|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Civics** | | | | | |
| **Social Studies 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. | | | | **Vocabulary:**  Civics; Primary Source; Secondary Source; Government; Rule of Law; *Microsoft Teams*; Digital Citizenship; Virtual Learning | |
| **Monday** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **Essential Question:**  - What are the rules and procedures of our class? | | **Essential Question:**  - What are the rules and procedures of our class? | | **Essential Question:**  - What are the rules and procedures of our class? | |
| **H.O.T. Questions:**  - How can you be successful this year in Civics class?  - What do you need to do in order to be prepared for class? | | **H.O.T. Questions:**  - How can you navigate Teams in order to succeed in school this year?  - How can you turn in an assignment on Teams? | | **H.O.T. Questions:**  - Why are rules important?  - How can you collaborate with others on Teams?  - How can you apply the lessons of digital citizenship in your experiences with virtual learning? | |
| **Bell Ringer:**  Students will type their name into the meeting chat on Teams as record of their attendance. They will also be walked through the process of turning on their video and turning off their mics. | | **Bell Ringer:**  Post a link to a quick survey on student expectations and fears about Teams that students will fill out in the first 5-10 minutes of class. | | **Bell Ringer:**  What do you think “Civics” means? | |
| **Learner Outcome:**  Students will identify the rules and expectations of Civics class and how they can apply themselves in order to be successful throughout the year. | | **Learner Outcome:**  Students will explore the Teams interface and the various options on Teams and link the importance of practicing using Teams to succeeding in school this year. They will also examine how to turn in an assignment on Teams and apply this skill by submitting a practice assignment. | | **Learner Outcome:**  Students will analyze the importance of rules in a classroom and society. They will also investigate different ways to connect with and collaborate with others on Teams and apply the lessons of digital citizenship to their own experiences. | |
| **Whole Group:**  - Begin class with a brief intro, with the teacher introducing himself and explaining how class will work this year on Teams.  - Walk students through the process of muting their mics and turning on their video, as well as how to type their names in the meeting chat as they enter and leave class as record of their attendance.  - Verbally call the roll as students type their names into the chat; this will give students the opportunity to get used to unmuting their mics to speak and give all students a chance to say something during our intro class. Also ask them to state one interesting fact about themselves.  - Use the rest of class to go over the course expectations – the bell schedule, that students will need to be in the Teams room on time, that assignments will be posted here on Teams, and so on. Spend some time summarizing the syllabus while sharing it on screen with students (to get them used to watching a shared screen), and also show students how to find key resources in the “Files” tab.  - Close the lesson by having students sign up for the course on Remind – this will be their first grade of the school year.  **Evidence Based Writing:** Choose an item.  N/A | | **Whole Group:**  - Begin class by posting a link to a short survey on Microsoft Forms that students will fill out while the teacher calls the roll. This should take no more than 5-10 minutes, and the teacher will have the results of the survey immediately afterwards. Discuss student responses with them about how they feel about Teams and digital learning, including some of their expectations and worries.  - The teacher will share his screen and display a Teams “quick guide” for students (that is also posted in the Files section), and the teacher will walk students through this guide, demonstrating the various options of Teams. The teacher will walk students through how to create posts, how to take a screenshot of something, how to find files, and how to use the various channels set up in Teams.  - Then, the teacher will spend some time going through the assignments tab with students.  - Release students to work on their own on a Teams “scavenger hunt” to show that they know how to use the Teams platform. Have them type directly in a Word doc that is posted on the assignments tab, and they will turn in this assignment before the end of class to practice submitting assignments.  **Evidence Based Writing: Summarize the key points discussed in the text. Why are these key points important?**    Where can you go to find a file that has been posted? Why is it important to be able to access these files? | | **Whole Group:**  - Students will type their Bell Ringer into a shared document titled “Bell Ringer [date]” as the teacher takes attendance.  - Once students finish, the teacher will share his screen and read through the answers, discussing what students have written and what “Civics” actually means. Emphasize to the students that “Civics” is about more than just government; it also involves learning about rules and laws, as well as how to follow them, how to change them, and things that we SHOULD do that might not be rules or laws. Ask them what they think about changing laws, or about doing certain things that aren’t laws or rules but rather the “right thing to do.”  - Explain to students that part of Civics class is learning about citizenship, and that being a citizen means belonging to a certain group (or country), and participating in productive ways in that group or society. Play them a short video on digital citizenship and the rules that they should follow in interacting with others in an online learning environment.  - Tell students that they will have the opportunity to collaborate with others in small groups, even in an online environment. Post group pairings on the Teams page, and model for students how they will separate into groups via the different channels on Teams. Release students to create their own meetings, and within each channel, they will find a document under the “Files” tab with several questions (found below in the Evidence Based Writing section). They should discuss their responses together as a group and collectively type their answers into the Word doc in their channel. The teacher will jump into meetings to help students with any difficulties that they have and to monitor their progress.  - We will end class by rejoining the whole group meeting and discussing student responses to the questions.    **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    Students will answer the following questions:  (1) What are rules?  (2) What rules have you encountered today?  (3) Who makes sure that people follow rules?  (4) How do you think that rules might be different than laws?  (5) What does it mean to practice good citizenship?  (6) How can you apply the lessons of digital citizenship to our classroom? | |
| **Assessment:**  Students will receive a grade for signing up for the class on Remind by the end of the week. This will assess how well they can follow directions. | | **Assessment:**  Students will submit a Teams scavenger hunt assignment in order to demonstrate competence in navigating the Teams interface. | | **Assessment:**  The Word docs that students work on together may be graded as a classwork grade (depending on how well students grasp the concept), and will give students the opportunity to practice breaking off into small groups and joining a group meeting in separate channels. It will also give students an introduction to some of our course themes. | |
| **Home Learning:**  - Sign up for the class on Remind if students have not done so already.  - Get required materials for the class. | | **Home Learning:**  - Sign up for the class on Remind if students have not done so already.  - Finish Teams scavenger hunt (if not finished during the class period). | | **Home Learning:**  - Sign up for the class on Remind if students have not done so already (due on Friday for full credit).  - Get required materials for the class. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; ES-4; VV-4 | Modeling  Reference Tools | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Alert student several minutes before transition from one activity to another is planned  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Modeling  Reference Tools | P2 – CB-K/F; CT-504; JV-504; NW-K | Alert student several minutes before transition from one activity to another is planned  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Modeling  Reference Tools | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Alert student several minutes before transition from one activity to another is planned  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Modeling  Reference Tools | P8 – EF-V/K; YP-K | Alert student several minutes before transition from one activity to another is planned  Provide positive reinforcement for following rules or directions | P8 - SB | Flexible Grouping |