**Day 1:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community.   2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings.  NCSS Thematic Standards: Individual Development and Identity |
| Specific Learning Goals for the Students | 1. TSW define personal characteristics in thematic word study units. 2. TSW identify personal characteristics in text. 3. TSW explain why personal characteristics are important for problem-solving. |
| Instructional Differentiation | 1. **On Target Students** proceed through the lesson plan without differentiation. 2. **Advanced Students** in small groups write their own What Would You Do? Scenario using personal characteristic vocabulary during guided practice, and create a skit based on their original work during independent practice. 3. **Struggling Students** read a new narrative text and identify personal characteristic vocabulary and complete comprehension questions during independent practice. |
| Materials/Resources | Teacher Materials:   * What Would You Do? Presentation (warm-up) * Read-aloud story with teacher notes (e.g., highlighted context clues, student-friendly definitions, etc.) (direct instruction) * Teacher copies of Literature Circle texts and comprehension guide (guided practice)   Student Materials:   * Class Journals for daily reflections (closure) * Vocabulary 4 Square template (checking for understanding) * Literature Circle texts with comprehension questions (guided practice) * Writing and drawing utensils (direct instruction, checking for understanding, guided practice, independent practice) |
| Technology Used | * Computer, projector, screen: for screening WWYD? Presentation * Smart Board, digital writing tools: for annotating Read Aloud text |
| Warm-Up or Focus Activity: | * **What Would You Do? (10 min):** Teacher presents hypothetical scenarios related to a moral principle or dilemma and elicits the students’ open-ended response. The student evaluates and responds to the scenario. The student will also elaborate as to why they would respond in a particular way (reasoning).   + Teacher asks for personal experiences related to those moral dilemmas (“have you ever been in a situation like this? How did you handle it?”)   + Teacher asks students to elaborate on the consequences of moral dilemmas (“what would happen if…?”) * **Objectives and Why:** Teacher will explain that each dilemma represents a problem that requires personal characteristics to find a solution. Personal characteristics are important for interacting with others and for developing problem-solving skills. * **Activities and Why:** The students will practice defining personal characteristics through thematic word study, identifying problems in text, and connecting personal characteristics to solutions. These activities will provide a theoretical base for exploring real-world examples of problems and solutions that require personal characteristics. |
| Direct Teaching/Modeling | * **Read Aloud: Personal Characteristics (25 min):** Teacher composes a short narrative text to read aloud. The story contains elements of four vocabulary terms: *trustworthiness, honesty, courtesy, responsibility*. Teacher models vocabulary strategies to define and scaffold each word. * **Vocabulary Instruction:** Teacher provides student-friendly definitions of vocabulary words, looks for context clues to support definitions, asks questions to connect to personal experiences and prior knowledge, and provides alternative examples and imagery. |
| Checking for Understanding | * **Vocabulary 4 Square (5 min):** Students individually or in pairs complete a graphic organizer with a vocabulary term at the center. The graphic organizer is divided into four labelled squares: definition of the word; one or two sentences that incorporate the word; a drawing that visually represents the word; and a synonym or brief example of the word. |
| Guided Practice | * **Literature Circles (15 min):** Students in small groups read a text aloud and discuss comprehension questions to assess their ability to identify examples of personal characteristics in text. Comprehension questions assess how students define terms in their own words and prompts examples of how characters embody personal characteristics. Further, teacher models think-aloud strategies to identify problems and solutions in the text and introduces the link between personal characteristics and how they contribute to problem-solving in narratives. |
| Independent Practice | * **Skit Retelling (15 min):** In literature circle groups, students use their texts as a model to prepare a skit that demonstrates a problem and a character that uses personal traits to resolve a problem. Students are encouraged to discuss personal examples and use their literature circle texts as a model to develop a script that includes at least one vocabulary term. Students present their skits to the class after 15 minutes and engage in comprehension-based discussion. * **Discussion (15 min):** Teacher asks questions to assess comprehension: who were the characters in the skit? What was the problem in the skit? What personal characteristics did the characters use to solve the problem? *How* did they solve the problem? What other personal characteristics or solutions could you think of? |
| Closure | * **Daily Reflection Prompt (5 min):** *Give an example of a time you showed trustworthiness, honesty, courtesy, or responsibility when it was difficult. Why are these personal characteristics important in difficult situations?* |

**Day 2:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community.   2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings.  NCSS Thematic Standards: Individuals, Groups, and Institutions |
| Specific Learning Goals for the Students | 1. TSW identify real-world problems that impact individuals and communities. 2. TSW understand the consequences of real-world problems that affect daily life. 3. TSW explain how personal characteristics facilitate problem-solving in real-world examples. |
