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| **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.  SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen. | | | | **Vocabulary:**  civics; primary source; secondary source; rule of law; government; citizenship; anarchy; arbitrary; accountability; transparency; civics; citizen; citizenship; government; values; naturalization; resident; immigrant; alien; equality; liberty; justice | |
| **Tuesday/Wednesday** | | **Thursday/Friday** | |  | |
| **Essential Question:**  - What impact does the rule of law have on society and government? | | **Essential Question:**  - What is the meaning of citizenship? | |  | |
| **H.O.T. Questions:**  - Why is it important to have rules in society?  - How does a society that operates under the rule of law differ from one that does not?  - How does the rule of law protect citizens from arbitrary and abusive uses of government power? | | **H.O.T. Questions:**  - What is the relationship between values and citizenship?  - What would happen if no one participated in American society? | |  | |
| **Bell Ringer:**  Students will answer the following questions:  (1) What are some of the laws that you encountered today?  (2) Who makes sure that people follow laws?  (3) How are rules different than laws? | | **Bell Ringer:**  Post a link to a quick survey on Microsoft Forms that contains several “reading check” multiple choice questions from the previous “Rule of Law” lesson. | |  | |
| **Learner Outcome:**  Students will analyze the importance of rules and distinguish between a society that operates under the rule of law and one that does not. They will also evaluate the impact of the rule of law on citizens and government officials in promoting transparency, fairness, and accountability. | | **Learner Outcome:**  Students will construct a definition of citizenship and analyze why certain values and citizen participation are important to American society. | |  | |
| **Whole Group:**  - Students will type their Bell Ringer into a shared document titled “Bell Ringer [date]” as the teacher takes attendance.  - Begin our class discussion by reviewing the difference between primary and secondary sources from our previous class and going over the group worksheet that students completed on Thursday/Friday. Make sure to spend a little time going over any questions that groups seemed to struggle with.  - Discuss with students their answers to the Bell Ringer questions. Ask for student volunteers to read their answers out loud to the class, and also call on students to share. Ask students why they think that having rules or laws are important.  - Give students a scenario where two students do the same work, get the same scores, but one receives an A and once receives a C. Ask them what is wrong with this scenario, and discuss the concept of fairness with the class, explaining that we have rules and laws in part to make sure that society is fair, and those rules themselves need to be fair and cannot be arbitrary.  - Show a PowerPoint slide with these definitions as students take notes, but also engage students with a discussion of how it would make them feel if the rules weren’t applied equally to everyone. Explain to students that this is part of what is called “the rule of law” that exists in our country but not all countries.  - Ask them why rules or laws exist? Who must follow them? What would happen in a society without any laws at all?  - Play short YouTube video on the Rule of Law: <https://youtu.be/IZDd2v18vfw>. After students watch the video, have them fill out a digital handout with several questions relating to the video. When students finish, have them move to the second page of the handout and complete the vocabulary review on the other side. Also ask them to write several sentences about the Evidence Based Writing scenario. If time allows, students may share their answers.  **Evidence Based Writing: Predict what will happen next. Cite evidence to support your logical inferences.**  What would life be like in a society without rules or laws, or without laws that applied equally and fairly to all? Create a scenario. | | **Whole Group:**  - Discuss the Bell Ringer questions, going over the correct answers and asking students why the answer is correct. Take some time to re-teach concepts and to explain the wording of the question and answer choices if students have struggled with these questions.  - Ask students to brainstorm in a shared document on Teams as to what they think it means to be a citizen. Give them a few minutes to write down their answers and then ask them. Discuss their answers, and use their responses to create a class definition of “citizenship.”  - Display a scan of p. 6-10 from the Civics textbook on Teams, and post this for students to follow along on their own. Read through this together, asking students to unmute their mics and to read a paragraph or two at a time. Pause to discuss key terms and definitions and to give students time to write these down in their notes (also display them in a PowerPoint).  - When finished with the whole group reading, break off into smaller groups through the Teams channels, and allow each group to work together on completing their classwork assignment, which is the questions on pg. 10 (#1b, 1c, 2a, 2b, 3a, and 4). Students may work together as a group, but they must each submit their own Word doc on the assignments tab on Teams.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    p. 10 (#4):  What are the roles and qualities of a good U.S. citizen? Use your notes and the reading to help identify these qualities, and explain why they are important. | |  | |
| **Assessment:**  The classwork video guide and vocab writing assignment will be submitted through Teams and graded as a classwork grade. The class discussion will give feedback to the teacher about how well students have understood the rule of law concepts. | | **Assessment:**  The post-reading questions will be submitted and graded as a classwork assignment. The Bell Ringer questions will give the teacher a chance to see how well students comprehended and remembered the previous lesson, and to re-teach parts of it if they did not understand. | |  | |
| **Home Learning:**  - Sign up for the class on Remind (for a late grade).  - Finish the classwork assignment (if not completed during our class period). | | **Home Learning:**  - Complete the classwork assignment (if not finished during our class period). | |  | |
| **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 | Discussion  Focus on Key Words | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Highlight key words in lessons  Cue expected behaviors & ignore behaviors which are not seriously disruptive |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Discussion  Focus on Key Words | P2 – CB-K/F; CT-504; JV-504; NW-K | Highlight key words in lessons  Cue expected behaviors & ignore behaviors which are not seriously disruptive |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Discussion  Focus on Key Words | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Highlight key words in lessons  Cue expected behaviors & ignore behaviors which are not seriously disruptive |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Discussion  Focus on Key Words | P8 – EF-V/K; YP-K | Highlight key words in lessons  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P8 - SB | Flexible Grouping |