**Objective # 38.2 Three Levels of Government**

**Cover Sheet**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASAP ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CASAS Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CASAS Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Task 1 points** | **/14** |
| **Task 2 points** | **/25** |
|  | **Total** |

|  |  |
| --- | --- |
| Total Points Possible | 39 |
| Advanced Passing | 35 |
| Intermediate High Passing | 31 |
| Intermediate Low Passing | 26 |

**Pass No Pass**

Instructors:

1. Keep **all scoring rubrics** together with this cover sheet.
2. Submit a CASAS Brown test form with each rubric packet. Bubble 038C as the form number.
3. Sort the papers: 1st student’s rubrics & brown bubble sheet, 2nd student’s rubrics & brown bubbles sheet, etc. Alphabetical order is appreciated.

**Every student must complete Objective 38.2! If students miss class, they must make up the tasks when they return!**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CASAS Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1 Scoring Rubric** (two parts): Circle the value that describes the content (part 1) and legibility, neatness and spelling (part 2) of the flow chart. Total the two sections, then record the total on the cover sheet for Task 1.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Task: 1**   |  |  |  |  | | --- | --- | --- | --- | | **Description:** | **Explain the 3 Levels of the U.S. Government Student will complete an organizing chart which delineates the 3 levels of government (federal, state, county, local). The chart will include information such as:  • Name each level of government • List the type of governance for each (e.g., President/Legislature; Governor/Legislature; Board of Supervisors; City Council/Mayor) • List 2 activities/responsibilities for each • List 2 services provided by each level** | | | | **Points Possible:** | **14** | **Level:** | **Intermediate Low - Advanced** | | | |  |  | | --- | --- | | **Scoring Rubric** | **Points** | | **Content** | | | 90% correct | 12 | | 80% correct | 10 | | 70% correct | 8 | | 60% correct | 6 | | 50% correct | 4 | | Less than 50% correct | 0 | | **Legibility, Neatness, and Spelling** | | | Neat and legible. Spelling errors do not interfere with meaning. | 2 | | Illegible, not neat, or spelling errors interfere with meaning. | 0 | | **Total Points for Task 1 🡪** | **/14** | |   ***Please transfer total points for Task 1 to the cover sheet.***  **Task 2 Scoring Rubric** (three parts): Circle the value that describes the content (part 1), then format, legibility and neatness (part 2), then grammar, structure and mechanics (part 3) of the article/letter. Total the sections, then record the total on the cover sheet for Task 2. |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Task: 2**   |  |  |  |  | | --- | --- | --- | --- | | **Description:** | **Write an Article About a Community Concern or Problem Given a scenario of a community problem, student will complete an authentic writing task such as an email, letter, petition, or an article for a newsletter in which student addresses a community concern or problem. Student will include 4 items such as:  1. Address the appropriate person and level of government to deal with the concern 2. State the issue or concern 3. Tell why it is of concern to student and the community 4. Suggest a solution or ask for help  The writing task will be created on a computer and sent to the assessor electronically.** | | | | **Points Possible:** | **25** | **Level:** | **Intermediate Low - Advanced** | | | |  |  | | --- | --- | | **Scoring Rubric** | **Points** | | **Content** | | | Addresses all parts of the task effectively. Ideas are well stated, clearly expressed, and supported with concrete, relevant detail. No inference is required. Written in well-organized paragraph(s). | 18 | | Addresses all parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. Written in adequately-organized paragraph(s). | 16 | | Addresses the task in a general way but may have gaps. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. May be written in loosely-organized paragraph(s). | 14 | | Addresses the task minimally but relation to the task is evident. May be unfocused or unclear. Little or no supporting detail. May require a substantial degree of inference. May not be written in paragraph(s). | 12 | | Nothing written or content is incomprehensible or inappropriate. | 0 | | **Format, Neatness and Legibility** | | | Letter: Uses standard letter format including 4 items: an appropriate date, salutation, closing, and the writer’s signature. May also include sender’s and recipient’s addresses. Writing is neat and legible. —OR— Email: —Uses standard email format including 4 items: an appropriate subject, salutation, closing, writer's contact information such as name, address, email address and phone number. OR Article: Has a title, and uses appropriate indentations etc. Writing is neat and legible. | 2 | | Letter: Uses letter format including 3 items such as a date, salutation, and the writer’s signature. Writing is legible but may not be neat. —OR— Email: —Uses standard email format including 3 items: an appropriate subject, salutation, and writer's contact information such as name, address, email address and phone number. OR Article: Uses appropriate indentations. May be legible but not neat. | 1 | | Letter: Not in letter format, or writing is neither legible nor neat. Email: Not in standard email format. OR Article: Does not have a title, does not use appropriate indentations, etc., and/or writing is neither legible nor neat. | 0 | | **Grammar, Structure and Mechanics** | | | Almost no errors in grammar, structure, spelling, capitalization, or punctuation. | 5 | | Some errors in grammar, structure, spelling, capitalization, or punctuation that do not distract the reader. | 4 | | Many errors in grammar, structure, spelling, capitalization, or punctuation that may require the reader to infer meaning. | 3 | | Errors make the writing difficult to understand even with inference. | 0 | | **Total Points for Task 2 🡪** | **/25** | |   ***Please transfer total points for Task 2 to the cover sheet.*** |