| Instructional Differentiation | 1. **On Target Students** proceed through the lesson plan without differentiation. 2. **Advanced Students** research and write about another current events problem and discuss in small groups how they can use their personal characteristics to solve the problem during independent practice. 3. **Struggling Students** read about another current event and draw an image that describes the problem during independent practice. |
| Materials/Resources | Teacher Materials:   * Teacher copy of read-aloud article * Teacher copy of listening comprehension graphic organizer * Envelopes and small slips of paper   Student Materials:   * Listening comprehension graphic organizer * Blank sheets of paper * Writing and drawing utensils * Class journals for daily reflections |
| Technology Used | * Computer, projector, screen and speakers: for screening current events video * Smart Board, digital writing tools: for annotating Read Aloud text |
| Warm-Up or Focus Activity | * **Current Events (10 min):** Teacher briefly reviews word study vocabulary, which students will consider for this activity. Teacher selects a short news clip that describes a real-world problem occurring within a relevant microsystem. Students will identify the problem, and explore its consequences, discussing why something is a problem for individuals that are impacted, and how it might be resolved.   + Example: [Virginia Tech students speak out about ADA accessibility issues (wdbj7.com)](https://www.wdbj7.com/2021/10/27/virginia-tech-students-speak-out-about-ada-accessibility-issues/) * **Objectives and Why:** Students will identify real-world problems, understand their consequences for those affected individuals and communities, and connect their understanding of personal characteristics to facilitate problem-solving. The purpose of these objectives is to develop comprehension of real -world action, which will help students to make informed decisions and responsible uses of their own personal characteristics. * **Activities and Why:** Students will read about current events, discuss problems and solutions for comprehension, and begin to connect personal characteristics to problem-solving abilities in greater depth. These activities will promote the development of critical thinking skills as it relates to community engagement and the roles of students themselves. |
| Direct Teaching/Modeling | * **Read Aloud: Current Events (20 min):** Teacher reads an article elaborating on the issue presented during the focus activity. Teacher models strategies for identifying problems and solutions using think-alouds and questioning to support basic comprehension—who, what, when, where, why. |
| Checking for Understanding | * **Graphic Organizer (10 min):** Students complete a listening comprehension assessment that reflects their understanding of the issue discussed during read-aloud. At the center, students describe the issue, and fill in the corresponding links:   + What is the main problem?   + Who are important people involved in this issue? What is their role?   + When did the problem occur? How long has the problem persisted?   + Where does the problem occur? Where are solutions happening?   + Why is this a problem? What are the consequences of this problem? |
| Guided Practice | * **Send-A-Problem (30 min):** In small groups, students generate a real-world problem and describe its basic elements and consequences. The problem will be written onto a sheet of paper and clipped to an envelope. Teacher demonstrates this process using the example in the focus activity. After each group creates a problem, they will also discuss potential solutions to the problem, and place their final solution into the folder. Solutions must include some description of how problem requires personal characteristics in its solution. The next group receives the folder to review the problem, but they may not see the solutions offered from the previous group. Each group discusses and provides their own solutions until all groups have offered one solution. At the end of the activity, teacher reads each solution aloud. In whole class discussion, students elaborate on how the solution would solve the problem, consider pitfalls and alternatives. |
| Independent Practice | * **How Can We Show…? (15 min):** Students draw a picture of one of the problems and solutions generated during the Send-A-Problem activity. Final products demonstrate how students might use one of their personal characteristics to address problems in society. |
| Closure | * **Daily Reflection Prompt (5 min):** *Today we discussed current events and real-world problems. How does this event impact you? What personal characteristics can we use to address this problem?* |

**Day 3:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings.  NCSS Thematic Standards: Individuals, Groups, and Institutions |
| Specific Learning Goals for the Students | 1. TSW define terms related to civic participation. 2. TSW describehow civic participation forms the basis for social justice. 3. TSW propose action steps that promote civic participation. |
| Instructional Differentiation: | 1. **On Target Students** proceed through the lesson plan without differentiation. 2. **Advanced Students** research and write about a figure in U.S. history using personal characteristics vocabulary and civic participation vocabulary during independent practice. 3. **Struggling Students** review personal characteristics vocabulary and civic participation vocabulary and write a paragraph relating to a figure in U.S. history using vocabulary terms during guided practice. |
