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| **Civics** | | | | | | | |
| **Civics Standards:**  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  \*\*SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels. | | | | | | **Vocabulary:** Constitution, Article I, Article II, Article III; judicial review, Supreme Court, Supreme Court Justice, court order, writ of certiorari, summary judgment, verdict; jurisdiction | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (“A” Day)** | |
| **Essential Question:**  - How can I succeed on the Legislative/Executive Branch test? | | | **Essential Question:**  - How is the judicial branch structured? | | | **Essential Question:**  - How does the judicial branch function? | |
| **H.O.T. Questions:**  - What do I already know well about the material from this unit, and what areas do I need to study further?  - What terms or content areas do I need help with?  - What strategies can I use to study for the unit test? | | | **H.O.T. Questions:**  - What kind of power is vested in the courts, according to Article III?  - In which areas do federal courts have jurisdiction? | | | **H.O.T. Questions:**  - What role has judicial review played in our American legal system?  - How did Marbury v. Madison contribute to the development of judicial review? | |
| **Bell Ringer:**  - Within this unit:   1. What areas do I feel confident in? 2. What areas do I feel like I need to improve in? 3. What are some strategies that I can use to study? | | | **Bell Ringer:**  - Study your notes and the study guide for the test.  - Take out a pen/pencil and prepare to take the test. | | | **Bell Ringer:**  - Play short video clip about Marbury v. Madison: <https://www.youtube.com/watch?v=ICr0Ty2epjE>  - Based on this clip, what do you think judicial review means? | |
| **Learner Outcome:**  Students will review their knowledge of the previous unit, using class discussion and centers to correct any areas of understanding that are not complete. They will analyze their strengths and weaknesses with the material within the unit, and they will apply study strategies that we discuss to improve their understanding of the unit material. | | | **Learner Outcome:**  Students will apply their knowledge of the previous unit by taking (and passing!) the unit test. After finishing with the test, they will interpret Article III of the Constitution, connecting it to modern-day language in order to better understand the role of the judicial branch. They will analyze the power of the courts and over what areas that federal courts have jurisdiction. | | | **Learner Outcome:**  Students will analyze the importance of judicial review in the federal legal system and connect the Marbury v. Madison court case to its development. They will also apply the concept of judicial review to court cases. | |
| **Whole Group:**  - At the very beginning of class, distribute a paper copy of the study guide that students should already have seen online on Remind and on the class Dropbox site ([www.tinyurl.com/epacivics](http://www.tinyurl.com/epacivics)). Students will use this to help complete the bell ringer.  - The class will be set up in centers, with each center labeled with a theme/topic from the unit:   1. Preamble of the Constitution 2. Checks & Balances + Federalism 3. Legislative Branch 4. Executive Branch   - Each center will contain two tablets pre-loaded with key questions about that particular theme/topic. Questions will vary from simple recall questions to FSA-style explanation questions. Students will receive a handout that they will fill out at each center with their answers to the questions, the evidence that they cite for their answers, and their explanations of why those answers are correct. Students may work together in their groups to answer these questions, and they may use their notes to help them.  - Students will move from center to center at given times; if they want to spend more time at a particular center to work on a topic on which they need extra help, they will be allowed to do so.  - The teacher will rotate from center to center around the room in order to answer questions from students and to work with each group whenever they need help.  - We will devote the final 10-15 minutes of class to playing a Kahoot review game that covers and reinforces these key concepts and ideas that will be on the test.  **Evidence Based Writing: Cite specific evidence when writing or speaking to support conclusions drawn from text.**  How do the departments of the executive branch help the President to carry out the laws? Give specific examples from the readings/notes to support your answer. | | | **Whole Group:**  - The teacher will (quickly) answer any last-minute questions from students.  - Test on unit covering Political Participation: Political Parties, Elections, Media & Propaganda, and Interest Groups.  - When students are finished with the test, they will use tablets or their phones to go to Judicial Learning Center’s  Article III WebQuest: (<http://judiciallearningcenter.org/wpcontent/uploads/2012/11/Lesson-Plan-Article-III-WebQuest.pdf>). They will use an online version of Article III (with annotations) found at <http://judiciallearningcenter.org/article-3-and-the-courts/> in order help complete the questions from pages 3-5 of the WebQuest activity which will help them to “translate” the language of the Constitution into ideas more easily understood.  **Evidence Based Writing: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**  What types of cases would be heard in federal courts? Why might these courts be BEST suited to hearing these cases, as opposed to courts of the states? | | | **Whole Group:**  - Discuss bell ringer together as a class.  - Distribute “Judicial Review” reading, which is broken into 4 sections: (1) Intro, (2) Powers of the Court, (3) Marbury v. Madison, (4) How Cases Make Their Way to the Supreme Court.  - Distribute note-taking graphic organizer to students.  - The reading will be jigsawed, with each group being given a section to read, take notes about, and present to the class. They will be asked to identify 3 important ideas in their section, to summarize it, and list any other important facts that they have found.  - As students present their sections to the class, the rest of the class will fill out their note-taking page.  - Distribute iCivics “Interpreting the Constitution” handout which gives multiple scenarios of cases brought before the Supreme Court. Students will read through these scenarios and use the power of judicial review to determine if the case violates an individual’s rights.  - As a whole group, review the cases and tell the class what the Supreme Court *actually* decided in each scenario.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Do the provided scenarios of court cases show the rights of individuals being violated? Why or why not? Explain your reasoning. | |
| **Assessment:**  - The teacher will move around from center to center to monitor groups and to observe what material students grasp and what they struggle with. This will also give the teacher an opportunity to work individually with small groups to correct deficiencies in knowledge. Student worksheets from their centers will be periodically checked to ensure that students are participating and staying on task. | | | **Assessment:**  - The test will allow for the teacher to determine how well students have learned the concepts in the previous unit, as well as to see what areas might need remedial instruction and how groups can be changed and differentiated based on what students have learned. The Judicial Branch WebQuest activity will be collected, graded, and returned to students in the following class. | | | **Assessment:**  - The group work and class presentations will give the teacher an opportunity to measure student reading comprehension. The iCivics worksheet will be collected as classwork. | |
| **Home Learning:**  - Study for unit test.  - Play Kahoot Challenge game posted online on Remind. | | | **Home Learning:**  - Finish WebQuest activity.  - If missing any work, finish it! Tuesday will be the last day late work is accepted. | | | **Home Learning:**  - None; enjoy the break!  - If missing any work, finish it! Tuesday will be the last day late work is accepted. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Technology | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Allow extended time frames to complete assignments, projects and tests | P1 - | | Choose an item. |
| P2 – YM | Technology | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Allow extended time frames to complete assignments, projects and tests | P2 - FV | | Flexible Grouping |
| P4 – DM; OP | Technology | P4 – GD-K; AT-K; OW-504 | | Allow extended time frames to complete assignments, projects and tests | P4 - | | Choose an item. |
| P5 – AR | Technology | P5 – IH-K; GA-504 | | Allow extended time frames to complete assignments, projects and tests | P5 - | | Choose an item. |
| P6 – FB | Technology | P6 – GN-504 | | Allow extended time frames to complete assignments, projects and tests | P6 – BK | | Flexible Grouping |
| P7 – PA; ES | Technology | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Allow extended time frames to complete assignments, projects and tests | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Technology | P8 – AC-504 | | Allow extended time frames to complete assignments, projects and tests | P8 – DA | | Flexible Grouping |