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| **ZCivics** | | | | | | | |
| **Civics Standards:**  SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.  \*\*SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.  SS.7.C.3.13 Compare the constitutions of the United States and Florida. | | | | | | **Vocabulary:** judicial review; Bill of Rights; First Amendment; Fifth Amendment; Due Process of Law; amendment process; precedent; penal code; state courts; federalism; Florida Declaration of Rights; federal supremacy; delegated powers; reserved powers; concurrent powers; Florida Constitution | |
| **Monday (“B” Day)** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - How does the state judicial system work? | | | **Essential Question:**  - How can I succeed on the Courts and Amendments test? | | | **Essential Question:**  - What are the purposes of a constitution? | |
| **H.O.T. Questions:**  - How do state courts reflect federalism?  - How does the state judiciary compare to the federal system? | | | **H.O.T. Questions:**  - How do courts function?  - How have Amendments expanded rights to various groups?  - How have Supreme Court cases protected and limited our rights? | | | **H.O.T. Questions:**  - What are the differences and similarities between the United States Constitution and the Florida Constitution?- Why do states have their own constitution? | |
| **Bell Ringer:**  Students will answer several FSA-style questions projected on the board in order to review previous lessons, including:  (1) *Faith is speaking at a rally outside the governor's office. She is angry about the bills that the governor has recently signed into law. She thinks the laws have hurt the people of her state. Faith tells the people in the crowd they should attack the governor as soon as he leaves his office.*  **Which answer choice best explains whether or not the First Amendment will protect Faith in this situation?**    **A.** It will protect her because she has the right to say what she feels.  **B.** It will not protect her because she is criticizing a member of government.  **C.** It will not protect her because she threatened the governor during her speech.  **D.** It will protect her because she is trying to change something she thinks is wrong. | | | **Bell Ringer:**  Students will review their constitutional rights protected by Amendments by watching a short YouTube video (“I Got Suspended Because of My Hair” -- <https://www.youtube.com/watch?v=HAG70aNQk4k>) and answering several questions:   * Why did the girl with the pink hair get suspended? * What rights did she claim were violated? * How does this demonstrate the concept of an ex post facto law? | | | **Bell Ringer:**  Students will be given 5 minutes to study their notes and review packets for the test before the teacher collects them. | |
| **Learner Outcome:**  Students will apply the concepts of federalism to the judicial branch. They will also differentiate between different levels of courts and jurisdictions. | | | **Learner Outcome:**  Students will review their knowledge of the previous unit, using class discussion and review questions to correct any areas of understanding that are not complete. | | | **Learner Outcome:**  Students will test their knowledge of the previous unit. Then they will compare and contrast the Florida Constitution to the U.S. Constitution and analyze the purpose of a state constitution as creating a framework for state governments and protecting the rights of states’ citizens. | |
| **Whole Group:**  - We will begin class by discussing the FSA-style questions from the Bell Ringer, including how students arrived at their answers and what context clues they can use to narrow down answer choices.  - As a whole group, we will read p. 217-220 and take notes on the different levels of state courts and how state laws differ from federal laws. We will call back to concepts already learned about sources and types of laws, reviewing the concepts of criminal and civil laws.  - Students will work individually to complete p. 220, questions 1-3 and question 5. As students work on these questions, they will be called up to finish their benchmark data chat forms.  **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.**  Do you think that electing judges is the best way to select state court judges? Why or why not? Give a specific scenario to help support your argument. | | | **Whole Group:**  - At the 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)). Spend several minutes highlighting key terms and questions that students should know.  - Distribute review packets to students covering four topics:   1. Organization of Courts & Laws 2. Constitutional Amendments 3. Changing the Constitution 4. Supreme Court Cases   - Students will be allowed to use their notes and books to work through the review packet. Questions will vary from simple recall questions to FSA-style explanation questions. Students will be asked to give 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.  - The teacher will rotate from group to group around the room in order to answer questions from students and to work with each group whenever they need help.  - If time allows, we will use the final 15 minutes of class to play a Kahoot review game that covers and reinforces the key concepts and ideas that will be on the test. If there is no time for this, it will be posted online as an open challenge for students to play at home in order to study.  **Evidence Based Writing: Cite specific evidence when writing or speaking to support conclusions drawn from text.**  How do the courts help to protect our rights? Give specific examples from the readings/notes to support your answer. | | | **Whole Group:**  - Allow students 5 minutes to study their review packets and notes for the bell ringer. Then the teacher will collect review packets for a grade.  - The class will quietly take the test, which will be multiple choice and contain FSA-style questions about the courts and amendments.  - After students finish the test, they will receive an iCivics “Comparative Constitutions” worksheet. This worksheet contains excerpts from both the United States and Florida constitutions. They will be asked to read through these excerpts and to box in similarities between the two and underline differences. Pages 3-4 of the worksheet will ask students to explain these differences based on their reading and what they have already learned about the U.S. Constitution.  - Based on their worksheet, students will be asked to write a paragraph using RACE to answer the below question. This may be assigned as homework, depending on how long students take with the test.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Which constitution do you think gives the most rights to its citizens? Why? Use specific examples from the handout for your argument. | |
| **Assessment:**  - The class response to the FSA bell ringer questions will give important feedback to the teacher on how well students are processing questions and applying information. The classwork questions will be collected and graded. | | | **Assessment:**  - The teacher will move around from group to group in order to monitor students 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 groups will be periodically checked to ensure that students are participating and staying on task. They will be collected for a grade during the following class. | | | **Assessment:**  - The test will give the teacher a measure of student performance in the previous unit, allowing for a chance to re-teach any areas in which the majority of students have trouble. The handout will give students an interactive way to compare and contrast the Florida and U.S. Constitutions, and the paragraph will be collected and graded as a way to practice writing and thinking skills. | |
| **Home Learning:**  - Finish classwork questions (if not done in class).  - Study for test on courts and amendments. | | | **Home Learning:**  - Complete review sheet.  - Study for test on courts and amendments.  - Play Kahoot review game. | | | **Home Learning:**  - Finish paragraph on differences between Florida and U.S. Constitutions. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Extended Time | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Provide positive reinforcement for following rules or directions  Alert student several minutes before transition from one activity to another is planned | P1 - | | Choose an item. |
| P2 – YM | Extended Time | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Provide positive reinforcement for following rules or directions  Alert student several minutes before transition from one activity to another is planned | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Extended Time | P4 – GD-K; AT-K; OW-504 | | Alert student several minutes before transition from one activity to another is planned | P4 - | | Choose an item. |
| P5 – AR; EG | Extended Time  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Alert student several minutes before transition from one activity to another is planned | P5 - | | Choose an item. |
| P6 – FB | Extended Time | P6 – GN-504 | | Alert student several minutes before transition from one activity to another is planned | P6 – BK | | Problem Based Learning |
| P7 – PA; ES | Extended Time | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Provide positive reinforcement for following rules or directions  Alert student several minutes before transition from one activity to another is planned | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Extended Time  Bilingual Dictionaries | P8 – AC-504 | | Alert student several minutes before transition from one activity to another is planned | P8 – DA | | Problem Based Learning |