| Materials/Resources | Teacher Materials:   * U.S. history video (warm-up) * Teacher copy of expository text with vocabulary notes (direct instruction)   Student Materials:   * Blank sheets of paper (checking for understanding) * Writing and drawing utensils (checking for understanding, guided practice, individual practice) * Tape (checking for understanding) * Concept map graphic organizer (guided practice) * Headlines graphic organizer (individual practice) * Class journals for daily reflection (closure) |
| Technology Used | * Computer, projector, screen and speakers: for screening U.S. history video * Smart Board, digital writing tools: for annotating Read Aloud text |
| Warm-Up or Focus Activity | * **Civic Participation in US History (10 min)**: students watch a video about a prominent figure in U.S. history to gain context of social justice in American history. Students will characterize figures using personal characteristic vocabulary. Students will also summarize the main problem of the movement, the outcome of the figure’s work. * **Objectives and Why:** Students will expand their word study to include the concept of civic participation. Students will connect their word study themes to explain how personal characteristics drive civic participation—essentially, how internal traits can facilitate a sense of community and provide collective solutions to social issues. * **Activities and Why:** The purpose of these activities is for students to gain exposure to the concept of civic participation and begin to form connections between their own personal characteristics and how they form the basis of social interaction and civic participation. |
| Direct Teaching/Modeling | * **Read Aloud: Civic Participation (20 min):** Teacher selects a brief expository text to read aloud, elaborating on the figure introduced in the focus activity. The text contains elements of four vocabulary terms related to civic participation: *citizenship, cooperation, community, diversity*. Teacher models vocabulary strategies to define and scaffold each word into students’ word study. * **Vocabulary Instruction:** Teacher provides student-friendly definitions of vocabulary words, looks for context clues to support definitions, asks questions to connect to personal experiences and prior knowledge, and provides alternative examples and imagery. |
| Checking for Understanding | * **Interactive Word Wall (15 min):** Students select a word from their civic participation vocabulary list and write the word at the center of a blank sheet of paper. Students create a visual representation of the word using an example from the read-aloud text or their own experience. Finished products are added to an interactive word wall for students’ future reference. |
| Guided Practice | * **US History Concept Map (20 min):** This activity reintroduces personal characteristic vocabulary to create connections between personal traits and civic participation. Students in small groups read an article about a new figure in US history. Students complete a concept map as a graphic organizer, with the figure’s name at the center and two branches: personal characteristics and civic participation. Teacher guides the students to use textual evidence and inferences to justify how the subject exhibits personal characteristics and promotes civic participation. Students will discuss the connection between the figure’s personal traits and their actions in within a community. |
| Independent Practice | * **Heroes in Headlines (15 min):** Students work independently to write a headline that characterizes a historical figure, fictional character, or someone in their lives (using terms related to personal characteristics) who shows diversity, cooperation, citizenship, and/or community values to solve a problem (using terms related to civic participation). Students must also explain how this hero exhibits personal characteristics, and what impact they had on the problem. |
| Closure | * **Daily Reflection Prompt (5 min):** *What personal characteristics do you use to celebrate your community, diversity, cooperation, or citizenship? How can we celebrate these in the classroom?* |

**Day 4:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.  2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings.  NCSS Thematic Standards: Individuals, Groups, and Institutions |
| Specific Learning Goals for the Students | 1. TSW identify standards for personal characteristics and civic participation in the school community. 2. TSW discuss how community standards influence personal characteristics and civic participation. 3. TSW assess their personal characteristics and civic participation in the school community. |
| Instructional Differentiation: | 1. **On Target Students** proceed through the lesson plan without differentiation. 2. **Advanced Students** draft their own Constitution and rules for classroom management and conduct during independent practice. 3. **Struggling Students** write or discuss in small groups which tenet of the classroom Constitution is the most important and why, and add one new tenet with justification. |
| Materials/Resources | Teacher Materials:   * Teacher copy of school standards with read-aloud notes (direct instruction) * Easel pad (guided practice) * Markers (guided practice)   Student Materials:   * Copies of school standards (direct instruction) * Blank sheets of paper (independent practice) * Writing and drawing utensils (direct instruction, guided practice, individual practice, closure) * Class journal for daily reflections (closure) |
| Technology Used | * Smart Board, digital writing tools: for annotating Read Aloud text |
