

**Name(s):** Kristin Daube and Emily Rock

**Course:** English I & World History

**Unit:** Immigration

**Period/Time:** 1,2,4/5,6/7,11

**Unit Topic:** Immigration

**Dates:** April 6 & 7, 2009

**Department:** English & Social Studies

**Grade Level:** 9

**Essential Question:** How has immigration affected the development of the political, social, and economic systems of the US? Is the process of naturalization as easy as we may think?

	4/6/09	4/7/09
<b>Objectives</b>	Students will be able to compare their knowledge of civics with those of immigrants on the path to naturalization; Introduce and reinforce basic civics information required of all Americans, native and naturalized.	Students will be able to compare their knowledge of civics with those of immigrants on the path to naturalization; Demonstrate through play the basic civics information required of all Americans, native and naturalized.
<b>Activities/ Procedures</b>	Reinforce basic civics information required through question and answer. Homework study of flash cards for two nights and in-class Q & A to prepare for competition.	To compete with other classes in a board game using USCIS flash cards designed for immigrant study, while simultaneously reinforcing basic civic knowledge.
<b>Instructional Strategy</b>	Teacher will lead question and answer study session in preparation for tomorrow's competition.	Competition using board game. Students who have volunteered to represent classes will meet in one classroom to compete as a representative of their own class and will play a civics board game, built and developed by each class.
<b>Technology</b>	Computers, cardboard, markers, giant spinner	Computers, cardboard, markers, giant spinner
<b>Materials</b>	Handouts, computers, and internet resources, specifically the USCIS flash	Board game.
<b>Homework</b>	Study for competition and test. (not all students compete, but all students will	Study for the official test.
<b>Assessment</b>	Assessment based on student demonstration of completed work and study of flash card material.	Assessment based on student demonstration of completed work and the official test grade.
<a href="#">NJCCS or Curriculum Standards</a>	STANDARD 6.2 (Civics) All students will know, understand and appreciate the	Standards are too numerous and varied to list individually.