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| **Civics** | | | | | | | |
| **Civics Standards:**  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.  \*\*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; district courts; appellate courts; Marbury v. Madison | |
| **Monday (“B” Day)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - How is the judicial branch structured? | | | **Essential Question:**  - How does the judicial branch function? | | | **Essential Question:**  - How does the judicial branch function? | |
| **H.O.T. Questions:**  - What are the duties of the different levels of federal courts?  - How is the idea of jurisdiction applied throughout the judicial branch? | | | **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? | | | **H.O.T. Questions:**  - Why are writs of certiorari important?  - How do writs of certiorari, court orders, and summary judgment play a role in the judicial process? | |
| **Bell Ringer:**  - Review questions:   1. What are the sources of law in the United States? 2. How do criminal and civil law differ from each other? | | | **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? | | | **Bell Ringer:**  - Students will review vocabulary words and previous concepts by playing Quizlet game: <https://quizlet.com/120458221/test> | |
| **Learner Outcome:**  Students will differentiate between district courts, appellate courts, and the Supreme Court. They will analyze the idea of jurisdiction and evaluate how it applies to each level of courts. | | | **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. | | | **Learner Outcome:**  Students will analyze the important of writs of certiorari in the judicial system. They will also apply the ideas of summary judgment, court orders, and writs of certiorari to sample scenarios. | |
| **Whole Group:**  - Collect p. 183 (#1-4).  - Review previous section (from before break) on the sources of law (p. 180-183) as a whole group. We will go over the bell ringer question (which they may use the book to help them with), and spend about 20 minutes to recap. The teacher will create a chart on the board to differentiate between criminal and civil law, as well as the five sources of law: statutory, civil, administrative, military, and constitutional. We will provide definitions and examples of each, with students writing these down in their notes.  - As a class, we will read together p. 185-188, with students volunteering to read each section. We will work together on a note-taking graphic organizer so that students can better visualize the differences between district courts, courts of appeal, and the Supreme Court.  - The class will work individually on completing p. 188 (1-4).  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  In a court of appeals, a three-judge panel usually hears and decides cases. Why do you think it is important for three judges to hear an appeal instead of just one? | | | **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. | | | **Whole Group:**  - Take short quiz on the sources of law and judicial review.  - Grade and go over quiz together as a class, re-teaching any important concepts that students have missed.  - Short PowerPoint presentation explaining judicial concepts such as writ of certiorari, court orders, and summary judgment.  - Divide class into groups, and distribute reading packet to each group. This packet will contain three court case scenarios. In groups, students will be asked to read through each scenario and to answer several questions regarding the scenario, including whether or not the Supreme Court would grant certiorari in each case.  - Each packet will also contain several images, with key vocabulary words as a “word bank” (these words are: Chief Justice, writ of certiorari, judicial review, court order, appointment). Students will work together to match the key words to each image, explaining their reasoning using evidence from what they have learned and from the images.  - Lesson close:  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  Which key concept does the displayed image reflect, and how/why? Use C-E-R (Claim/Evidence/Reasoning) to give evidence for your answers. | |
| **Assessment:**  - The graphic organizer will allow the teacher to ensure that students are writing down notes in a useful and helpful way. The classwork assignment will be collected during the following class and graded to measure student comprehension and understanding. | | | **Assessment:**  - The group work and class presentations will give the teacher an opportunity to measure student reading comprehension. The iCivics worksheet and bell ringer will be collected as classwork. | | | **Assessment:**  - The quiz will be collected and will demonstrate the level of learning that students have completed from the previous section. The group activity will also be collected for a classwork grade and will give the teacher the opportunity to ensure that students are on task and understanding the lesson. | |
| **Home Learning:**  - Finish classwork assignment (p. 188, 1-4).  - Finish any missing work for our next class. | | | **Home Learning:**  - Play Kahoot review game on judicial review.  - Study for quiz. | | | **Home Learning:**  - Complete FSA-style review questions handout | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Recap of Key Points | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P1 - | | Choose an item. |
| P2 – YM | Recap of Key Points | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Recap of Key Points | P4 – GD-K; AT-K; OW-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 - | | Choose an item. |
| P5 – AR | Recap of Key Points | P5 – IH-K; GA-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P5 - | | Choose an item. |
| P6 – FB | Recap of Key Points | P6 – GN-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P6 – BK | | Problem Based Learning |
| P7 – PA; ES | Recap of Key Points | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Recap of Key Points | P8 – AC-504 | | Cue expected behaviors & ignore behaviors which are not seriously disruptive | P8 – DA | | Problem Based Learning |