**CONFIDENTIAL Instructor Packet**

**Objective # 38.2 Assessments & Task Instructions**

**Three Levels of Government**

**OBJ# 38.2**

***ASSESSMENTS ARE TO BE DONE WHILE STUDENTS ARE IN VIDEO SESSION WITH CAMERA ON.***

**TASK #1 Details**

**Name of Task:** **Explain the 3 Levels of the U.S. Government**Student will complete an organizing chart which delineates the 3 levels of government (federal, state, county, local), lists the type of government for each, lists two responsibilities of each and two services provided by each.

**Levels: Low Intermediate to Advanced**

**Teacher Instructions:** These activities and resources are optional.Use these and/or others chosen by you to instruct students and lead them to understanding of the levels and functions of government.

**Step 1: Preparation**

1. Instruct and prepare students using activities for Assessment Task 1 detailed below in this document and in Canvas and/or using other materials and activities.

**Step 2: Assessment**

1. Students will use the blank **organizational chart** (also see chart in Canvas Module) document to fill out one of three ways:

a. write by hand on printed document, then photograph and submit image to instructor

b. type directly onto an uploaded copy of the blank organizational chart then submit to instructor as an attachment in an email

c. type onto the form uploaded to GoogleDocs ( docs.google.com ), then share with instructor

**OBJ# 38.2**

**Task # 2 Assessment Details**

**Levels:** Low Intermediate – Advanced

**Task Name:** **Write an Article About a Community Concern or Problem**Given a scenario of a community problem, student will complete an authentic writing task such as an email, letter, petition, or an article for a newsletter in which student addresses a community concern or problem. (I have included helps to practice writing an email in this units, but the instructor can choose a different format.) Student will include 4 items *such as*:1. Address the appropriate person and level of government to deal with the concern  
2. State the issue or concern  
3. Tell why it is of concern to student and the community  
4. Suggest a solution or ask for help **\*\*The writing task will be created on a computer and sent to the assessor electronically. They can use Canvas to write and submit the email or use their personal email address to send an email to the instructor’s address as if he/she were the government entity to receive it.**

**Both assessments must be completed on video during the test session and immediately submit results electronically.**

**Teacher Instructions for preparation:** Use included activities and/or others chosen by you to instruct students and prepare them to successfully write an article or email to address a community problem or concern.

**Teacher Resources**

**Objective 38.2 Three Levels of Government**

**All activities and handouts in this packet are provided for your convenience as you teach this unit. They are optional. However, spending a total of 30 hours on this objective is expected according to CASAS EL Civics requirements.**

**Introductory Activities and General Resources – Choose those you find useful. As you go over this information, take care to put it into a visual form for them as you debrief the videos and pages. Repeatedly model the format, as this is a lot of information to learn, and they will need the repetition.**