| Warm-Up or Focus Activity | * **Why Rules Matter (10 min):** Teacher prompts children to brainstorm school rules – and then imagine if there were no rules for a day. Students imagine what problems would arise if there were no school rules. * **Objectives and Why:** Students will relate the concepts of personal characteristics and civic participation to identify the standards and values of the school community, discuss their influence of school standards on an individual and collective level, and assess their contributions to the school community. These objectives will solidify the connection between their thematic studies of personal characteristics and civic participation within a personal, applied context. * **Activities and Why:** Students will read and understand school standards, discuss why these standards are significant in establishing a democratic culture, reflect on their roles as students, |
| Direct Teaching/Modeling | * **Read-Aloud: School Standards (20 min):** Teacher reads aloud school community standards. Teacher prompts students to discuss why each tenet of the community standards are important in the context of civic participation and personal characteristics and using examples. |
| Checking for Understanding | * **I Care Why? (10 min):** In whole-class setting, students take turns providing an example that explains why one of the standards discussed during read-aloud is important. |
| Guided Practice | * **Class Constitution (25 min):** In whole class setting, students create a classroom Constitution that illustrates the collective value of personal characteristics and civic participation. Teacher transcribes students’ ideas and prompts them to consider why their ideas are important in the classroom. Students sign the Class Constitution at the end of the activity. |
| Independent Practice | * **PSA (20 min):** Students individually create a small poster promoting one tenet of the school standards discussed during the Read-Aloud activity or one tenet of the Class Constitution. The poster includes an illustration of ideal personal characteristics, ideal civic participation, and a message that summarizes the poster using one vocabulary term from each thematic word study unit. |
| Closure | * **Daily Reflection Prompt (5 min):** *How will you uphold the school community standards and the values in our Classroom Constitution? What specific actions can you take to show good personal characteristics and civic participation?* |

**Day 5:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   3.4.3-5. Use evidence to develop claims in response to compelling questions.  NCSS Thematic Standards: Individuals, Groups, and Institutions |
| Specific Learning Goals for the Students | 1. TSW evaluate the effectiveness of school community standards. 2. TSW identify and justify arguments in text and their own ideas. 3. TSW compose a letter that addresses problems within school community standards and proposes solutions. |
| Instructional Differentiation: | 1. **On Target Students** proceed through the lesson plan without differentiation. 2. **Advanced Students** practice a small-group debate during independent practice. 3. **Struggling Students** write a paragraph explaining which school standard is most important to them and why during independent practice. |
| Materials/Resources | Teacher Materials:   * Written copy of four sides statements (warm-up) * Teacher copy of argumentative paragraph with annotated notes (direct teaching)   Student Materials:   * Copies of argument outline graphic organizer (checking for understanding) * Copies of argumentative paragraphs (checking for understanding) * Copies of debate guidelines with notes section (guided practice) * Looseleaf paper (independent practice practice) * Writing utensils (checking for understanding, guided practice, independent practice, closure) * Class journals for daily reflection (closure) |
| Technology Used | * Computer, projector, Smart Board, digital writing tools: for annotating during constructing arguments lesson |
| Warm-Up or Focus Activity | * **Four Sides (10 min):** Teacher reads statements related to the effectiveness of school community standards. Students will agree, strongly agree, disagree, or strongly disagree with each statement. Students on all sides will explain why they agree or disagree using personal observations and examples. * **Objectives and Why:** Objectives are designed to foster critical thinking skills for the purpose of creating, evaluating, and justifying arguments, an essential skill that contributes to meaningful, informed civic participation. * **Activities and Why:** Activities connect the concepts of civic participation and personal characteristics in the context of community standards that address problems in school. provide strategic instruction to introduce arguments as an essential aspect of cumulative unit activities in subsequent lessons. |
| Direct Teaching/Modeling | * **Constructing Arguments (30 min):** Teacher presents an argumentative paragraph that describes a position, presents evidence, and discusses how the evidence justifies the conclusion (i.e., original commentary). Teacher uses think aloud strategies to identify each aspect of the argument. Teacher also addresses responses and counter arguments by evaluating the evidence of the position. |
| Checking for Understanding | * **Graphic Organizer: Argument Outline (15 min):** Students in pairs or individually complete a graphic organizer outlining a new argumentative paragraph that makes   + What is the author’s position?   + Why does the author make this argument? (What are their reasons?)   + What is the author’s evidence to support their argument?   + Do you agree or disagree with the author’s position?   + Do you think the author makes a good argument? Why or why not?   + Can you give an example that supports or does not support the author’s position? |
| Guided Practice | * **Debate (20 min):** Students divide into two large groups representing two sides of a given issue related to school standards or policies, as discussed in Day 4. Teacher reads a statement and assigns each side an argument to design. Teacher splits time between groups to discuss and guide the basic elements of the debate covered in the mini lesson: each side has a thesis, evidence, and reason. At the end of group discussion, each side presents their argument, and the class discusses which side had the most compelling argument and why, as well as any counter arguments (using sentence starters such as “I agree / disagree because…”). |
