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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.  \*\*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.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. | | | | **Vocabulary:**  citizen; citizenship; government; responsibilities; obligations; rights; “common good;” jury duty; selective service; voting; Bill of Rights; 1st Amendment; speech; religion; press; petition; assembly; searches and seizures; due process; cruel and unusual punishment; trial by jury; double jeopardy; eminent domain; equal protection under the law; pleading the 5th; right to bear arms; right to legal counsel; reserved powers; rule of law; Law of Blood; Law of Soil; 14th Amendment | |
| **Monday** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **TEACHER WORK DAY – NO SCHOOL** | | **Essential Question:**  - What are the rights and obligations/responsibilities of citizens? | | **Essential Question:**  - What are the rights and obligations/responsibilities of citizens? | |
|  | | **H.O.T. Questions:**  - How does the Bill of Rights protect the rights of those accused of a crime?  - Why are the guarantees found in the Bill of Rights important for individuals and for society? | | **H.O.T. Questions:**  - How do the Bill of Rights reflect a society with the rule of law?  - How do the obligations and responsibilities of citizens help to support the common good? | |
|  | | **Bell Ringer:**  Have students go to Quizlet and play a Bill of Rights review game with the class: <https://quizlet.com/35076347/bill-of-rights-matching-game-flash-cards/> | | **Bell Ringer:**  Direct students to log into Kahoot in order to play our review Kahoot game before the test. | |
|  | | **Learner Outcome:**  Students will review for their upcoming unit test on rights and responsibilities by analyzing the different protections that those accused of a crime have under the Bill of Rights. They will also explore the importance of the Bill of Rights toward protecting individuals and American society as a whole. | | **Learner Outcome:**  Students will test their knowledge of the first unit by connecting the Bill of Rights with a society that lives under the rule of law. They will also analyze how Americans gain citizenship and how the different obligations and responsibilities of citizens help to support the common good. | |
| **TEACHER WORK DAY – NO SCHOOL** | | **Whole Group:**  - Use the Bell Ringer to help students review for their upcoming test by giving them about 5-10 minutes to complete the matching activity. Explain any of the Bill of Rights that students might be struggling with.  - Display a PowerPoint that contains the topics that are on the test: rule of law, citizenship, and rights. Give students a link to a survey on Microsoft forms that asks them to describe how confident they are with these topics and what they’d like to focus on studying. Spend a few minutes going over these results with the class and re-teaching any concepts that students have asked questions about.  - Then put the class into groups. Direct them to their group channels, where they will find a shared document that contains the review sheet for the test. This review sheet will have key vocabulary words and definitions that need to be matched together, as well as a number of questions that students will need to answer. The teacher will model a question or two for the class. Then the teacher will start video calls with each group, and groups should work together to divide up the review sheet and help each other with answering the questions. The teacher will move from group call to group call to monitor their work and to help groups with any questions that they might have.  - In the last few minutes of class, the teacher will direct students on how to download a copy of their shared work for the day so that they may have their own copy of the review sheet to study. The teacher will also post links to review sites and a review crossword puzzle online that students may work on to review during their own time.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**  What are the protections that come from the Bill of Rights for those accused of a crime? Given several scenarios, use the Bill of Rights as evidence to show what guarantees that people have when moving through the legal system. | | **Whole Group:**  - Display the Kahoot game pin number on screen for those at home and in person, and direct students to go to Kahoot in order to play a review game before the test. The Kahoot will contain key vocabulary terms, short scenarios, and even modified test questions for students to play through.  - The game should take about 20-30 minutes to play. While playing, the teacher may pause the game if a large number of students are getting a question wrong in order to explain it and re-teach the concept.  - Once the Kahoot game has been completed, we will devote 5-10 minutes to any final questions that the class might have. If the class does not have any questions, the teacher will spend the time to go through some of the questions on the review sheet that were not also on the Kahoot that students might have struggled with. The teacher will call on students to provide answers to the class for these questions.  - Walk students through how to find the test on the Assignments tab. The test will be taken through Microsoft Forms, and correct answers and explanations will be provided to students automatically once they submit their test.  - Release the class to work on the test. They may take the rest of the period to complete the questions, which will be mostly multiple choice.  - If any students finish early, they may go back to any missing or incomplete assignments that they have for Civics class and may go back to complete them.  **Evidence Based Writing: Summarize the key points discussed in the text. Why are these key points important?**    What are the major freedoms guaranteed by the Bill of Rights. Why are they important, and how do they reflect a society with the rule of law? | |
| **TEACHER WORK DAY – NO SCHOOL** | | **Assessment:**  - The review sheet worked on by each group will be graded as a classwork assignment. The Bell Ringer game and survey will serve as an informal assessment and give the teacher a chance to explain any topics that students do not remember or are still struggling with. | | **Assessment:**  - The test will be graded as a test grade and will provide the teacher with detailed feedback of how well students have learned and understood the lessons of the previous unit. The feedback given by Microsoft Forms will give the teacher data to guide future re-teaching of any concepts that students have not mastered. | |
|  | | **Home Learning:**  - Complete vocab crossword puzzle online  - Study for upcoming test | | **Home Learning:**  - None. | |
| **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 | Games  Teacher Made Questions | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide accurate, prior information about changes in routine/schedule |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Games  Teacher Made Questions | P2 – CB-K/F; CT-504; JV-504; NW-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide accurate, prior information about changes in routine/schedule |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Games  Teacher Made Questions | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide accurate, prior information about changes in routine/schedule |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Games  Teacher Made Questions | P8 – EF-V/K; YP-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Provide accurate, prior information about changes in routine/schedule | P8 - SB | Flexible Grouping |