* Video: Overview on the three levels of government: <https://ees.leusd.k12.ca.us/apps/video/watch.jsp?v=178693>
* and <https://www.youtube.com/watch?v=4My7kY0gFfI>
* Introduction to levels of government: <https://www.ducksters.com/history/us_state_and_local_governments.php>
* Simple and basic description of the 3 levels: <https://www.dummies.com/education/politics-government/what-are-the-levels-of-american-government/>
* Free organizational chart download – use for homework, in groups or whole class to help visualize structure of any level of gov.: <https://www.edrawsoft.com/orgchart/create-municipal-organizational-chart.html> and <https://www.edrawsoft.com/create-org-chart.html>
* Video: Overview on the three levels of government: <https://ees.leusd.k12.ca.us/apps/video/watch.jsp?v=178693>
* and <https://www.youtube.com/watch?v=4My7kY0gFfI>
* Worksheets (free account needed): <https://www.education.com/slideshow/how-the-us-government-works/government-crossword/>
* Federal/State/Local responsibilities and law <https://www.lawhelp.org/resource/the-differences-between-federal-state-and-loc>
* **Quizlet vocabulary activities** – Introduce in class and assign as homework practice. Link: <https://quizlet.com/568357680/el-civics-382-levels-of-government-flash-cards/> **You will also find this as a student activity in Canvas.**

**Group Project Activities to** **Practice for Task 1**

**Research and Organize the Levels, Forms and Functions of Government**

**Teacher Instructions:** This activity will be split up into multiple class sessions. I would allow 1 – 2 sessions per government level, and take time to summarize information and fill in gaps as a whole group following small group time. Give students relevant links, videos and graphics (recommended links below activity description) to use in each day’s small group sessions. I recommend having fixed groups, and sending materials out ahead of time in preparation.

After giving instructions, send students into breakout rooms in groups of 3 or 4. At least 1 student in each room must be using a computer and must have the ability to screen share and to search the internet with partners. Another student can take notes, or students can work together synchronously on a Google Doc. Group notes and answers should be made in a share-able format so the instructor can compile them and make them accessible to students in Canvas and/or Google Docs.

Instructor should review, debrief and guide in organizing and re-phrasing student answers in order to create a document from which they can learn and study.

Follow up on completion of each section of this activity with same-government level focus **discussion board questions on Canvas**, which can be assigned as homework or as a synchronous class activity.

The following documents can be distributed to students electronically and uploaded for synchronous use for group work in this activity:

* Question Sheet - Federal
* Practice by Level – Federal (to organize info collected on Question Sheet -Federal). This can be group or homework or done twice, once in group and once independently for more practice.
* Follow up Federal Level discussion board questions found in Canvas module.
* **Reflect on the role of Federal Government in your life.**
* To what supreme law/document must all federal laws, functions and services conform?
* What functions of the federal government affect your daily life, and in what way(s)?
* What services of the federal government do you most appreciate, and why?
* Are there ways in which you feel the federal government intrudes in your life?
* Question Sheet – State
* Practice by Level – State (to organize info collected on Question Sheet - State) . This can be group or homework or done twice, once in group and once independently for more practice.
* Follow up State Level discussion board questions found in Canvas module
* **Reflect on the role of State Government in your life.**
* To what two supreme laws/documents must all state and local laws, functions and services conform?
* What functions of state government affect your daily life, and in what way(s)?
* What services of the state government do you most appreciate, and why?
* Are there ways in which you feel state government intrudes in your life?
* Question Sheet – Local
* Practice by Level – Local (to organize info collected on Question Sheet - Local) . This can be group or homework or done twice, once in group and once independently for more practice.
* Follow up Local Level discussion board questions found in Canvas module.
* **Reflect on the role of Local Government in your life and community.**
* Do you live in a city (or town) or in an unincorporated county?
* Who are the Mayor and City Council members of your city, or the Board of Supervisors members of your county?
* What functions of local government affect your daily life, and in what way(s)?
* What services of the local government do you most appreciate, and why?
* Give an example of a city law or ordinance where you live.
* Organizational Chart – Blank (to compile information on all levels as they will do on the assessment)
* **Quiz:** Select the correct government level for each situation. Document **HERE**, and quiz also in **module on Canvas**. This can be used as a class discussion or done as homework.
* **For instructor use, find**: Sample Organizational Chart **HERE.** Student assessment does not require the second category (parts), nor this many examples.

