



EACH GAME OFFERS

- Option to play in English or in **Spanish**
- English-language **voiceover**
- Embedded **glossary**
- Embedded and printable **content guides** for students in English and in Spanish
- Embedded gameplay **scaffolds**
- Accompanying Extension Packs with **suggested modifications** for ELLs

teach

iCivics exists to help students learn civics in a well-written, interactive way. We provide resources for teachers to practice and reinforce civics in the classroom.

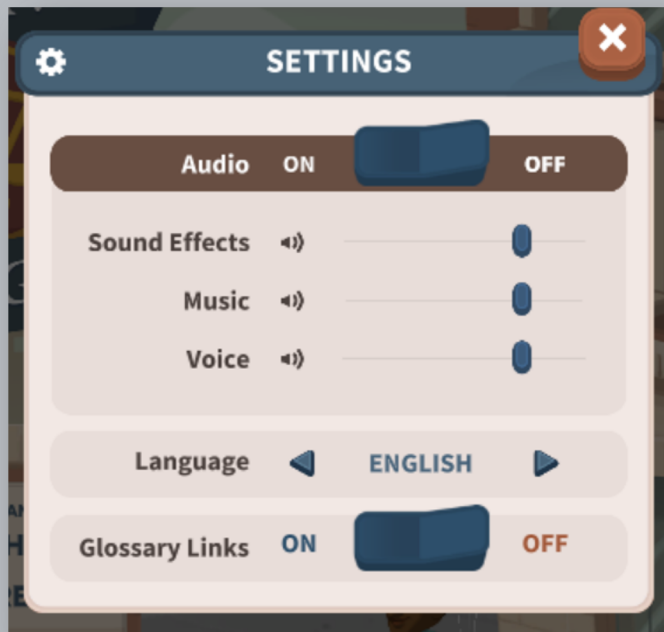
about

The practice of not passing on genes to the next generation is called natural selection.



English Voice Over and Spanish

Language



Embedded Glossary

The screenshot displays a digital interface for a case analysis. At the top, there are three icons: a speaker, a gear, and a question mark. Below these is a header bar with a profile picture of a woman and the name "Shawna Jacob". To the left of this bar is a vertical label "OPEN CASE ANALYZER". The main text area contains a paragraph: "A police officer tried to **search** me. He said he didn't like my haircut and wanted to see if I was breaking any laws. Did I have a right to stop him?". To the right of the text is a speaker icon. Below the text area is a "MY GLOSSARY" section. It features a horizontal navigation bar with letters P, Q, R, S, T, U, V, W. The letter "S" is highlighted. Below this bar is a list of words: RUN, SCHOOL RESOURCE OFFICER, SEARCH, SEIZE, and SENATOR. The word "SEARCH" is highlighted. To the right of this list is a definition for "search": "(v.) to look for something" and "(n.) a careful examination or investigation". To the right of the glossary is a vertical sidebar with a list of numbers 1 through 4, with "4" highlighted. The background of the interface shows a stylized illustration of a school building and a courtyard with tables and chairs.

OPEN CASE ANALYZER

Shawna Jacob

A police officer tried to **search** me. He said he didn't like my haircut and wanted to see if I was breaking any laws. Did I have a right to stop him?

MY GLOSSARY

✓ Aa ✕

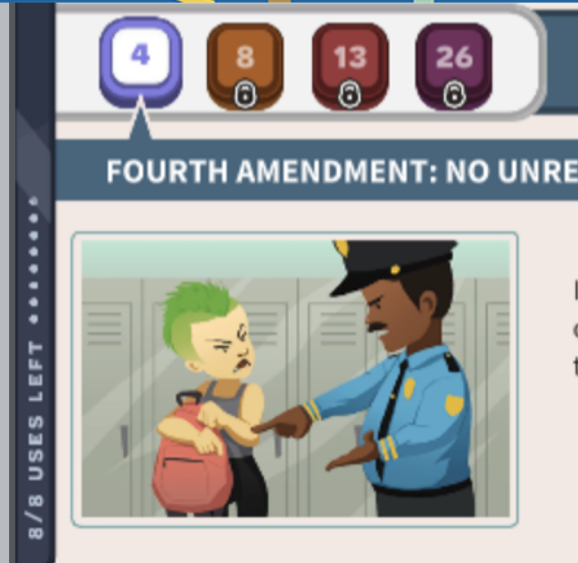
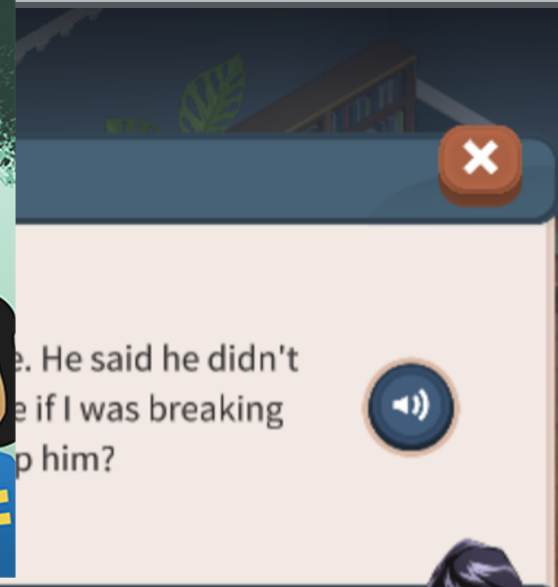
◀ P Q R **S** T U V W ▶

