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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.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights. | | | | | | **Vocabulary:** Constitution; judicial review; Supreme Court; Supreme Court Justice; verdict; jurisdiction; district courts; appellate courts; Marbury v. Madison; Bill of Rights; First Amendment; Fifth Amendment; Eighth Amendment; Due Process of Law; Eminent Domain; Warrant; Separation of Church & State; James Madison; Bail; Thirteenth Amendment; Fourteenth Amendment; civil rights; voting rights | |
| **Monday (“A” Day)** | | | **Tuesday (“B” Day)** | | | **Wednesday/Thursday** | |
| **Essential Question:**  - How does the Constitution protect and limit rights? | | | **Essential Question:**  - How does the Constitution protect and limit rights? | | | **Essential Question:**  - How does the judicial branch protect rights? | |
| **H.O.T. Questions:**  - How did the Bill of Rights originate?  - What rights are guaranteed under the Constitution in the Bill of Rights?  - In what ways are these rights limited, and why? | | | **H.O.T. Questions:**  - How did the Thirteenth and Fourteenth Amendments extend civil rights?  - How have various amendments extended the voting rights of Americans over time? | | | **H.O.T. Questions:**  - How much have I learned during the second quarter?  - How has the Supreme Court reviewed cases in order to protect the rights found in the Bill of Rights? | |
| **Bell Ringer:**  - What rights do you have under the Constitution that are important to you? Write down at least six on the provided worksheet. | | | **Bell Ringer:**  - Review: What is the separation of church and state? How does this protect our right to religious freedom found in the 1st Amendment? | | | **Bell Ringer:**  - Collect any HW and pass out computers from the Chromebook cart. | |
| **Learner Outcome:**  Students will analyze the content of the Bill of Rights. They will differentiate between the first ten amendments, and they will apply these rights to their own lives. | | | **Learner Outcome:**  Students will connect the concepts of voting rights and citizenship to constitutional amendments. They will analyze how the 13th and 14th Amendments protect the civil rights of minorities. | | | **Learner Outcome:**  Students will assess their performance on the content learned during the second quarter of the school year. They will also apply the concept of judicial review to Supreme Court cases to understand how the courts have protected our 5th and 8th Amendment rights. | |
| **Whole Group:**  - Collect HW assignment (“Judicial Review” worksheet and any missing HW from last week – p. 183 (#1-4) and p. 188 (#1-3).  - Review briefly as a class the types of law, sources of law, and types of federal courts.  - The class will take a short quiz on the laws and courts – 9 question, fill in the blank (with a word bank).  - We will grade and go over the quiz together as a class, re-teaching any important concepts that students have missed.  - Pass out graphic organizer worksheet that covers the 1st Amendment on the front side and the rest of the Bill of Rights on the back side.  - Read together as a class p. 110-111, which introduces the idea of the Bill of Rights and its history. Emphasize that those who did not want a Bill of Rights thought that it wasn’t necessary, whereas those who did want a Bill of Rights in the 1780s and 1790s were scared of tyranny.  - Assign the class to work individually or in small groups to read p. 112-116, using this reading to complete their chart of the Bill of Rights. For each amendment (and for the five parts of the First Amendment), students will describe what the amendment says and analyze why the amendment is important – essentially, what might happen if these rights did not exist?  - The teacher will move around the room from table to table, offering assistance for any student who needs help and ensuring that students stay on track.  **Evidence Based Writing: What are the defining characteristics of...? Use evidence to support your claim.**  What are the defining characteristics of the First Amendment? Why are they important? What might happen if these five major rights were not protected? | | | **Whole Group:**  - As students work on the bell ringer, the teacher will walk around the room, quickly grading the HW assignment.  - We will go over the previous assignment as a class, looking at the Bill of Rights. The teacher will display the graphic organizer on the board and students will offer their answers. Together as a class, we will fill out our “official” Bill of Rights “guide.”  - The class will be divided into 8 groups. Each group will be assigned an amendment from the following choices:   * 13th, 14th, 15th, 17th, 19th, 23rd, 24th, 26th   - Each group will be assigned a copy of the text of their amendment. They will be asked to read the amendment and to answer several questions about it, including its content, the year it was ratified, and which group(s) benefited from the amendment.  - Each group will present their findings to the class; the class will fill out a chart in their notebooks that will allow them to have a “guide” to many of the other important constitutional amendments.  - If time allows, we will play Kahoot in class to review previous content for the midyear assessment in the following class meeting.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  What was the purpose of your assigned amendment? Which group(s) did it benefit, and how? How did it increase and protect civil rights and voting rights for Americans? | | | **Whole Group:**  - Before class begins, the teacher will set up the room in rows so that students will not be sitting in groups, but rather on their own. This will make it less likely for students to talk or cheat during the online test.  - After Chromebooks are passed out, the teacher will assist students with logging into Performance Matters and with finding the correct test.  - Students will take the online midyear assessment test.  - Once finished, students will be given an 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 5th Amendment right to due process under the law or their 8th Amendment right against suffering cruel and unusual punishment.  - If students are finished early, we will review these cases as a class and see what the Supreme Court *actually* decided in each scenario, comparing this to what the students decided. If students take most of the period to finish their online assessment, then any students who finish the iCivics handout early will be allowed to work on make-up work.  **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 quiz will be collected and graded, and it will demonstrate the level of learning that students have completed from the previous section. The graphic organizer will also 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 group work and bell ringer will be collected and graded to ensure that students are on task and understanding the lesson. | | | **Assessment:**  - The midyear assessment will provide data regarding the students’ performance and allow for new groups, differentiated instruction, and a chance to re-teach concepts that students have not learned well enough. The iCivics handout will allow students to utilize critical thinking skills and apply their knowledge about judicial review and the Bill of Rights to actual Supreme Court cases. | |
| **Home Learning:**  - Finish worksheet.  - Start reviewing previous notes for the midyear assessment. Play study Kahoot game online to review. | | | **Home Learning:**  - Play Kahoot review game for midyear assessment. | | | **Home Learning:**  - Finish iCivics handout | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Teacher Made Questions | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Break long assignments into small, sequential steps | P1 - | | Choose an item. |
| P2 – YM | Teacher Made Questions | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Teacher Made Questions | P4 – GD-K; AT-K; OW-504 | | Break long assignments into small, sequential steps | P4 - | | Choose an item. |
| P5 – AR | Teacher Made Questions | P5 – IH-K; GA-504 | | Break long assignments into small, sequential steps | P5 - | | Choose an item. |
| P6 – FB | Teacher Made Questions | P6 – GN-504 | | Break long assignments into small, sequential steps | P6 – BK | | Problem Based Learning |
| P7 – PA; ES | Teacher Made Questions | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Break long assignments into small, sequential steps | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Teacher Made Questions | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Problem Based Learning |