
Ohio 10 Government / Civics – Alternate Sequence

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Ohio
Grade	10 (High)
Subject	Government / Civics – Alternate Sequence
Course category	Social Studies
Standards family	Social Studies
Framework	Ohio's Learning Standards for Social Studies (2019)
Issuing agency	Ohio Department of Education and Workforce
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Committees and Where Policy Is Made

Unit 3: How a Law Is Actually Made · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Where does a bill actually get decided?
Standards	Committees and Where Policy Is Made -> American_Government.4, American_Government.5, American_Government.6, American_Government.7 — 4 standards; full text in the standards table
Learning target	"I can identify the types of congressional committee and explain what each does."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify the types of congressional committees and explain their roles in policy-making.

Success criteria (student-friendly)

- "I identify standing, select, joint and conference committees."
- "I explain each type's role in policy-making."
- "I explain why most bills die in committee."

Academic vocabulary

standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing

Materials and technology

- Notebooks
- Supplied material on committee structure
- Blank grids

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Student identifies committee types and explains their policy roles.

Family communication

Ask your child where most bills die.

Day 41 — Four Types

Week 9, Day 1 • Unit 3 • Standards: American_Government.4, American_Government.5, American_Government.6, American_Government.7

Focus	The taxonomy.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: 'committee' covers several different things. Teach: STANDING committees are permanent and hold jurisdiction over a policy area; SELECT committees are created for a specific purpose, often investigation; JOINT committees draw from both chambers; CONFERENCE committees reconcile differing House and Senate versions of the same bill. Subcommittees divide the work further. Try: shared classification of supplied examples. Apply: students identify all four types with an example each. Reflect: the type tells you what it is for.

Check for understanding

Student identifies the four committee types with examples.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Jurisdiction and Referral

Week 9, Day 2 · Unit 3 · Standards: American_Government.4, American_Government.5, American_Government.6, American_Government.7

Focus	How bills are assigned.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: which committee gets it matters enormously. Teach: bills are referred by subject to the committee holding jurisdiction, and because committees differ in composition and disposition, referral can decide a bill's fate before anyone has read it - which is why jurisdiction is fought over. Try: shared reasoning about supplied referral cases. Apply: students explain why referral matters and predict for three supplied bills. Reflect: an early procedural decision is often the substantive one.

Check for understanding

Student explains referral and why committee jurisdiction matters.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Hearings and Markup

Week 9, Day 3 • Unit 3 • Standards: American_Government.4, American_Government.5, American_Government.6, American_Government.7

Focus	What committees do.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: the work itself. Teach: committees hold HEARINGS to take evidence and build a record, and MARKUP sessions to amend a bill line by line - which is where most of the actual drafting happens and where interest groups from Unit 7 exert most influence. A bill that emerges from markup may differ greatly from the one referred. Try: shared examination of supplied committee material. Apply: students explain both processes and their effects. Reflect: the floor vote is on the committee's bill, not the sponsor's.

Check for understanding

Student explains hearings and markup and their effect on legislation.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Why Most Bills Die Here

Week 9, Day 4 • Unit 3 • Standards: American_Government.4, American_Government.5, American_Government.6, American_Government.7

Focus	The filter.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Connect: the great majority never leave committee. Teach: committees are a filter, and inaction is the commonest outcome - no vote is required to kill a bill, only the absence of one. That makes committee chairs and the leadership who appoint them very powerful, and it means 'introduced' says almost nothing about a bill's prospects. Try: shared analysis of supplied figures. Apply: students explain the filter and what it implies about reading news of an introduced bill. Reflect: doing nothing is a decision here.

Check for understanding

Student explains the committee filter and its significance.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Explaining the Role in Policy-Making

Week 9, Day 5 • Unit 3 • Standards: American_Government.4, American_Government.5, American_Government.6, American_Government.7

Focus	The week's product.
Learning target	"I can identify the types of congressional committee and explain what each does."
Vocabulary in use	standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing
Local date	_____

Learning sequence

Teach: the explanation covers the types, jurisdiction and referral, hearings and markup, and the filtering effect - showing that committees are where policy is made rather than merely reviewed. Try: shared drafting. Apply: students write and file the explanation. Reflect: next week follows a bill through all of it.

Check for understanding

Student explains committee types and their policy-making role.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for Social Studies (2019). Ohio numbers social studies as sequential Content Statements within each grade or course, under the History, Geography, Government and Economics strands, and refers to them that way ("Grade 1, Content Statement 11"). High school is written as named courses - American History, American Government, Modern World History, World Geography, Economics and Financial Literacy, and Contemporary World Issues. Ohio adopted revised K-8 standards in 2026, but the department states that 2026-2027 is a transition year and that 2027-2028 is the first year of implementation, so this product cites the edition in force for 2026-2027. Scope: American Government. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies>