



Monday 10/04/2021	Tuesday 10/05/2021	Wednesday 10/06/2021	Thursday 10/07/2021	Friday 10/08/2021
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Civics	Civics	Civics	Civics	Civics
Bellringer & Focus Standard Display an interactive flash game from http://billofrightsinstitute.org/engage/student-resources/playgames/life-without-the-bill-of-rights/ that explains what might happen if the Bill of Rights went away. Go through it with students and then ask them which of the rights contained in the flash game do they think is the most important, and why.	Bellringer & Focus Standard Kahoot Quiz on Civics and Citizenship	Bellringer & Focus Standard What would your ideal country be? Explain in 4-5 complete sentences.	Bellringer & Focus Standard Display an interactive flash game from http://billofrightsinstitute.org/engage/student-resources/playgames/life-without-the-bill-of-rights/ that explains what might happen if the Bill of Rights went away. Go through it with students and then ask them which of the rights contained in the flash game do they think is the most important, and why.	Bellringer & Focus Standard What would your ideal country be? Explain in 4-5 complete sentences.
SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution	SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.	SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
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	Essential Question: How does the Constitution protect and limit rights?			



SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Essential Question:
How does the Constitution protect and limit rights?

Learning Objective(s)
"Students will be able to...": Students will analyze the freedoms and protections found in the 2nd through 10th Amendments. They will predict what society might look like if these freedoms and protections did not exist.

Lesson Structure and Sequence

Learning Activities:

Discuss the Bell Ringer scenarios and questions with the class, asking for student volunteers to share their responses.

- Have students read through pg. 178-183 in their textbook, which discusses the Bill of Rights beyond the 1st Amendment. As students read, they should fill out a chart that will be provided for them on the Assignments tab which lists the different amendments of the Bill of Rights and contains pictures for

Learning Objective(s)
"Students will be able to...": Students will analyze the origins and purpose of the Bill of Rights. They will also evaluate how the 1st Amendment protects freedom of expression and apply these protections to different scenarios.

Lesson Structure and Sequence

Learning Activities:

- Use the Bell Ringer to have students take quizzes on Civics and Citizenship through Kahoot for 15-20 minutes.

- Go to Nearpod, and display several slides for the students that contain information about the history of the Bill of Rights and the meaning of the five parts of the 1st Amendment. Emphasize that those who did not want a Bill of Rights thought that it wasn't necessary, whereas those who did want a Bill of Rights in the 1780s and 1790s were scared of tyranny.

- Use Nearpod to walk students through several scenarios where students will determine what protection of the 1st Amendment applies in each case. Use the interactive aspects of Nearpod to gauge student learning and to emphasize any concepts that students seem to struggle with.

SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.

Essential Question:
What country would you create if given a choice to build one?

Learning Objective(s)
"Students will be able to...": Students will analyze what they have studied so far and will begin working on building their own country using rule of law, citizenship rights/responsibilities, and choosing what government will rule.

Lesson Structure and Sequence

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- Pass part one of Build your own country, assign Teams (based on tables), Give class time for them to answer questions, and build their

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

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How does the Constitution protect and limit rights?

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<p>each (that have been provided by the teacher). Students will use the reading to fill out what rights each amendment protects, and what those protections mean. The teacher will model this for students, completing the 2nd Amendment box with them.</p> <p>- The final question on the assignment will ask students to contemplate the same question in the Bell Ringer. Based on what they have now learned, which Amendment do they think is the most important, and what might happen if it did not exist?</p> <p>Exit ticket: Nearpod Video on Bill of Rights with interactive questions.</p> <p>Differentiated Instructional Strategies:</p>	<p>- Ask students to create a 1st Amendment visual "poster" on Google Classroom. They will be given a Word doc on the assignments tab that contains each of the five parts of the 1st Amendment. They will be asked to re-write each part into their own words, and then to find images online that go with each part of the 1st Amendment (i.e. freedom of speech, freedom of religion, etc) and to copy and paste these images into the appropriate spaces in their digital poster, creating a 1st Amendment collage. Walk students through how to complete this, and then release them to complete it on their own.</p> <p>Differentiated Instructional Strategies:</p> <p>- Ask students to create a 1st Amendment visual digital "poster" on Google Classroom. They will be given a Word doc on the assignments tab that contains each of the five parts of the 1st Amendment. They will be asked to re-write each part into their own words, and then to find images online that go with each part of the 1st Amendment (i.e. freedom of speech, freedom of religion, etc) and to copy and paste these images into the</p>	<p>visual boards with country information.</p> <p>Differentiated Instructional Strategies:</p> <p>Visual board for parts of their Country, including their name, flag, motto, geography, climate, vegetation, type of government, rules, citizen obligation/responsibilities, and rules.</p> <p>Utilizing -TEA</p> <p>Assessment</p> <p>Visual Board on Building their own country, part 1, name, country's flag, motto, geography, climate, vegetation, government, rules, obligations/responsibilities of citizens.</p> <p>Home Learning</p> <p>Study Island ICivics</p> <p>Strategies (ESE/ESOL)</p> <p>Accommodations</p> <p>Extended Time</p> <p>ESOL A8</p> <p>Gives verbal information and explanations along with a visual presentation.</p> <p>ESOL F1</p> <p>Teach through modeling rather than giving directions.</p>	<p>each (that have been provided by the teacher). Students will use the reading to fill out what rights each amendment protects, and what those protections mean. The teacher will model this for students, completing the 2nd Amendment box with them.</p> <p>- The final question on the assignment will ask students to contemplate the same question in the Bell Ringer. Based on what they have now learned, which Amendment do they think is the most important, and what might happen if it did not exist?</p> <p>Exit ticket: Nearpod Video on Bill of Rights with interactive questions.</p> <p>Differentiated Instructional Strategies:</p>	<p>visual boards with country information.</p> <p>Differentiated Instructional Strategies:</p> <p>Visual board for parts of their Country, including their name, flag, motto, geography, climate, vegetation, type of government, rules, citizen obligation/responsibilities, and rules.</p> <p>Utilizing -TEA</p> <p>Assessment</p> <p>Visual Board on Building their own country, part 1, name, country's flag, motto, geography, climate, vegetation, government, rules, obligations/responsibilities of citizens.</p> <p>Home Learning</p> <p>Study Island ICivics</p> <p>Strategies (ESE/ESOL)</p> <p>Accommodations</p> <p>Extended Time</p> <p>ESOL A8</p> <p>Gives verbal information and explanations along with a visual presentation.</p> <p>ESOL F1</p> <p>Teach through modeling rather than giving directions.</p>
<p>Assessment</p> <p>The Bill of Rights chart will be graded as a classwork assignment. The Nearpod will provide an informal assessment to see how well students have learned and applied the rights found in the Bill of Rights.</p> <p>Home Learning</p> <p>Study Island ICivics</p> <p>Strategies (ESE/ESOL)</p> <p>Accommodations</p>			<p>Assessment</p> <p>The Bill of Rights chart will be graded as a classwork assignment. The Nearpod will provide an informal assessment to see how well students have learned and applied the rights found in the Bill of Rights.</p> <p>Home Learning</p> <p>Study Island ICivics</p> <p>Strategies (ESE/ESOL)</p> <p>Accommodations</p>	<p>Assessment</p> <p>The Bill of Rights chart will be graded as a classwork assignment. The Nearpod will provide an informal assessment to see how well students have learned and applied the rights found in the Bill of Rights.</p> <p>Home Learning</p> <p>Study Island ICivics</p> <p>Strategies (ESE/ESOL)</p> <p>Accommodations</p>



<p>Extended Time</p> <p>ESE Presentation 4 Use visual presentations of verbal material, such as word webs and visual organizers</p> <p>ESOL A8 Gives verbal information and explanations along with a visual presentation.</p> <p>ESOL F1 Teach through modeling rather than giving directions.</p>	<p>appropriate spaces in their digital poster, creating a 1st Amendment collage. Walk students through how to complete this, model assignment and then release them to complete it on their own.</p>	<p>ESE Presentation 3 Give students a written list of instructions</p>	<p>Extended Time</p> <p>ESE Presentation 4 Use visual presentations of verbal material, such as word webs and visual organizers</p> <p>ESOL A8 Gives verbal information and explanations along with a visual presentation.</p> <p>ESOL F1 Teach through modeling rather than giving directions.</p>	<p>ESE Presentation 3 Give students a written list of instructions</p>
<p>ESOL/ESE Students</p> <p>Period 1: HH-504 JP-504 GO-K</p> <p>Period 2: AG-504 DC-LV4 RD-K MF-K LG-K HR-K</p> <p>Period 3: DA-504 IF-504 JC-LV4 JN-LV4 IO-LV4 GPG-LV3 GPL-LV4 A-MR-LV4 JB-V AD-K ZP-K MR-K</p>	<p>Assessment The quiz will serve as an assessment of student learning on the previous several lessons and will give opportunities for re-teaching and correcting deficiencies. The Nearpod activities and 1st Amendment poster will be graded as a classwork grade.</p> <p>Home Learning Study Island ICivics</p> <p>Strategies (ESE/ESOL) Accommodations Extended Time</p> <p>ESE Presentation 4 Use visual presentations of verbal material, such as word webs and visual organizers</p> <p>ESOL A8 Gives verbal information and explanations along with a visual presentation.</p> <p>ESOL F1 Teach through modeling rather than giving directions.</p> <p>ESOL/ESE Students</p>	<p>ESOL/ESE Students</p> <p>Period 1: HH-504 JP-504 GO-K</p> <p>Period 2: AG-504 DC-LV4 RD-K MF-K LG-K HR-K</p> <p>Period 3: DA-504 IF-504 JC-LV4 JN-LV4 IO-LV4 GPG-LV3 GPL-LV4 A-MR-LV4 JB-V AD-K ZP-K MR-K JT-K KW-K</p> <p>Period 4: PR-504 ICC-LV4 CD-LV4 JLR-LV4 LML-LV4 DO-LV3</p>	<p>ESOL/ESE Students</p> <p>Period 1: HH-504 JP-504 GO-K</p> <p>Period 2: AG-504 DC-LV4 RD-K MF-K LG-K HR-K</p> <p>Period 3: DA-504 IF-504 JC-LV4 JN-LV4 IO-LV4 GPG-LV3 GPL-LV4 A-MR-LV4 JB-V AD-K ZP-K MR-K</p>	<p>ESOL/ESE Students</p> <p>Period 1: HH-504 JP-504 GO-K</p> <p>Period 2: AG-504 DC-LV4 RD-K MF-K LG-K HR-K</p> <p>Period 3: DA-504 IF-504 JC-LV4 JN-LV4 IO-LV4 GPG-LV3 GPL-LV4 A-MR-LV4 JB-V AD-K ZP-K MR-K JT-K KW-K</p> <p>Period 4: PR-504 ICC-LV4 CD-LV4 JLR-LV4 LML-LV4 DO-LV3</p>



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World History

Bellringer & Focus Standard

CNN10- discuss live events happening in the world.
students to answer current events questions on google classroom.

Standards

SS.912.W.2.Pa.a Recognize that there were civilizations in different parts of the world.

SS.912.W.2.Pa.t Recognize that civilizations change over time.

SS.912.W.2.Pa.v Recognize that people in different cultures share customs and practices.

Essential Question:

How did the various belief systems and practices of South and Southeast Asia affect society over time?
How and why did various states of South and Southeast Asia develop and maintain power over time?

Learning Objective(s)
"Students will be able to...":

Students will be able to:

- Explain how the various belief systems and practices of

SN-K
MQ-V
ES-K

Period 5:
BB-504
BB,0592588-504
CF-504
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SS.912.W.2.Pa.v Recognize that people in different cultures share customs and practices.