**Federal**:

<https://kidsdiscover.blob.core.windows.net/kdoassets/uploads/infographics/Levels-of-Government-Infographic-Kids-Discover_5.pdf>

<https://sites.google.com/a/coalcityschools.org/govt-types/levels-of-govt>

<https://onlinemasters.ohio.edu/masters-public-administration/kids-guide-to-the-united-states-government/>

Video: Federal branches: <https://www.youtube.com/watch?v=OvwlRTYvU8o>

Organizational chart for Federal Gov. (detailed) <http://www.netage.com/economics/gov/images-org/gov_chart-landscape.pdf>

**State**:

<https://kidsdiscover.blob.core.windows.net/kdoassets/uploads/infographics/Levels-of-Government-Infographic-Kids-Discover_5.pdf>

<https://sites.google.com/a/coalcityschools.org/govt-types/levels-of-govt>

<https://www.ducksters.com/history/us_state_and_local_governments.php>

State of CA government hierarchy <https://www.hierarchystructure.com/california-political-hierarchy/>

**Local:**

<https://kidsdiscover.blob.core.windows.net/kdoassets/uploads/infographics/Levels-of-Government-Infographic-Kids-Discover_5.pdf>

<https://sites.google.com/a/coalcityschools.org/govt-types/levels-of-govt>

Video: Local government departments: <https://www.youtube.com/watch?v=FVQhFIF2-tI>

Wikipedia – CA gov.: <https://en.wikipedia.org/wiki/Local_government_in_California>

<https://www.nlc.org/resource/forms-of-municipal-government/>

City of Riverside Organizational Chart (example): <https://riversideca.gov/city-organizational-chart>

All Counties of California <https://www.counties.org/county-websites-profile-information>

**When students are ready, follow instructions on page 6 to do the TASK 1 ASSESSMENT**.

**Practice for Task #2:**

Task Name: **Write an Article or Email About a Community Concern or Problem**

**1.** Select any useful materials from these links or your own to teach the skills of writing a formal email to a government official or agency.

For detailed information on form and content, and samples of emails and letters written to a person in government, there are many good choices here. You will need to pick the most relevant pages for your students:

**Instructions: Letter to Mayor – Pictures throughout and sample letters at the end of the article** <https://www.wikihow.com/Write-a-Letter-to-the-Mayor-of-Your-City>

**Instructions: Letter to officials – Pictures** [https://www.wikihow.com/Address-a-Letter-to-a-Government-Official#](https://www.wikihow.com/Address-a-Letter-to-a-Government-Official)

**Instructions: Formal email – format, pictures, detail, sample emails**: [https://www.wikihow.com/Write-a-Formal-Email#](https://www.wikihow.com/Write-a-Formal-Email)

**General guide to writing to an elected official**: <https://www.iaee.com/wp-content/uploads/2019/12/EMB-Writing-Elected-Officials_Nov19.pdf>

**PPT HERE** has several very useful slides on formatting. Select relevant slides for instruction.

**Sample letters to local government**: <https://monroecollege.libguides.com/victimology>

**and**

<https://www.teamsters117.org/sample_email_to_send_to_tacoma_city_council>

**and**

<https://www.letterspro.com/letters/to-government-officials/11569-request-government-service-or-action-sample-letter>

**and many samples here**: <https://www.sampleletterword.com/government-letter-formats.html>

**Excellent fill-in PDF for practice**: <https://www.pdffiller.com/jsfiller-desk20/?requestHash=a808b5a0f03e091d51bbade8359b31291c6f6b5407d1d136be5b2405f68c26ce&projectId=638528881#4f8b07a3b6fbca461e3d9caa3b9b093d>

**Sample letters to senators:**

<https://www.nlacrc.org/home/showdocument?id=272>

<https://www.yumpu.com/en/document/read/18181944/some-sample-letters-council-81>

<https://www.martinhealth.org/stuff/contentmgr/files/0/7839d5a334f6f9d0593af4e56248d0ea/misc/medicaid_sample_email_state_rep.pdf>

<https://valueusa.org/senator-letter-template>

2. Here are two sample letters written for this task specifically.

SAMPLE LETTER 1

SAMPLE LETTER 2

Use the FORMAL EMAIL CHECKLIST with students to see if all required parts are present in these samples and their own practice emails.

3. Students can practice determining to which government level they must send their email, using correct format and addressing different topics using the following:

TASK 2 PRACTICE EMAIL TOPIC 1

TASK 2 PRACTICE EMAIL TOPIC 2

TASK 3 PRACTICE EMAIL TOPIC 3

**When students are ready, follow instructions on page 7 to do the TASK 2 ASSESSMENT**.

**Extra: Local Government Simulation Activity:**  For a memorable learning experience and a way to solidify what they’re learning, if you have time and the inclination, these activities are a great way to simulate the experience of being part of a government entity. The mock city council meeting is especially apropos to this unit. <https://www.sfcg.org/mock-governance-simulations/>