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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen. | | | | | | **Vocabulary:** civics; citizen; citizenship; government; values; naturalization; resident; immigrant; alien; law of soil; law of blood; 14th Amendment | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (A)** | |
| **Essential Question:** What is the meaning of citizenship? | | | **Essential Question:** What is the meaning of citizenship? | | | **Essential Question:** How does one become an American citizen? | |
| **H.O.T. Questions:**  -What is the relationship between values and citizenship?  -What would happen if no one participated in American society? | | | **H.O.T. Questions:**  -What is the relationship between values and citizenship?  -What would happen if no one participated in American society? | | | **H.O.T. Questions:**  -Can you formulate a theory for why the United States has historically been a destination for immigrants?  -How is immigration related to citizenship? | |
| **Bell Ringer:**  What do you think are some important American values? | | | **Bell Ringer:**  What do you think are some important American values? | | | **Bell Ringer:**  “The United States is a country founded upon immigration.” What do you think of this statement? | |
| **Learner Outcome:**  Students will construct a definition of citizenship and analyze why certain values and citizen participation are important to American society. | | | **Learner Outcome:**  Students will construct a definition of citizenship and analyze why certain values and citizen participation are important to American society. | | | **Learner Outcome:**  Students will differentiate between the various paths to citizenship in the United States. They will cite evidence to explain why the United States has historically been a destination for immigrants. | |
| **Whole Group: P1, P5, P7**  BASELINE TESTING [most of class period]  **Whole Group: P2, P4, P6, P8**  -Introduction to taking notes 🡪 discussion about Cornell style notes/outlines and the important of taking notes.  -Read p. 6-10 in textbook as a class.  -Kahoot-type game in class about the lesson, in order to reinforce the day’s lesson.  *-P6 [Adv]: Class activity – short debate: “If you have obeyed all laws, you have fulfilled your responsibilities as an American citizen.” Half of class argues for it, half of class argues against it, with support from the class reading.*  -Answer questions 1-3, 5 in class.  **Evidence Based Writing: What are the defining characteristics of...? Use evidence to support your claim.**  -What are the defining characteristics of American values? Which of these values do you think is most important to American society and why? | | | **Whole Group: P2, P4, P6, P8**  BASELINE TESTING [most of class period]  **Whole Group: P1, P5, P7**  -Introduction to taking notes 🡪 discussion about Cornell style notes/outlines and the important of taking notes.  -Read p. 6-10 in textbook as a class.  -Kahoot-type game in class about the lesson, in order to reinforce the day’s lesson.  -Answer questions 1-3, 5 in class.  **Evidence Based Writing: What are the defining characteristics of...? Use evidence to support your claim.**  -What are the defining characteristics of American values? Which of these values do you think is most important to American society and why? | | | **Whole Group: P1**  Pep Rally [half of class]  **Whole Group: P2, P4**  *-[Finish makeup baseline testing]*  -Reiterate the importance of taking notes, with a quick review about Cornell style notes and how their notebooks/journals should look.  -Post quick naturalization test on board; ask students to take it and see how they did (need 6 of 10 questions answered correctly to pass and become naturalized).  -Discussion about who citizens are and why we are a country of immigrants.  -Textbook: read p.11-16 as a class, with students taking notes in their notebooks/journals.  -PowerPoint to supplement textbook learning (covering “law of soil” and “law of blood” that are not explicitly stated in textbook).  -Answer questions 1-4 in class.  **Evidence Based Writing: Analyze how and why individuals, events and ideas develop and interact over the course of the text and site evidence.**  -Why have immigrants been eager (both historically and today) to come to the United States? | |
| **Assessment:**  Post-reading questions will be collected and graded as classwork. | | | **Assessment:**  Post-reading questions will be collected and graded as classwork. | | | **Assessment:**  Post-reading questions will be collected and graded as classwork. Class discussion will also allow the teacher to evaluate how much of material is being grasped by students, with the opportunity to step in and explain certain topics further. | |
| **Home Learning [P2, P4, P6, P8]:**  Question 4 (p. 10): “Using your notes and the chart posted on the board, identify the roles and qualities of a good U.S. citizen.” | | | **Home Learning [P1, P5, P7]:**  Question 4 (p. 10): “Using your notes and the chart posted on the board, identify the roles and qualities of a good U.S. citizen.” | | | **Home Learning:**  Question 5 (p. 16): “Imagine that you have just become a naturalized citizen of the United States. Write a letter to a friend in the country in which you were born, explaining why and how you became a U.S. citizen.” | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Focus on Key Words | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Allow extended time frames to complete assignments, projects and tests | P1 - | | Choose an item. |
| P2 – AC; YM; MR; AS | Focus on Key Words | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Allow extended time frames to complete assignments, projects and tests | P2 - | | Choose an item. |
| P4 – DM; OP | Focus on Key Words | P4 – GD-K; AT-K; OW-504 | | Allow extended time frames to complete assignments, projects and tests | P4 - | | Choose an item. |
| P5 – JD; AR | Focus on Key Words | P5 – IH-K; GA-504 | | Allow extended time frames to complete assignments, projects and tests | P5 - | | Choose an item. |
| P6 – FB; RO | Focus on Key Words | P6 – GN-504 | | Allow extended time frames to complete assignments, projects and tests | P6 – BK | | Flexible Grouping |
| P7 – PA; FB; BC; LH; DM; GR; ES | Focus on Key Words | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Allow extended time frames to complete assignments, projects and tests | P7 - | | Choose an item. |
| P8 – SM; KS | Focus on Key Words | P8 – AC-504 | | Allow extended time frames to complete assignments, projects and tests | P8 – DA | | Flexible Grouping |