THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2022-2023

Ideas with IMPACT

Idea Packet Sponsored by:

P.L. Dodge

You Can Civics! Game Show

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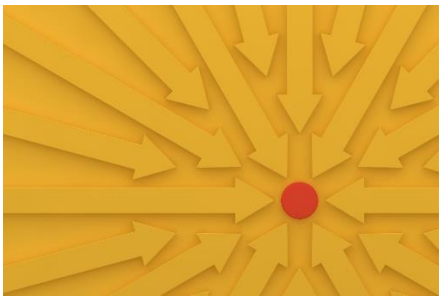

Goals and Objectives

In today's day and age, students are constantly exposed to various media outlets and interactive content. Whether it is through an array of social media outlets, video games, or apps, students are used to working with interactive content. As such, the goal of this project is to provide a fun and interactive way to address and review Civics content in the classroom and throughout different online platforms. The objective of this project is to allow students to be consistently engaged, while learning and reviewing Civics content covered within different Social Studies classes. Moreover, gamifying Civics content welcomes students to greater acceptance of the lesson material and collaboration with classmates that may be presented and reviewed throughout the different aspects of the Gradual Release Model of Learning and Responsibility (Whole Group, Small Groups, and Individual). This project will also allow student learners to retain and review Civics content covered throughout Social Studies lessons, while using technology and being consistently engaged through various online platforms. As a result, student learners will be able to better retain reviewed Civics content through online platforms that allot for gamification, like Quizizz, iCivics, Factile, and Jeopardy Labs. Through these online platforms, students shall be exposed to the review of Civics lesson content in a variety of interactive gamifying formats, whether it is as a whole group, small group, or individual lesson activity. The culmination of gamifying Civics lesson content leads to a class wide, whole group review with a Jeopardy style Civics Game Show called "You Can Civics!"

Students should be aware that Civics education is imperative and that with the infusion of technology, it can be fun and interactive to learn and review by gamifying lesson content.

At the same time, student learners should be aware that while also learning and reviewing Civics lesson content through engaging and interactive gamification platforms, it allows for better retention of Civics material covered throughout the school year. There are recommended books that may be shared with student learners that inspire review of covered Civics lessons related material in a more concise format that should inspire and guide the review sessions and games. Furthermore, the goal and objective of this project is to encourage students to gain a sense of responsibility of their Civics content learning, while they are consistently engaged with Civics lesson content that is fun, intuitive, and engaging.

This project encourages students to be engaged in content covered throughout Civics lessons, as it promotes content review through fun and interactive gamification of lesson material. As students are engaged through interactive gamification of lesson content covered throughout the school year, all student learning styles shall be able to benefit from better retention through higher engagement opportunities.

Florida Standards

SS.912.C.1.1 – Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2 – Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

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SS.912.C.3.15 – Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Course Outline

This is a sample of the project course outline overview. Educators should keep in mind that it is not required to be followed step by step without any deviation, as this is only a suggested lesson guide. Educators may tweak and adjust as deemed appropriate for their respective grade level and content area for which they wish to apply the lesson project. Moreover, teachers may apply this lesson project to various subject areas besides Social Studies, as new state standard requirements will now include Civics components to be taught across the entire student curriculum at all grade levels. By implementing even one of these platforms that allow the gamifying of Civics content, all teachers may aide students to be exposed to Civics lesson content throughout various topics within their educational journey.

- Student learners will see teacher modeling and guidance with use of each of the gamifying platforms (i.e., Quizizz, iCivics, Factile, and Jeopardy Labs) that will be used as either whole group, small group, or individually.
- Student learners will first use the Quizizz platform as a whole group review activity that will then lead to an individual review activity.
- Student learners will review with the teacher how a Jeopardy Labs game is created.
- Student learners will create quick Jeopardy Labs review games within designated small groups.
- Student learners will review and engage with iCivics platform Civics lesson content games.

- Student learners will work on Factile to create their own respective review game, once they receive the opportunity to work on creating a quick review game within their own small groups on Jeopardy Labs. Student learners will work with specific guided parameters to be provided by the teacher, which are dependent on the lesson content to be reviewed.
- Student learners will complete various rounds of different interactive games accessible through iCivics accounts linked by the teacher. The student learners' data and progress may be monitored by the linked student learner accounts provided by the teacher.
- Student learners will demonstrate their small group and individually created Jeopardy style games created through the Factile and Jeopardy Labs platforms.
- Student learners will have the opportunity to share thoughts and provide feedback on their classmates' presented Jeopardy style games.
- Student learners will create own Jeopardy style review game to be shared.
- Students will engage in whole group review opportunity with a Jeopardy Style Civics Game Show called "You Can Civics!".