| Independent Practice | * **Write a Letter (10 min):** Students composes a letter to the principal that addresses a problem or concern within the school standards, evidence of the problem and how it impacts the community, and justifications for how they might resolve the problem. |
| Closure | * **Daily Reflection Prompt (5 min):** *What makes a good argument? How can we use arguments to make change?* |

**Day 6:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings. |
| Specific Learning Goals for the Students | 1. TSW outline a school climate interview that measures personal characteristics and civic participation within the school community. 2. TSW identify diverse perspectives within the school community. 3. TSW construct a position about the effectiveness of school standards. |
| Instructional Differentiation: | 1. **On Target:** Students will proceed with the school climate interview as their cumulative unit project. 2. **Advanced Students** willdesign a mock presidential campaign to serve as their cumulative unit project. Candidates will persuade their classmates by presenting a problem within the school community and proposing solutions, demonstrating personal characteristics that facilitate civic participation. Project group will record a video of their candidate speeches. 3. **Struggling Students** will draft a classroom pledge that reflects the values of personal characteristics and civic participation within the school community. Project groups will design a poster with the written pledge and record a video reciting the pledge. |
| Materials/Resources | Teacher Materials:   * Teacher copy of school climate interview rubric and project groups (warm-up) * Our School Community Presentation (direct instruction) * Mini Lesson: Professionalism checklist (guided practice)   Student Materials:   * Copies of school climate interview rubric (warm-up) * KWL chart (checking for understanding) * Mini Lesson: Professionalism checklist (guided practice) * Interview Scheduler graphic organizer (independent practice) * Class journals (closure) |
| Technology Used | * Computer, projector, screen and speakers: for presenting Our School Community presentation * Smart Board, digital writing tools: for annotating Read Aloud text |
| Warm-Up or Focus Activity | * **Intro to Interview Project (15 min):** Teacher explains how the week will progress as students complete a school climate interview, for which 3-5 groups are assigned by instructional level. The purpose of the interview is to generate a position about school standards and policies and gauge the diverse perspectives of the school community. First, students will develop a position that explains a problem within the school community, how the problem violates school standards (reasons), and how the problem impacts members of the school community (evidence). Next, students will develop questions that elicit ideas about the effectiveness of school standards that promote personal characteristics and civic participation. Finally, students will create a 5–10-minute video recording of their final interview product, considering its outcomes, how the results support or reject their initial position, and potential action steps. * **Objectives and Why:** Objectives are designed to facilitate the planning stage of the unit project in a collaborative setting through activities that emphasize decision-making, stating a position, prior knowledge, self-directed learning goals, and professionalism. * **Activities and Why:** These activities serve as an introduction to the school climate interview project that integrates themes throughout the unit, such as personal characteristics, civic participation, problem-solving, and making arguments. Activities also provide supporting information to scaffold interpersonal skills in the context of a professional project-based learning environment. |
| Direct Teaching/Modeling | * **Our School Community (20 min):** Teacher designs a brief presentation that introduces students to various figures within the school community (e.g., the principal/administration, librarian, cafeteria staff, custodial staff, teachers, other students – *potential interview subjects must agree to be available during class time on Day 6 and 9*). Teachers prompt students to consider the person’s role within the community, including how they use their personal characteristics or engage in civic participation. |
| Checking for Understanding | * **KWL Chart (20 min):** Students in project groups select an interview subject and one school standard to investigate in their interview. Using a KWL, students outline what they know about their chosen standard (from personal observations), and what they want to know about the standard from their interview subject (i.e., setting goals for learning). |
| Guided Practice | * **Mini Lesson: Professionalism (15 min):** Teacher gives guidance to project groups about interacting with their interview subjects. Main points of discussion include interview etiquette, avoiding bias, creating relevant and appropriate questions, and teamwork. Discussion points are included on a checklist for student reference. |
| Independent Practice | * **Schedule an Interview (15 min)**: Students in project groups select and locate their interview subjects to schedule their school climate interviews. Students record the details of the interview in a graphic organizer that includes date / time and location of the interview, name and role of the interview subject, and the topic of the interview. *Interviews must take place during class time on Day 9.* |
| Closure | * **Daily Reflection Prompt (5 min):** *What is your position? Do you predict that the results of your interview support or reject your position – why or why not?* |