RUN
SCHOOL RESOURCE OFFICER
SEARCH
SEIZE
SENATOR




search
(v.) to look for something
(n.) a careful examination or investigation

4


Illustrated Amendments and Visual



Color Coding



LAWYERS HAVE LEARNED NEW RIGHTS!




DEBRA
KEEPSTUFF

LEARNED →

5

KEEP PRIVATE
PROPERTY




ABBY TAILOR

LEARNED →

15

VOTE REGARDLESS OF
RACE



SALLY
FOURTH


LEARNED →


26

VOTE AT AGE 18

Continue

RIGHTS REVIEW





▲

6

6

8

13

14

15

19



26

▼

Twenty-Sixth Amendment

Vote at Age 18

Once you turn eighteen, the Constitution guarantees you the right to vote. So start thinking about who you want to vote for!



Legal Eagle Case Analyzer

LEGAL EAGLE CASE ANALYZER

7/8 USES LEFT

Yesterday a police officer said he **searched** my house because he didn't like how it looked. My house is now a big mess. Did I have a right to stop him?

What is the client resisting?

A messy search of his property

Cleaning up the police officer's house

What does the client want instead?

Open a cleaning company

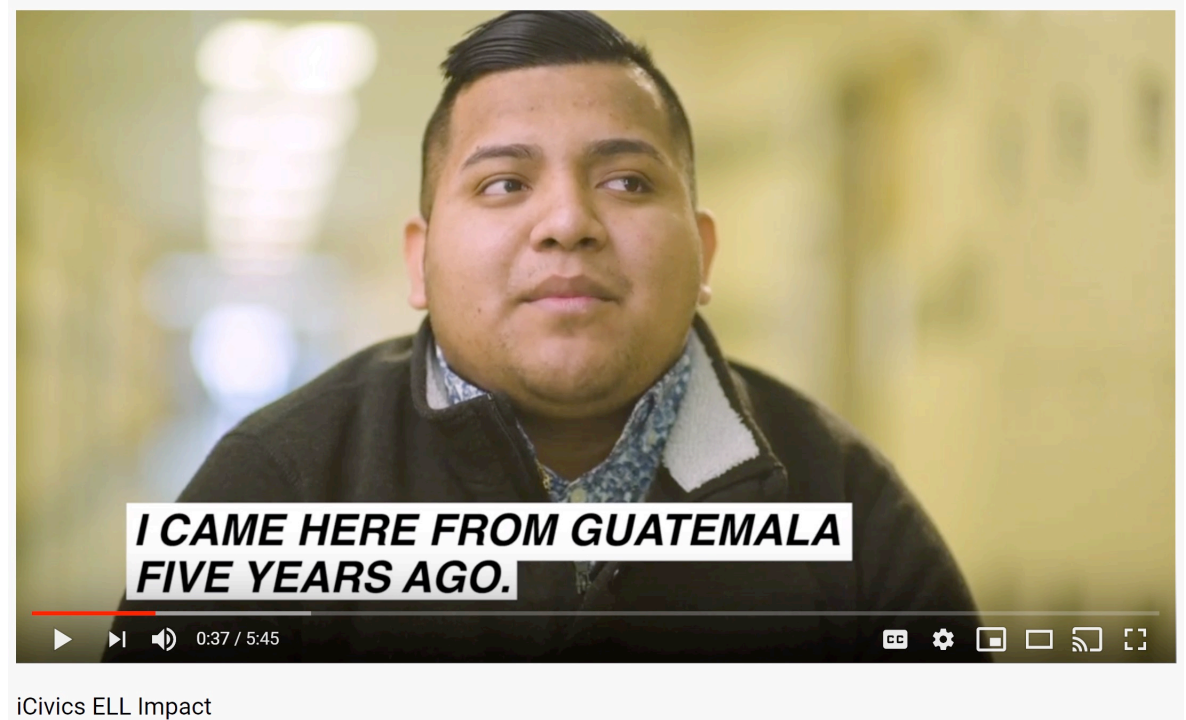
Keep police off his property

ANALYZE CASE

CLOSE CASE ANALYZER

7/8 USES LEFT

Let's watch a video



Poll Question



Which of the following is the **BEST** way to use learning games in the classroom?

- A. Holding “Friday Fun” days
- B. Assessing students’ mastery of similar content/concepts
- C. Using them as part of a sequence of activities designed to foster understanding of key content/concepts
- D. Letting kids play them when they finish their “real” work
- E. Introducing new topics for which students have little to no prior knowledge

