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| **Civics** | | | | | | | |
| **Civics Standards:**  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.  LAFS.68.RH.3.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | | | **Vocabulary:** PARR; “RACE,” Primary Source; Secondary Source; Rule of Law; Government; Civics; Anarchy | |
| **Monday (C Day)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:** What is PARR? | | | **Essential Question:** What are the rules and procedures for Civics class? How can students be successful in this class? | | | **Essential Question:** What impact does the rule of law have on society and government institutions? | |
| **H.O.T. Questions:** What do you need to do in order to be successful in 7th grade? How would you define “respect,” and how will you show it every day? | | | **H.O.T. Questions:** Why are rules important? What kind of rules should we have? | | | **H.O.T. Questions:** Analyze how government impacts our lives daily. Assess the importance of the rule of law in a democratic society. | |
| **Bell Ringer:** List 3 ways that you can show respect for someone else. | | | **Bell Ringer:** If you were in charge of a class, what would be your 3 most important rules for students? | | | **Bell Ringer:** Answer these questions:   1. How do laws differ from rules? 2. What are some laws that you encountered today? 3. Who creates and enforces laws? | |
| **Learner Outcome:** Students will understand what PARR is and what rules they need to follow. They will discuss ways to apply these behavioral concepts to their own lives. | | | **Learner Outcome:** Students will learn the rules and expectations of Civics class and how they can be successful throughout the year. They will analyze the importance of rules while utilizing evidence-based writing. | | | **Learner Outcome:** Students will assess the purpose of government and laws in our society. They will identify key characteristics of the rule of law and explain its importance. | |
| **Whole Group:**  -Phone procedures 🡪 how we collect them every day  -PowerPoint for PARR  -Discussion about Room 135 classroom rules  -P1: Review PARR PowerPoint and classroom rules  -P2: Review “Expect Respect” PowerPoint  -P4: Review “Bullying & Harassment Prevention,” p.18-23  -P5: Review “Bullying & Harassment Prevention,” p. 28-31  -P6: Review Positive Behavior Intervention System (Golden House Cup Tickets)  -P7: Review “Bullying & Harassment Prevention,” p. 24-27  -P8: Review PARR & “Expect Respect” PowerPoints, plus Golden House Cup Tickets  **Evidence Based Writing:** Choose an item.  N/A | | | **Whole Group:**  **-**PowerPoint for classroom rules  -Go over syllabus  -Talk about expectations for students  -Remind students about phone procedures  -Discuss how class will be structured, with the common board, bell ringers, “HOT” questions, and exit tickets  -Introduce students to *Remind* app.  -Textbook procedures (textbook numbers will be assigned to students).  -Testing 🡪 discuss the basics of how testing works  -“RACE” – an introduction to evidence-based writing  -P2: EPA 7th grade assembly – will only be able to call roll and pass out syllabus  **Evidence Based Writing: What would happen if...? Use text-based evidence to support your claim.**  -“Think/Pair/Share” activity: What would life be like if there were no rules to follow? Use the posted classroom rules as examples to cite. | | | **Whole Group:**  -Class discussion that expands upon the bell ringer about the role of laws in our society.  -PowerPoint introducing the concepts of civics and government, providing definitions.  -Discussion about primary and secondary sources (if didn’t cover on T/W).  -Students will work in small groups to discuss scenarios introducing concepts about the rule of law.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.** | |
| **Assessment:** Whole group discussion regarding the school and classroom rules. | | | **Assessment:** Whole group discussion about the classroom rules to ensure that students understand what is expected of them; T/P/S written activity will introduce writing skills and demonstrate students’ critical thinking skills about the importance of rules. | | | **Assessment:** Group work will give the opportunity to assess how well students can analyze sources and connect this information to the roles that government plays in society; class discussion of their findings and answers will allow students to share their findings and learn from each other. | |
| **Home Learning:** Return emergency contact and other forms signed and completely filled out to HR teacher. | | | **Home Learning:** Return syllabus form signed by student and parents/guardians. Sign up for *Remind* app by end of the week. | | | **Home Learning:** Sign up for *Remind* app by end of the week. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 - | Choose an item. | P1 - | | Choose an item. | P1 - | | Choose an item. |
| P2 - | Choose an item. | P2 - | | Choose an item. | P2 - | | Choose an item. |
| P4 - | Choose an item. | P4 - | | Choose an item. | P4 - | | Choose an item. |
| P5 - | Choose an item. | P5 - | | Choose an item. | P5 - | | Choose an item. |
| P6 - | Choose an item. | P6 - | | Choose an item. | P6 - | | Choose an item. |
| P7 - | Choose an item. | P7 - | | Choose an item. | P7 - | | Choose an item. |
| P8 - | Choose an item. | P8 - | | Choose an item. | P8 - | | Choose an item. |