Timeline of Lessons & Activities

NOTE:

Teachers should keep in mind that when implementing this lesson project, it should be considered as a guide that may be adjusted to the specific needs of your target audience based on age, grade, and subject content area. Additionally, it is fine if a teacher is not able to implement the lesson project in its entirety, due to time constraints, testing, and other aspects out of the teacher's control. Teachers know their respective student learners; thus, it is fine to change and adjust these lesson activities according to their respective student learners' needs. Teachers know that they must roll with the times and should be flexible, in order to adjust this lesson plan project to meet the needs of student learners. It is with high hopes that this lesson plan project for Civics lesson content integration and review inspires teachers of all backgrounds to implement and infuse new state mandated Civics lessons in a fun, engaging, and interactive manner by using this lesson project guide.

September – October: Learning Management Systems (LMS): Schoology & Google Classroom – Students will be introduced to the learning management systems that will be used throughout the school year. As a district requirement for further infusion of technology in education, students will use Schoology to access Civics lesson related content and submit an array of assignments (Group Discussions, Assignment Submissions, and Virtual Assessments). Students may also have access to an alternate learning management system, like Google Classroom, as it also provides students and educators to be easily connected through these Google education accounts on various gamifying platforms like iCivics and Quizziz. Students will review, create, and submit various assignments on these learning management systems that may be used throughout the school year. Students will be engaged and be able to familiarize themselves with the use of these learning management systems and the teacher will model how to upload and submit work so it may be accessible by the teacher.

November – December: iCivics (gamifying platform) – Students will be introduced to the iCivics gamifying platform that allows students to review Civics related lesson content in a fun, engaging, and interactive format. Students will have the opportunity to follow the teacher modeled games in class and then continue within small groups, as well as on their own for possible home learning review activities. Also, students will have the opportunity to work collaboratively on the iCivics online platform, using the techniques provided by practicing as small collaborative groups in class. The teacher may model these techniques various times,

but should also provide students with the opportunity to practice individually. Students will learn how to use the iCivics online platform for review purposes and the teacher should provide constructive feedback through iCivics to ensure that students are engaged as small groups and when working independently. Students will also learn to examine and evaluate primary and secondary sources that are part of lessons provided by iCivics, which assist in correlating the Civics games to Civics content covered in class lessons. Teachers may use engaging iCivics lessons that allow for teaching with infographics. A sample of one of these available iCivics lessons for teaching with infographics is "Can You BILL-ieve It?"

January – February: Quizizz (gamifying platform) – This will be introduced to students as another gamification online platform that promotes engagement with review of Civics lesson content teachers may want to assess. Through this gamifying online platform, students may be assessed with quiz gameshow like activities that are fun and engaging. Teachers are able to access templates of pre-made quizzes on a variety of Civics lesson content or create their very own gamified quizzes. When teachers create their own gamified quizzes, they are able to modify all aspects of the quiz. Teachers may include visual aids (i.e., images, videos, audio, text excerpts, website links, etc.), adjust the time allowed per question, and provide various question types (i.e., multiple choice, short answer, true/false, and matching). As a result, students will be exposed to practice and review opportunities with question types seen in end of course (EOC) exams and state mandated examination.

March – April: Jeopardy Labs (gamifying platform) – With this gamifying online platform students will have the opportunity to participate in Jeopardy style games that promote engaging review of Civics lesson content covered in class. Teachers may use this gamifying online platform throughout all levels of the Gradual Release Model of learning and responsibility: Whole Group, Small Group, and Individual. Once students have been permitted to have sufficient practice through the three different levels of the Gradual Release Model of learning and responsibility, then the teacher should empower students to create their own Jeopardy style review game within small groups. Students will have this opportunity to collaborate with each other, while using it to assess and review further what they learned. The teacher may also use this fun and engaging activity to gauge which standards need further review and reinforcement prior to upcoming end of course (EOC) or state examinations.