**Day 7:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).  1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry  2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings. |
| Specific Learning Goals for the Students | 1. TSW develop supporting questions to elicit diverse perspectives on school standards and climate. 2. TSW prepare project materials, including interview questions and video recording technology. 3. TSW practice digital responsibility. |
| Instructional Differentiation: | 1. **On Target Students** will learn digital responsibility, how to create questions, and participate in mock interviews to complete the school climate interview. 2. **Advanced Students** willdraft a mock presidential campaign speech during guided and rehearse video technology during independent practice. 3. **Struggling Students** will brainstorm statements to include in their classroom pledges and begin designing posters during guided practice and rehearse video technology during independent practice. |
| Materials/Resources | Teacher Materials:   * 3 video project examples (warm-up) * Technology agreement checklist (direct instruction)   Student Materials:   * Video recording devices (independent practice) * Technology agreement checklist (direct instruction, checking for understanding) * Looseleaf paper (checking for understanding) * Questions checklist and script template (guided practice) * Self / peer evaluation checklist for mock interview (independent practice) * Class journals (closure) |
| Technology Used | * Video recording devices and software: iPads, laptops, cell phones, camcorder, etc. * Computer, projector, screen, and speakers: for screening technology agreement checklist |
| Warm-Up or Focus Activity | * **Project Examples (10 min):** Teacher presents an example of a school climate interview video (or campaign speech, classroom pledge) that demonstrates how the students’ final product should appear. Teacher will prompt students to discuss how the example video demonstrates a quality product, potential disruptions they might encounter, and steps they can take to minimize disruptions and create a quality project experience. * **Objectives and Why:** Students will develop skills and materials for their unit projects, including questions and video technology, and create. These objectives promote individual, hands-on practice with interpersonal, technological, and collaborative skills, not only for the completion of their unit project, but also for developing essential 21st century life skills. * **Activities and Why:** Students will learn about digital responsibility to inform their appropriate use of technology for their school climate interview projects. Students will also prepare initial questions and practice interpersonal and technology skills in a mock interview. These activities will provide balanced instruction and individual practice that support students’ investigations with opportunities for taking initiative and seeking help as necessary. |
| Direct Teaching/Modeling | * **Mini Lesson: Digital Responsibility (15 min):** Teacher introduces students to video recording devices used to complete school climate interview project. Teacher ties the mechanical aspects of the lesson into school standards surrounding appropriate use of technology. Teacher also provides checklist for students’ technology agreement. |
| Checking for Understanding | * **Technology Agreement (10 min):** Students in project groups create and sign an agreement that reflects how they will use technology responsibly in their climate interview projects. |
| Guided Practice | * **Creating Questions (25 min):** Teacher divides time between projects groups to guide students’ development of 4-5 open-ended interview questions. Students in project groups use a checklist consider how they will incorporate vocabulary terms, create clarity, show awareness of their audience’s knowledge and perspective, and create relevant and purposeful questions pertaining to school standards. Students incorporate questions into an interview script. |
| Independent Practice | * **Mock Interview (25 min):** Students in project groups take turns asking and answering initial interview questions. Students are given a self / peer evaluation checklist that monitors: the smooth use of video technology, appropriate interview etiquette, clarity and relevance of topic and questions. |
| Closure | * **Daily Reflection Prompt (5 min):** *What went well when you recorded your video projects? What could you improve? Why? What do you need help with?* |

**Day 8:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).  1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.  2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings. |
| Specific Learning Goals for the Students | 1. TSW create questions that elicit the diverse perspectives of the school community. 2. TSW conduct mock interviews to practice interpersonal skills and professionalism. 3. TSW evaluate the progress of their school climate interviews and the contributions of themselves and their teammates. |
| Instructional Differentiation: | 1. **On Target Students** will proceed through learning centers to facilitate the completion of the school climate interview. 2. **Advanced Students** willrehearse technology to record a mock presidential campaign speech during guided instruction. Students use independent practice to workshop their campaign speeches to address problem within the school community and propose solutions, demonstrating personal characteristics that facilitate civic participation. 3. **Struggling Students** will review standards of digital responsibility and use extra time to workshop their classroom pledge during direct instruction. Students design a poster advertising their classroom pledge during independent practice. Finally, students rehearse technology to record their classroom pledge and receive feedback regarding delivery, writing and vocabulary use during guided practice. |
