

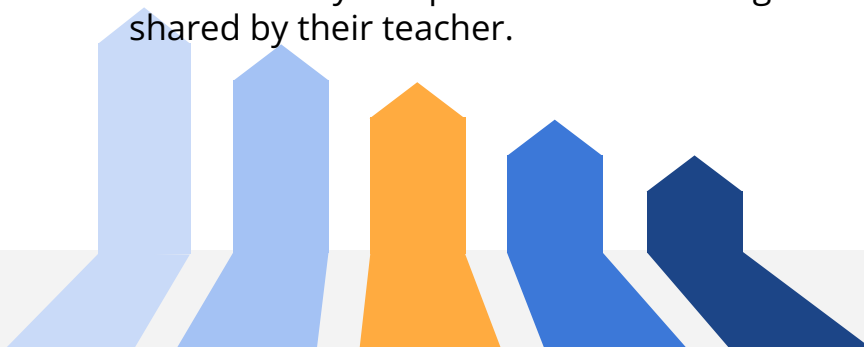
Do This!	WHY and HOW
 <b>INCREASE RIGOR</b>	<p>A rigorous education includes learning experiences that are intellectually complex and personally meaningful.</p> <ul style="list-style-type: none"><li>• Focus on the depth and complexity of learning opportunities, with an emphasis on "different, not more."</li><li>• Increase the frequency and intensity of higher order thinking through authentic tasks and problems that require students to synthesize, analyze, evaluate, and create.</li><li>• Create learning experiences that allow students to use their strengths and personal interests.</li></ul> <p>Rigorous instruction focuses on student growth rather than on meeting minimal proficiency standards.</p> <ul style="list-style-type: none"><li>• Pre-assess before instruction begins to find out what students already know so all students advance from their starting point, even if that means moving beyond what is typical for that grade.</li><li>• Monitor learning and adjust instruction along the way to be sure the task is not too easy or so challenging as to be frustrating (zone of proximal development).</li><li>• Create the "just right" level of rigor by adjusting aspects of the task to match the learners' needs (e.g., level of abstraction, pace of learning, scaffolds provided, degree of open-endedness).</li></ul>
 <b>DEVELOP EXPERTISE</b>	<p>Developing disciplinary expertise leads to deeper understanding of content, skills, and habits of mind, and helps students connect the content to their own lives.</p> <ul style="list-style-type: none"><li>• Support growth and developmental mindsets through use of a "novice to expert" continuum using real world problems that ask students to learn, apply, practice, reflect, and refine.</li><li>• Challenge students to make connections across disciplines. Support application of interdisciplinary connections through macro and micro concept development.</li><li>• Make time for students to take deep dives into their personal passion areas, and provide opportunities for purposeful interaction among students who have similar interests.</li></ul> <p>Exploring authentic issues and developing discipline-specific skills allow students to reflect on personal strengths and interests and to consider future career pathways.</p> <ul style="list-style-type: none"><li>• Support students' awareness of their potentialities; encourage exploration of a wide variety of disciplinary fields without the pressure to specialize too early.</li><li>• Connect students to experts, professionals, and mentors related to disciplinary interests.</li><li>• Embed self-reflection and social-emotional learning within the curriculum.</li></ul>
 <b>MODIFY STRUCTURE OR PACE</b>	<p>Advanced learners often require less direct instruction, comprehend complex ideas more quickly, and require less review.</p> <ul style="list-style-type: none"><li>• Direct instruction should be used sparingly; instead, provide time and autonomy for students to construct their own knowledge as they engage in open-ended tasks that require critical and creative thinking.</li><li>• Use strategies (e.g., contracts, learning contracts) that provide flexibility of pace of learning so students may move more quickly or slow down for a deeper dive when appropriate.</li></ul> <p>A flexible learning environment allows for personalized instruction.</p> <ul style="list-style-type: none"><li>• Students can explore "muddy" problems in a way that is co-constructed between student and teacher.</li><li>• Offer scaffolds only as needed, and remove scaffolds that may hinder students from engaging in productive struggle and making intuitive leaps and connections.</li><li>• Use cluster and flexible grouping practices based on students' interest, readiness, and learning profiles.</li></ul>
 <b>ENCOURAGE INDEPENDENCE &amp; AUTONOMY</b>	<p>Independent, autonomous students take intellectual risks and become self-directed, empowered learners.</p> <ul style="list-style-type: none"><li>• Strategically transition from teacher-oriented instruction to student-directed learning.</li><li>• Co-develop with students learning experiences that include independent exploration and problem-based learning.</li><li>• Have frequent check-ins using coaching strategies to guide and support students through learning experiences.</li></ul> <p>Students need opportunities to reflect on strengths, set goals, and measure success.</p> <ul style="list-style-type: none"><li>• Model and provide structures for reflective practices to encourage metacognition and a focus on skills being built through classroom and personal experiences.</li><li>• Utilize student portfolios that promote student-led selection of meaningful artifacts to document their growth over time and to allow them to reflect on how skills they used to overcome challenges along the way.</li></ul>

# Service Learning

Fairfax County Public Schools recommends all 8th grade Civics students to complete community service hours as part of their coursework. At Thoreau we require 15 hours for the year, 5 hours in the 1st quarter, 5 in the 2nd quarter, and 5 in the 3rd quarter. Students will also be required to create a service learning reflection for each quarter.

Students are expected to keep track of their hours via paper documentation. This documentation is available in Civics class or on Schoology to print. Throughout the year, students will log their community service time using X2Vol, which is accessed through the [FCPS Naviance program login](#). These activities will be kept through the duration of their time in Fairfax County Public Schools. More information on service learning is available on the [FCPS Service Learning site](#).

Students may complete service learning in school or outside of school. Any in school opportunities will be shared by their teacher.



# Service Learning - Paper Document

## Service Hours - 1st Quarter

Each student must complete and turn in a written record of all service hours and have it signed by the adult who sponsored the activity. Complete the following and turn into your Civics teacher by October 27th, 2023

Number of hours (round to the nearest): \_\_\_\_\_

Name of Service Activity: \_\_\_\_\_

Brief description of what you did: \_\_\_\_\_

\_\_\_\_\_

How did this activity help the community? \_\_\_\_\_

\_\_\_\_\_

Sponsor Signature and Email \_\_\_\_\_ Date \_\_\_\_\_

# Finance Park Field Trip!

Students will be attending the Junior Achievement Finance Park field trip this year! We are looking for volunteers to work with students at this event.

Please reach out to your student's Civics teacher if you are interested or have further questions!

