

NAME: Debra Mays

Grade/Subject 7th/Civics

WEEK OF: August 12th-August 16th 2024

UNIT QUESTION (if applicable):					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ESSENTIAL QUESTION Learning Targets <i>"I can ..."</i>	Essential Question- What are the functions of Government? Learning Targets For Students: (1) The need for Government. (2) What is Civics? and (3) The levels of Government. I can (as a teacher) help the students gain knowledge on the need for government.	Essential Question- Who are American Citizens? Learning Targets for Students: (1) Citizenship by Birth. (2) The Naturalization Process. and (3) Immigration Laws. I can (as a teacher) help the students gain knowledge on the path to citizenship.	Essential Question - Why do you think aliens come to the United States? Learning Targets for Students: (1) Illegal Aliens. (2) Legal Aliens. and (3) Aliens in America. I can (as a teacher) help the students gain knowledge on aliens not having full political rights.	Essential Question - Who were the European Settlers? Learning Targets for Students: (1) A Nation of Immigrants. (2) European Settlers. and (3) A Diverse Population. I can (as a teacher) help the students gain knowledge on the American Population.	Essential Question - How has the American population grown? Learning Targets for Students: (1) Unity Among Citizens. (2) Americans earning a living. and (3) A changing population. I can (as a teacher) help the students gain knowledge on a growing and changing population.
KEY VOCABULARY	civics, citizen, government	naturalization, immigrant, aliens	deport	diverse, settlers	migration, patriotism
ACTIVATING STRATEGY (Before) <i>Bell Ringers/ Warm Up</i>	Before - Quick Write on Government of the People, by the People, for the People. Visual Learning Activity- Draw a picture to illustrate knowledge on the Government System. Video Bell-Ringer - What is a Government System?	Before- Reading on Americans in Action. Discussions, Questions from students. Visual Learning Activity- Draw a picture to illustrate the process to citizenship. Video Bell-Ringer - Who are aliens?	Before - Read and write information on aliens coming to the U.S. Write a 2-paragraph summary on the difference between illegal and legal aliens. Video Bell-Ringer - Approximately, how many illegal aliens are living in the United States?	Before - Quick Write on Immigration. Reading Strategy- Students will create a web diagram. List as many examples of diversity in the United States as they can. Video Bell-Ringer- Analyzing a map on the U.S. Immigration, students will answer the question -What is the percentage of immigrants coming to the U.S. from North America? South America?	Before - Read and discuss information on how the population has grown and changed? What are two sources of American unity? List 5 words to describe a changing and growing population. Video Bell-Ringer - Who were the first immigrants to what is now the United States?
Strategies used to Implement Lesson /Marzano Strategies <i>(examples: think-pair-share on World War II, carousel brainstorm on</i>	Objective - Government of the People, by the People, for the People. How can the government system keep order and provide security for the people? Chapter 1-Section 1-Section Review- Matching Activity.	Objective - The Path to Citizenship. How can people become citizens of the United States? Chapter 1-Section 2- Section Review-Constitution of the United States. - Completions.	Objective - Aliens in America. Explain the United States Border Patrol. Compare and Contrast Diagram. Aliens-Both-Citizens. Students will compare the rights of legal aliens to the	Objective - The Diversity of Americans. How and why do Americans represent diverse cultures? What are the common values and civic unity that hold together Americans from diverse racial, ethnic, and religious backgrounds?	Objective - Unity Among Citizens. What are two sources of American unity? What do you think is the most important source of American unity? Section Review - Students will complete a crossword

cells, notes on decimals)	Marzano Strategy - Save the Last Word For Me. - Students will write one overall summary statement on the government providing public services in local communities.	Marzano Strategy - 3-2-1 Strategy- Students will write 3 facts, 2 connections, 1 question I still have on ways to become a citizen by birth, and for foreigners who choose to become citizens, by a legal process called naturalization.	rights of citizens of the United States. Marzano Strategy - ABC Brainstorm- For every letter in the word alien, students will write a word, phrase, sentence to illustrate the Immigration Act of 1990. Some illegal aliens were refused permission to immigrate.	Marzano Strategy- Predictions- Students will make 5 predictions on how the United States benefits from its rich diversity?	puzzle on the various sources of American unity. Marzano Strategy- Think-Pair-Share - Students will think about information on American unity, pair with a partner, then share the information with the entire class, their findings on American ideals of individual rights, to life, liberty, and the pursuit of happiness.
SUMMARIZING EXIT SLIP (After)	After - Section Assessment- Compare - What is the difference between a direct democracy and a representative democracy? Present to the class.	After - Section Assessment-Explain - Reread the Oath of Allegiance to the United States. What must naturalized citizens publicly renounce or give up? Present to the class.	After - Section Assessment- Explain- What is dual citizenship? How can an American obtain dual citizenship? Present to the class.	After - Draw a picture to illustrate immigration. Present to the class.	After - Write 3 statements on how (you as a student) can promote unity among citizens? Present to the class.
ACOS STANDARDS	Standard 4 - Compare the duties and functions of members of the legislative, executive, and judicial branches of local, state, and national governments.	Standard 4 - Compare the duties and functions of members of the legislative, executive, and judicial branches of local, state, and national governments.	Standard 4- Compare the duties and functions of members of the legislative, executive, and judicial branches of local, state, and national governments.	Standard 4 - Compare the duties and functions of members of the legislative, executive, and judicial branches of local, state, and national governments.	Standard 4 - Compare the duties and functions of members of the legislative, executive, and judicial branches of local, state, and national governments.
MATERIALS USED	textbook, online-civ.glencoe.com	textbook, online-civ.glencoe.com	textbook, online-civ.glencoe.com	textbook, online-civ.glencoe.com	textbook, online-civ.glencoe.com
Literacy Standards Used (See the MOC for a list of content appropriate standards): Standard 10- Literacy Across the Curriculum-Engages the process of reading, writing, listening, speaking, and discipline.					
Technology Used: <u>_X_</u> Laptop, <u>_X_</u> Computer, <u>__</u> overhead, <u>__</u> elmo, <u>__</u> Clickers, etc.					
ACCOMMODATIONS: <u> </u> Retake Tests, <u> </u> Preferential Seating, <u> X </u> Shorter Assignments, <u> X </u> Additional Time, <u> </u> EL Strategies, <u> </u> Language Modifications, <u> </u> Compacting the Subject (gifted), <u> </u> Less Repetition (gifted), <u> </u> Alternative Assessment, <u> </u> Other: _____					