May – June: Factile Games (gamifying platform) – Towards the end of the school year, students will be familiar with being engaged with different gamifying platforms used to review covered Civics lesson content. Students will have the opportunity to create their own individual concise Jeopardy style game. Students will present their created Factile Jeopardy style game of Civics related content with fellow classmates and be able to receive feedback from classmates and the teacher.

Resources

Websites & Links

Quizizz Website:
www.quizizz.com
iCivics Website: www.icivics.org
Factile Website: www.playfactile.com
Jeopardy Labs Website: www.jeopardylabs.com

Possible Civics Lesson Content Books/Reading Reviews: These are some of the suggested books that provide helpful supplemental reading to aid in reviewing Civics related lesson content in more of a concise format (NOTE – Additional Books List on Next Page)

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Possible Online Costs

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<u>NOTE</u>: Students will need access to their own laptop or tablet devices (unless it is being provided by the school) in order to do their respective platform review games participation, research, and/or upload file submissions (graphs, images, videos, and documents).

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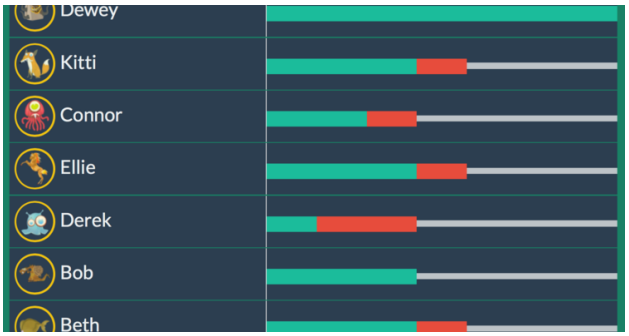
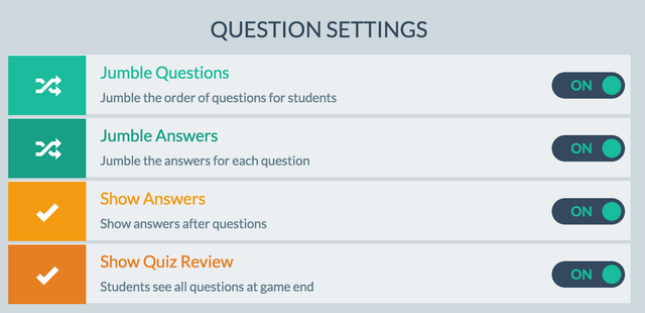
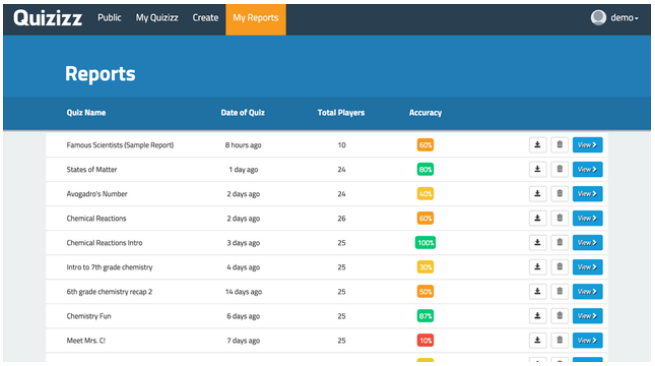
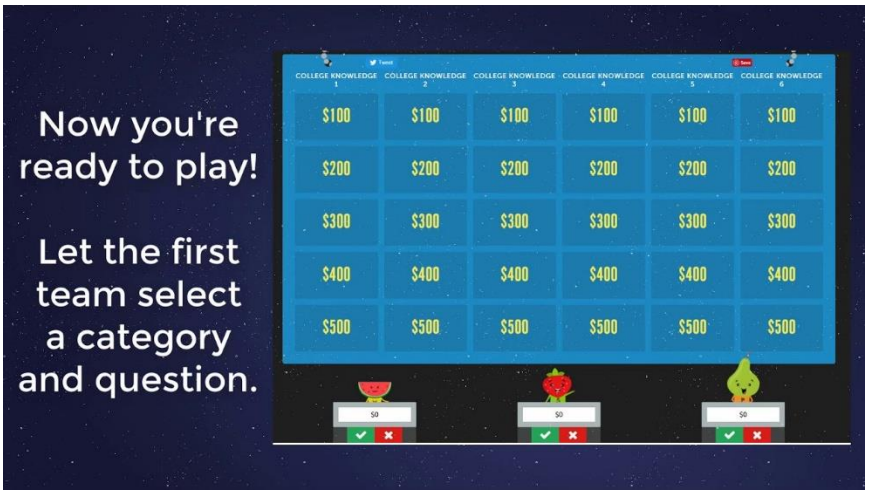


