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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.  SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. | | | | | | **Vocabulary:** citizen; citizenship; values; naturalization; resident; immigrant; alien; law of soil; law of blood; 14th Amendment; juries; selective service; rights; obligations; responsibilities; natural rights; the Enlightenment; John Locke; Montesquieu; separation of powers | |
| **Tuesday (B)** | | | **Wednesday/Thursday** | | | **Friday (A)** | |
| **Essential Question:**  How does one become an American citizen? | | | **Essential Question:**  What are the obligations and responsibilities of citizens? | | | **Essential Question:**  How did Enlightenment ideals influence the Founding Fathers’ beliefs about individual liberty and government? | |
| **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 life? | | | **H.O.T. Questions:**  -What is the relationship between Locke, Montesquieu, and the founding of the United States?  -How would you interpret and evaluate the Enlightenment values and ideas of the political philosophes? | |
| **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) | | | **Bell Ringer:**  As a human being, what do you think some of your essential rights should be? | |
| **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. | | | **Learner Outcome:**  Students will analyze and compare several Enlightenment thinkers and their ideas about liberty and government. They will cite evidence to connect these thinkers and their ideas to some of the issues that the American Founders faced, showing a clear lineage between Locke, Montesquieu, and the Founders. | |
| **Whole Group:**  *-[Finish makeup baseline testing]*  -Quick review of Cornell style notes and how their notebooks/journals should look to emphasize the importance of taking notes in class.  -Post quick naturalization test on board; ask students to take it and see how they did (need 60% of questions answered correctly to pass and become naturalized).  -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).  -Discussion about who citizens are and why we are a country of immigrants.  *-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 have immigrants been eager to come to the United States? Cite evidence from our in-class reading to support your answer. | | | **Whole Group:**  -Textbook: read p. 124-127 in class, with students taking notes in their notebooks/journals.  -Short video about citizenship in daily life:  <https://www.youtube.com/watch?v=DhAV-Z7thbc>  -Group writing activity regarding the video and the textbook reading assignment, focusing on how people can get involved in their communities.  *-P6 [Adv.]: Project several political cartoons/images reflecting citizenship and the obligations/responsibilities that go with it. Ask students to analyze the projected images/cartoons through a class discussion.*  -Answer questions 1-2 in class.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  -Reflect on what we’ve learned about what it means to be a good citizen. Think of one major problem that exists in your community. What are some actions that you and others could take to help solve this problem? How would these actions demonstrate good citizenship? | | | **Whole Group:**  -Quiz on citizenship/values unit.  -Reading on Enlightenment philosophes and their ideas.  -Students will complete handout based on reading.  -Group activity asking students to view government and society from the position of one of these Enlightenment thinkers; given several topics that affected the Founding Fathers, how would their thinker argue for or against it? (Use “RACE” to complete this activity.)  -Whole class discussion about their group writing exercise.  **Evidence Based Writing: Delineate and evaluate the specific argument in a text and site evidence.**  -Based on our reading, how would particular Enlightenment ideas apply to topics/problems/decisions that the Founding Fathers faced? | |
| **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. | | | **Assessment:**  Quiz on citizenship/values unit to measure student learning and to determine what needs to be reinforced. Group writing activity and discussion will also allow student comprehension to be measured, with an opportunity to correct any misunderstandings and to explain certain ideas further. | |
| **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:**  Study and prepare for quiz.  Play study game posted on Remind. | | | **Home Learning:**  Complete “Enlightenment thinkers” handout using classnotes and what we’ve learned in class. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Small Groups | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Highlight key words in lessons | P1 - | | Choose an item. |
| P2 – YM | Small Groups | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Highlight key words in lessons | P2 - | | Choose an item. |
| P4 – DM; OP | Small Groups | P4 – GD-K; AT-K; OW-504 | | Highlight key words in lessons | P4 - | | Choose an item. |
| P5 – AR | Small Groups | P5 – IH-K; GA-504 | | Highlight key words in lessons | P5 - | | Choose an item. |
| P6 – FB | Small Groups | P6 – GN-504 | | Highlight key words in lessons | P6 – BK | | Problem Based Learning |
| P7 – PA; ES | Small Groups | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Highlight key words in lessons | P7 - | | Choose an item. |
| P8 – KS; CS | Small Groups | P8 – AC-504 | | Highlight key words in lessons | P8 – DA | | Problem Based Learning |