Essential Question:

How would you explain the systems of government employed by Chinese dynasties and how they developed over time?

How did systems of belief and their practices affect society in the period from c. 1200 to c. 1450?
How did the various belief systems and practices of South and Southeast Asia affect society over time?
How and why did various states of South and Southeast Asia develop and maintain power over time?

World History

Bellringer & Focus Standard

Study for 1st Assessment

Standards

SS.912.W.2.In.f Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).

SS.912.W.1.Su.f Recognize the role of history in shaping the identity of culture and character.

SS.912.W.1.Su.a Use a simple timeline to identify the relationship of historical events.

Essential Question:
1st Assessment

Learning Objective(s)
"Students will be able to...":

Students will be able to utilize their acquired knowledge of history between the Chinese Dynasty through South/ Southeast Asia and its development to track changes, influences, religion, and locations.

Lesson Structure and Sequence

Learning Activities:
1st Assessment



South and Southeast Asia affected society over time.

- Explain how and why various states of South and Southeast Asia developed and maintained power over time.

Lesson Structure and Sequence

Learning Activities:

After BellRinger- We will be having classwork and a whole group discussion.

- **AMSCO pgs. 23-32** + practice questions at chapter's end (hw before class)
- Read National Geographic article about the impact of dar al-Islam on science in class individually.
- Complete South and Southeast Asia graphic organizer

- Angkor Wat and Borobudur Temple on Monumental Art/Architecture

Handout-Video will be played with the information to fill out the handout.

Whole-class Discussion:

Developments in South and Southeast Asia

Delhi sultanates, Khmer Empire, Vijayanagara Empire, Rajput Kingdoms

Historical Developments

State formation and development demonstrated continuity, innovation, and diversity,

Learning Objective(s)
"Students will be able to...":

Students will be able to:

- Students will be able to analyze Empires and states in Afro-Eurasia and the Americas that demonstrated continuity
- Explain how systems of belief and their practices affected society from c. 1200 to c. 1450
- Explain the causes and effects of the rise of Islamic states over time
- Explain the effects of intellectual innovation in Dar al-Islam.
- Explain how the various belief systems and practices of South and Southeast Asia affected society over time.
- Explain how and why various states of South and Southeast Asia developed and maintained power over time.

Lesson Structure and Sequence

Learning Activities:

After BellRinger- We will be having classwork and a whole group discussion.

- As a class, we will work on the Study Guide from the Chinese Dynasty- South East Asia organizer. Fill in missing information and assist students as a whole group with any question. Use the time to study for the First assessment next class.

Differentiated Instructional Strategies:

Assessment

1st Assessment
Home Learning
None

Strategies (ESE/ESOL)

ESE Presentation 3

Give students a written list of instructions

ESOL/ESE Students

(Per period: student initials, ID#, ESOL level or ESE code)

Period 6: SS-0463665-504



including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

Hindu/Buddhist States:

- Vijayanagara Empire
- Srivijaya Empire
- Rajput kingdoms
- Khmer Empire
- Majapahit
- Sukhothai kingdom
- Sinhala dynasties

Differentiated Instructional Strategies:

A graphic organizer on Developments in South and Southeast Asia

Assessment

Students will be graded on completion of graphic organizer, and participation in class discussion.

Home Learning

Students will continue to work on Architecture/Artifact Handout
Edpuzzle- South Southeast Asia

Strategies (ESE/ESOL)

Accommodations

Extended Time

ESE Scheduling 2

Take a test in several timed sessions or over several days

ESOL/ESE Students

Differentiated Instructional Strategies:

A graphic organizer on civilizations from Chinese Dynasties through South/ Southeast Asia

Assessment

Students will be graded on completion of graphic organizer, and participation in class discussion/questions.

Home Learning

Study for Assessment

Strategies (ESE/ESOL)

Accommodations

Extended Time

ESE Presentation 3

Give students a written list of instructions

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Period 6: SS-0463665-504



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