| Materials/Resources | Teacher Materials:   * Video recording devices (guided practice) * Progress observation notes and feedback template (guided practice)   Student Materials:   * Video recording devices (guided practice, independent practice) * Learning center notes and questions template (direct instruction, guided practice, independent practice) * Progress evaluation (closure) * Class journals (closure) |
| Technology Used | * Video recording devices and software: iPads, laptops, cell phones, camcorder, etc. |
| Warm-Up or Focus Activity | * **Intro to Learning Centers (10 min):** Students in project groups will cycle through three learning centers: Interview Workshop, in which students refine their interview questions and rehearse among peers; Mock Interviews, in which the teacher acts as the interview subject to provide constructive feedback; and Skill Checks, in which the school librarian reviews digital responsibility, how to create questions and positions, and professional skills. * **Objectives and Why:** Objectives promote self-monitoring strategies for engaging in constructive reflection of progress toward a quality project. * **Activities and Why:** Students will cycle through learning centers that balance guided and independent practice in the final stages of preparation for their school climate interviews. The purpose of each activity is to gain feedback and support to ensure the smooth completion of final projects. |
| Direct Teaching/Modeling | * **Skill Check with School Librarian (25 min):** Students in project groups refine technical interview skills with the school librarian. Librarian presents a review of digital responsibility, creating questions and arguments, and professionalism. Students present their initial interview materials and script for feedback and pose process-related questions. |
| Guided Practice | * **Mock Interviews (25 min):** Teacher poses as the interview subject for project groups to practice their delivery, technology use, and other skills with an adult audience. Teacher provides feedback for questions, interpersonal skills and professionalism, assists technical difficulties, and provides encouragement. |
| Independent Practice | * **Interview Workshop (25 min):** Students in project groups use checklists to refine questions and positions for clarity and purpose, vocabulary terms, and audience awareness. Students use cooperative strategies to monitor group contributions to their interview scripts, technology monitoring, and interpersonal communication. |
| Closure | * **Daily Reflection Prompt (5 min):** *Complete the self-evaluation sheet in your journal. What is one strength in your project group? What contributions would be helpful to complete your interview project?*   + **Project Evaluation:** Students in project groups assess their peers’ contributions to the school climate interview process. Areas of evaluation include peers’ leadership, cooperation, communication, and general contributions. |

**Day 9:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings. |
| Specific Learning Goals for the Students | 1. TSW conduct a school climate interview with members of the school community. 2. TSW create a video product to showcase the results of their school climate interview. 3. TSW compare the results of the school climate interview to their position on the effectiveness of school standards. |
| Instructional Differentiation: | 1. **On Target Students** will record the school climate interview. 2. **Advanced Students** willrecord the mock presidential campaign speeches. 3. **Struggling Students** will record a classroom pledge. |
| Materials/Resources | Teacher Materials:   * Appointment clocks sign-up sheet (guided practice) * Progress observation notes and feedback template (guided practice)   Student Materials:   * Recording day outline and checklist (warm-up) * video recording devices (independent practice) * KWL charts (independent practice) * Class journals (closure) |
| Technology Used | * Video recording devices and software: iPads, laptops, cell phones, camcorder, etc. * Video editing software: iMovie |
| Warm-Up or Focus Activity | * **Recording Day Outline and Checklist (15 min):** Students in project groups make a schedule outlining how they will prepare project materials, elicit help from the teacher, and record their school climate interview. Students will also complete a checklist of their project materials. * **Objectives and Why:** Objectives encourage students to execute a large-scale project that involves them with members of their community, providing exposure to diverse perspectives in a meaningful social context. * **Activities and Why:** Students will conduct a school climate interview that serves as their cumulative unit project and reflect on their learning from the experience. Activities promote collaborative work (with peers and informed adults) to design a quality product that meets standards of relevance and appropriateness in its contents. |
| Guided Practice | * **Appointment Clocks (20 min):** Teacher provides time slots for project groups to check in with the school’s librarian or teacher about their project for help with technology, interview workshopping, questions about the interview process, and other difficulties that arise before, during, or after the project recording. |
| Independent Practice | * **Project Recording Day (15 min):** Students in project groups meet with subjects to record their school climate interview. Interviews take place in an agreed-upon location on school grounds at a scheduled time; videos may run between 5-10 minutes, allowing time for travel, set-up, and troubleshooting. * **KWL Chart (10 min):** Students complete the last column of their KWL charts to reflect what they learned from their interview subject about the school standards discussed in their position. Students will also consider which questions were answered or unanswered, new questions that arose from the experience, and how the perspective of the interview subject supported or rejected students’ inquiries. * **Video Editing (20 min):** Students in project groups use video editing software to finetune their unit projects. Editing measures may include the addition of text or music, cutting clips, and fixing visual aspects. |