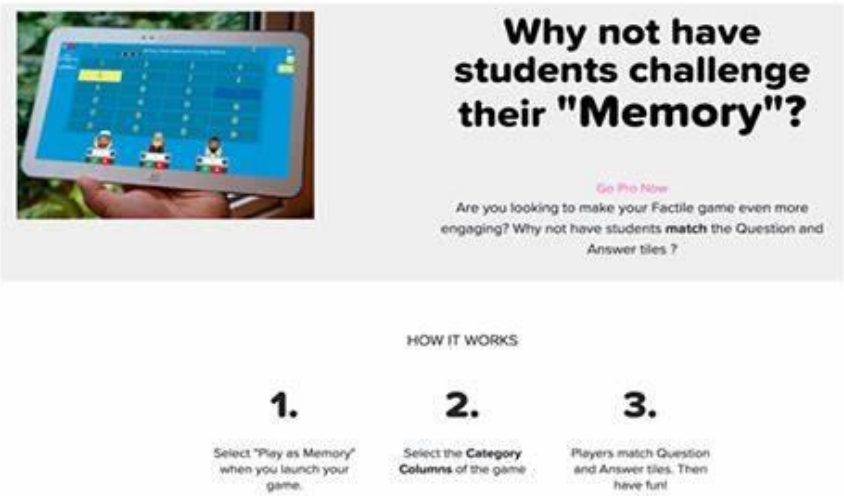




Samples from iCivics

Samples from Factile





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Web History	Web Tech	Web Production	Web People	Web 2.0
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Frau Wiebke	Herr Schmitt	You get what you get	Seperable Verbs	Wohin gehst du?
100	100	100	100	100
200	200	200	200	200

Team 1	Team 2	Team 3
0	0	0
+ -	+ -	+ -

All About Maps	Landforms	Continents of the World	Bodies of Water	Cities of the U.S.
$100	$100	$100	$100	$100
$200	$200	$200	$200	$200
$300	$300	$300	$300	$300
$400	$400	$400	$400	$400
$500	$500	$500	$500	$500

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Disseminator: Kenneth Fonseca
kfonseca@dadeschools.net
Coral Reef High School
School Mail Code: 7101

For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:

The Education Fund
305-558-4544, Ext. 113
Email: audrey@educationfund.org
www.educationfund.org

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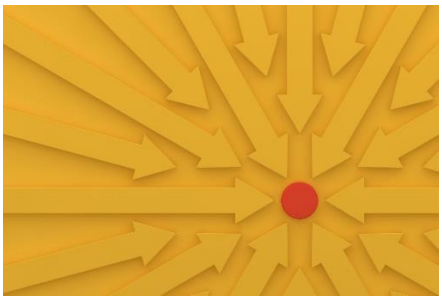

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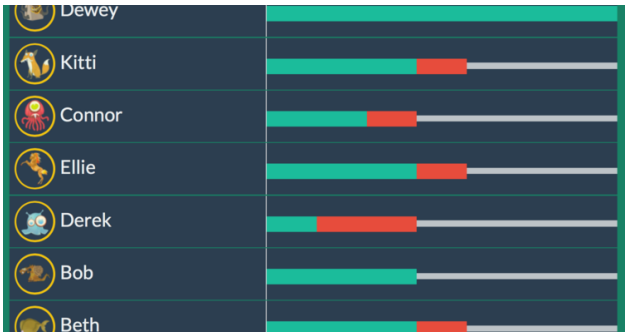

