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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.  \*\*SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. | | | | | | **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:** How does one become an American citizen? | | | **Essential Question:** What are the obligations and responsibilities of citizens? | |
| **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? | | | **H.O.T. Questions:**  -What conclusions can you draw about the importance of the duties and obligations of citizenship?  -How would you apply what you’ve learned to become a better citizen in your own lives? | |
| **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? | | | **Bell Ringer:** What duties and responsibilities do you have in your daily lives? (i.e. chores, rules to follow, etc) | |
| **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. | | | **Learner Outcome:** Students will compare duties and responsibilities of citizenship, connecting their importance to the concept of the common good. They will also apply these concepts to their daily lives. | |
| **Whole Group:**  -[P1, P5, P7: Baseline testing] 🡪 about half of class.  -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] 🡪 about half of class.  -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).  *-P6 [Adv.]: Look deeper at the 14th Amendment, reading some of its provisions and doing a class activity with it.*  -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 were most immigrants eager to come to the United States? | | | **Whole Group:**  -[Makeup baseline testing]  -Short video about citizenship in daily life:  <https://www.youtube.com/watch?v=DhAV-Z7thbc>  -Textbook: read p. 124-127 in class, with students taking notes in their notebooks/journals.  -Discuss projected image/political cartoon about the rights and responsibilities of American citizens.  *-P6 [Adv.]: Spend additional time on projected images/cartoons, going deeper into our analysis of them.*  -Answer questions 1-2 in class.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  -Reflect on our discussion on what it means to be a good citizen. What are some actions you could take to help your community, and how would these show good citizenship? | |
| **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. | | | **Assessment:** Group discussion about video and political cartoon, as well as post-reading questions from textbook. | |
| **Home Learning:** 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.” | | | **Home Learning:** Question 4 (p. 127): “Write a short paragraph discussing several actions that you could take on a daily basis to help your community. How would these activities demonstrate good citizenship?” | |
| **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 |