| Closure | * **Daily Reflection Prompt (10 min):** *What is the most important thing you learned from your interview subject about their views on personal characteristics and civic participation in school? Does this information support your position on school standards – why or why not?* |

**Day 10:**

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| **Criteria for Lesson Plan** | **Suggestions for Adherence to Criteria** |
| Specific Content Objective of this Lesson | CE.4: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by   1. practicing trustworthiness and honesty; 2. practicing courtesy and respect for the rights of others; 3. practicing responsibility, accountability, and self-reliance; 4. practicing respect for the law; 5. practicing patriotism; 6. practicing decision making; 7. practicing service to the school and/or local community   2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings. |
| Specific Learning Goals for the Students | 1. TSW present the video recording of their school climate interview project. 2. TSW discuss how the results of their school climate interview supported or rejected their position on school standards. 3. TSW propose action steps to address problems discussed in school climate interviews. |
| Instructional Differentiation | 1. **On Target Students** will present their school climate interview as their cumulative unit project. 2. **Advanced Students** willpresent a mock presidential campaign to serve as their cumulative unit project. Candidates will persuade their classmates by presenting a problem within the school community and proposing solutions, demonstrating personal characteristics that facilitate civic participation. 3. **Struggling Students** will present a classroom pledge that reflects the values of personal characteristics and civic participation within the school community. |
| Materials/Resources | Teacher Materials:   * Computer, projector, screen, speakers (guided practice) * Project viewing and discussion notes and grading rubrics (guided practice)   Student Materials:   * Computer / laptop (warm-up) * Peer project viewing and discussion notes (guided practice) * Looseleaf paper (independent practice) * Action step proposal rubric (independent practice) * Class journal (closure) |
| Technology Used | * Computers / Laptops: for small group review of final projects and project submission. * Computer, projector, screen, speakers: for whole class viewing of unit projects. |
| Warm-Up or Focus Activity | * **Project Submission (10 min):** Students in project groups conduct a final review of their school climate interviews and upload their final video products on a shareable drive or viewing platform. * **Objectives and Why:** Objectives reflect the culmination of the Common Core civics standards relating to personal characteristics that foster civic participation with an emphasis on critical thinking and taking action, the essential skills of informed citizens. * **Activities and Why:** Activities provide practice for stating an original position, gathering and presenting diverse sources, discussing the outcomes of a final product, and thinking critically about next steps. These activities will promote students’ efforts in professional development and community involvement. |
| Guided Practice | * **Project Viewing (30 min):** Students in whole class setting view and discuss the results of their peers’ school climate interviews. Students in project groups present their positions regarding school standards prior to screening their video. Others take notes on at least three presentations that include details about how their peers’ positions were supported or rejected by information that the interview subject provided. * **Discussion (20 min):** After each screening, teacher guides discussion to extract the elements of basic comprehension, prompting the whole class to use —who was the interview subject? What were some important points made about school standards? Was their peers’ position supported in the interview, and why or why not? Do you support your peers’ position, and why or why not? Students also provide positive feedback relating to the quality of the product, such as its visual elements, the clarity and relevance of questions, use of technology, and professionalism. |
| Independent Practice | * **Action Step Proposal (20 min):** Students individually consider problems within the school community that were discussed in school climate interviews. Students draft a proposal addressed to the principal in two paragraphs. The first introduces the problem, how the problem violates school standards, and how the problem impacts members of the school community to construct a position with reasons and evidence. Second, students offer concrete action steps for solutions to the problem, how the solution supports school standards and civic participation, and how members of the school community can implement solutions using their personal characteristics. Proposals should include two terms related to personal characteristics, two terms related to civic participation, and clear and accurate identification of a problem and solution. |
| Closure | * **Daily Reflection Prompt (10 min):** *What problems did you learn about from your peers’ school climate interviews? What do other members of the school community think about this problem? How can you use your personal characteristics and civic participation skills to solve this problem?* |