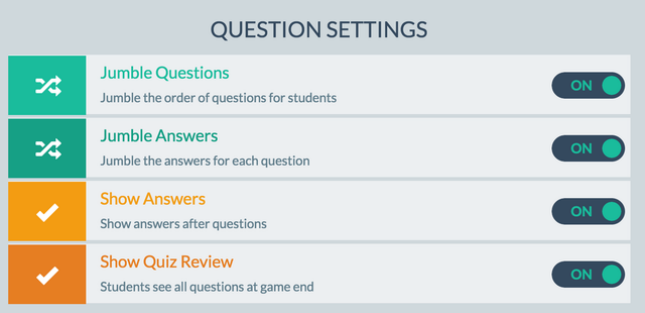

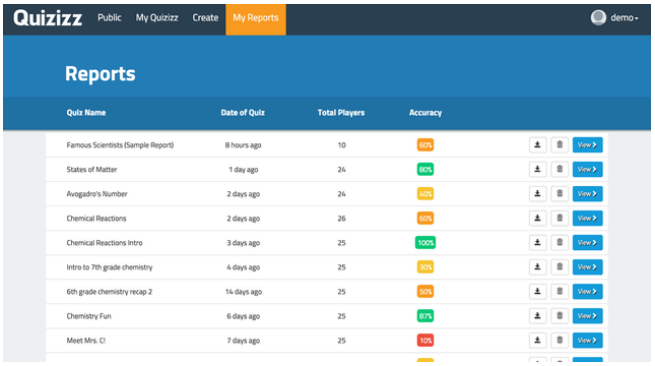

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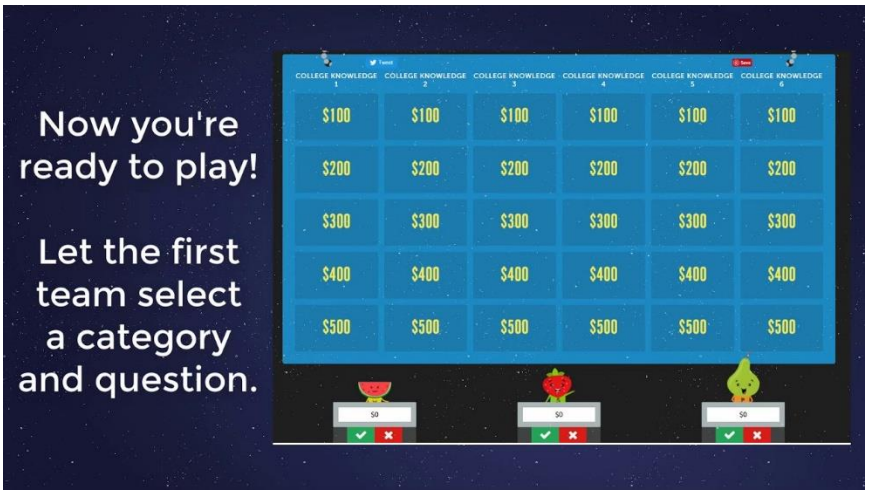

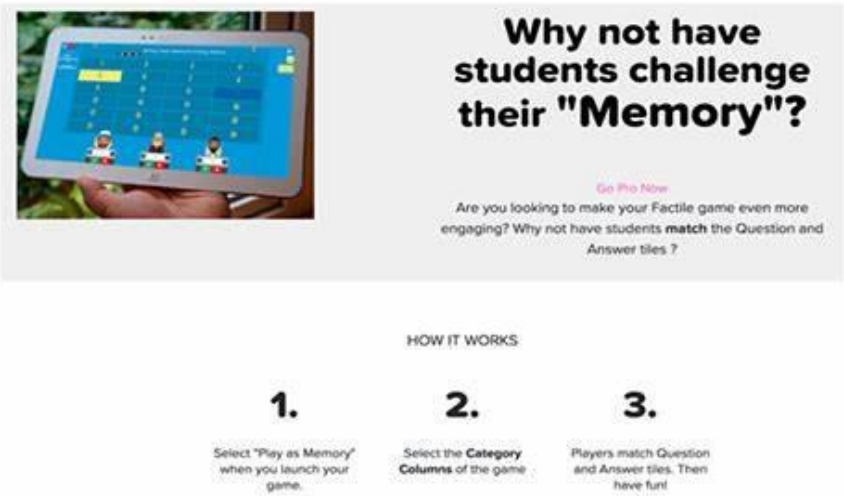

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200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Frau Wiebke	Herr Schmitt	You get what you get	Seperable Verbs	Wohin gehst du?
100	100	100	100	100
200	200	200	200	200

Team 1	Team 2	Team 3
0	0	0
+ -	+ -	+ -

All About Maps	Landforms	Continents of the World	Bodies of Water	Cities of the U.S.
$100	$100	$100	$100	$100
$200	$200	$200	$200	$200
$300	$300	$300	$300	$300
$400	$400	$400	$400	$400
$500	$500	$500	$500	$500