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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 is civics? | |
| **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:** Why does civics matter? How does government impact our lives daily? | |
| **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 analyze primary sources such as images, charts, and graphs and relate them to the impact of government and laws on citizens. | |
| **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 how to read and interpret maps, charts, and graphs.  -Students will work in small groups to fill out a chart analyzing visual sources (images/charts/graphs) about the role of government and laws in our lives.  **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. |