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| **Civics** | | | | | |
| **Social Studies 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.2.3 Experience the responsibilities of citizens at the local, state, or federal levels. | | | | **Vocabulary:**  citizen; citizenship; government; values; naturalization; resident; immigrant; alien; equality; liberty; justice; law of soil; law of blood; 14th Amendment; responsibilities; obligations; rights; “common good;” juries; selective service; voting | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - BASELINE TESTING | | **Essential Question:**  - How does one become a citizen? | | **Essential Question:**  What are the obligations and responsibilities of citizens? | |
| **H.O.T. Questions:**  - BASELINE TESTING | | **H.O.T. Questions:**  - How is immigration related to citizenship?  - How have immigrants and the naturalization process impacted the United States and its history? | | **H.O.T. Questions:**  - How do responsibilities and obligations differ from each other?  - How can citizens help to make a better democratic society?  - How would you apply what you’ve learned to become a better citizen in your own life? | |
| **Bell Ringer:**  - BASELINE TESTING | | **Bell Ringer:**  Display a political cartoon of the melting pot. Ask students to answer the following questions:  1) What do you see?  2) What do you think the cartoon means?  3) Why do you think the author created this cartoon? | | **Bell Ringer:**  What duties and responsibilities do you have in your daily lives? (i.e. chores, rules to follow, etc) | |
| **Learner Outcome:**  - BASELINE TESTING | | **Learner Outcome:**  Students will differentiate between the various paths to citizenship in the United States. They will evaluate why the United States has historically been a destination for immigrants and how this has impacted American government and society. | | **Learner Outcome:**  Students will compare duties and responsibilities of citizenship, connecting their importance to the concept of the common good. They will also connect citizenship to improving society and apply these concepts to their daily lives. | |
| **Whole Group:**  - BASELINE TESTING on Performance Matters.  - If students complete both sections of the baseline early, they may work on any of the assignments from last week that they have not finished and submitted yet. | | **Whole Group:**  - Discuss the Bell Ringer question and the importance of interpreting images. Point back to the first week’s lesson on primary/secondary sources to emphasize that this is a primary source, as well as the previous class’s lesson about who citizens are. Talk about the importance of immigrants to American history.  - Post a graphic organizer for students to take notes with; most of the key definitions will be given to students, but they will need to pay attention to the lesson to write in the key terms that match the definitions and images on the organizer.  - Display a PowerPoint and walk through it with students, pausing to allow them to copy down the correct vocabulary term that matches with the definitions on their graphic organizer. The teacher will discuss with students the topics of who citizens are and how one can become a citizen.  - Have students go to the Assignments tab and located the classwork for the day. They will be working on a Word doc that asks students to determine if someone is a citizen by birth, by naturalization, or not a citizen at all. For each answer, students must explain why they chose the answer that they did. The back of the handout will have several questions regarding whether someone is a citizen by the Law of Soil or the Law of Blood. Again, students must explain their answers.  - Give students about 20 minutes to complete this. Then spend some time going over the correct answers with the class.  - As a lesson close, students will think about what they have learned about immigration, citizenship, and naturalization, and they will be asked to complete the evidence based writing question below:  **Evidence Based Writing: Write to explain a historical figure or character's mood, referencing historical evidence.**  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. | | **Whole Group:**  - Discuss the Bell Ringer question, segueing into how we as citizens have obligations and responsibilities in society, as well.  - As a whole group, read together p. 124-127 in the textbook. This will be posted as a PDF for students to access. As we read, students will fill out a graphic organizer that will be posted for them to takes with. They will need to write down and categorize the duties and responsibilities of citizenship as we go through the reading about this topic.  - Play a short video about citizenship in daily life:  <https://www.youtube.com/watch?v=DhAV-Z7thbc>  Ask students: *What do you think the creator of the video wanted the viewer to know about citizenship? How do you know this*? Have them type their answers in the meeting chat, and call on students to share what they have written.  - Close class by putting students into their groups and having each group work together to think of one problem that exists in their communities (or states, or in our country – they should have the flexibility to come up with almost anything that could be considered a problem). Have them discuss this and work together to complete the evidence based writing question below as a Word doc within each group (one paragraph per group).  **Evidence Based Writing: What would be an effective solution for the conflict in the text? Use evidence to support your conclusion.**    - Reflect on what we’ve learned about what it means to be a good citizen, as well as the obligations and responsibilities of citizens in the US. Think of some of the major problems that exist in your community. What are some actions that you and others could take to help solve this problem? Pick at least one obligation and one responsibility of citizenship that could help to tackle this issue. How would these actions demonstrate good citizenship? Be specific. | |
| **Assessment:**  The baseline assessment will provide data to the teacher about what students already know coming into the class. Future benchmarks will be measured against the baseline to determine learning gains and growth from the students throughout the year, as well as deficiencies that require remediation. | | **Assessment:**  - The citizenship worksheet will be turned in and graded as classwork. Going over the answers in class together will allow the teacher to gauge how well students have comprehended the lesson, with the opportunity for reteaching then and in the next class. | | **Assessment:**  - The evidence based writing group assignment will be collected and graded as a classwork assignment and provide a written assessment of student comprehension of the obligations vs responsibilities of citizenship lesson. The class discussion earlier will also provide an informal assessment. | |
| **Home Learning:**  - Finish any missing classwork assignments (as a late grade). | | **Home Learning:**  - Complete citizenship letter assignment. | | **Home Learning:**  - Study for quiz on citizenship and the rule of law next 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 | Extended Time  Graphic Organizers | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Allow extended time frames to complete assignments, projects and tests  Highlight key words in lessons |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Extended Time  Graphic Organizers | P2 – CB-K/F; CT-504; JV-504; NW-K | Allow extended time frames to complete assignments, projects and tests  Highlight key words in lessons |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Extended Time  Graphic Organizers | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Allow extended time frames to complete assignments, projects and tests  Highlight key words in lessons |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Extended Time  Graphic Organizers | P8 – EF-V/K; YP-K | Allow extended time frames to complete assignments, projects and tests  Highlight key words in lessons | P8 - SB | Problem Based Learning |