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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.  SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.  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.  SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.  SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government. | | | | | | **Vocabulary:** limited government; self-government; Declaration of Independence; Grievances; tyranny; Boston Massacre; Boston Tea Party; Stamp Act; Intolerable Acts; Articles of Confederation; Constitution; Executive; Legislative; Judicial; Preamble; Bill of Rights; Article I; Article II; Article III; Amendments; Ratification; Federalists; Anti-Federalists; Democrats; Republicans; Libertarians; Socialists; Two-Party System; Term Limits and Lengths; Senate; House of Representatives; President; Vice President | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday** | |
| **Essential Question:**  - How does the Constitution set up our government? | | | **Essential Question:**  - How does the Constitution protect our rights? | | | **Essential Question:**  - How do political parties work? | |
| **H.O.T. Questions:**  - How does the Constitution create a separation of powers, as spelled out by Montesquieu?  - What are the functions of the different branches of government?  - How can the other branches of government “check” or limit each other? | | | **H.O.T. Questions:**  - How do the Bill of Rights and the Amendments add rights and protections to the Constitution?  - Why did the Founding Fathers place limits on our rights? | | | **H.O.T. Questions:**  - Why are political parties important?  - How have political parties historically influenced our country?  - How do today’s political parties differ on the issues? | |
| **Bell Ringer:**  Pass out handout with several FSA style questions regarding the previous lesson about the Declaration of Independence and the Preamble to the Constitution. | | | **Bell Ringer:**  Pass out handout with FSA style questions about the Constitution and its separation of powers. Students will have about 10 minutes to answer the 3 or 4 multiple choice questions and to explain their answers. | | | **Bell Ringer:**  Pass out handout with FSA style questions about the Amendments and limits on them. Students will answer these questions and explain why they arrived to their answer choice. | |
| **Learner Outcome:**  Students will review by analyzing how the Constitution sets up each branch of government with specific duties and functions. They will also connect these functions to the ideas of separation of powers and checks and balances, and they will link these ideas to those of Montesquieu and the Enlightenment. | | | **Learner Outcome:**  Students will review by evaluating the rights, protections, and limits found in the Constitution. They will link these rights and protections to the various Amendments of the Constitution. | | | **Learner Outcome:**  Students will review by evaluating the importance of political parties in our political system. They will analyze the role that the Federalists and Anti-Federalists had over the Constitutional ratification debate, and they will compare and contrast today’s political parties. | |
| **Whole Group:**  - Begin class by going over the Bell Ringer questions. Students will be asked to explain the correct answers, leading to the teacher clarifying any misconceptions and asking further questions to get students to think, if needed.  - After the Bell Ringer, pass out writing quiz handout. Students will have about 20 minutes to write a paragraph about the Evidence-Based Writing question listed below that ties into the previous week’s review lessons. Students may use their notes and their previous work to help them with this question.  - Once the quiz is finished, students will receive a handout containing a “Scavenger Hunt” list of questions about the Constitution. They will use their textbooks (p. 54-69) in order to find the correct information about the Constitution. These questions will include things such as, “Which branch does Article I set up?” and “How long is a Presidential term?” It will also ask them questions about how the different branches can limit the powers of the other branches. Students will be encouraged to work together in their groups to complete this “Scavenger Hunt.” If we do not finish it in class, we will complete it during the next class. Prizes may be awarded to groups when they finish the “Scavenger Hunt,” with the group finishing first (and accurately) receiving a bonus prize.  **Evidence Based Writing: Analyze how and why individuals, events and ideas develop and interact over the course of the text and cite evidence.**  How have Enlightenment ideas influenced the Declaration of Independence and Constitution? Pick at least one example from each document and connect them to an Enlightenment thinker. Write at least five sentences in order to receive full credit. | | | **Whole Group:**  - We will begin class by passing out the Bell Ringer questions. Students will work individually to answer them on the handout, and then we will discuss them as a class. The teacher will use these Bell Ringer questions to gauge student learning about the previous lesson.  - If students need more time to finish their “Scavenger Hunt” from the previous class, they will be given time to do so. Students who have finished will be given an opportunity to start the homework paragraph early in class (see Evidence Based Writing below).  - After about 30-40 minutes of class, we will move onto to the next review activity. Students will be divided into four groups placed around the room. Each group will form a “team” for a Jeopardy review game that we will play for the remainder of class. The projector will display a Jeopardy-style puzzle board on the whiteboard, and students will pick their categories and questions to answer. Each team will have to come up with one answer among them, with the chance for the following team to “steal” the answer if the team whose turn it is gets the question wrong. These questions will cover the structure of the Constitution, the amendment process, the limits placed on our rights, and the various Amendments to the Constitution.  - The winning team of the Jeopardy game will receive a prize to encourage participation.  - For homework, students will be given a scenario about rights that are protected and the limits placed on them. They will be asked to write several sentences about the scenario to determine if someone’s rights were violated or not:  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Homework: Given the scenario, were the person’s rights violated? Why or why not? Explain which rights were in question and how you know that they were protected or violated. | | | **Whole Group:**  - Start class with the Bell Ringer questions. Students will have about 10 minutes to answer these, and then we will go over them as a class. The teacher will ask students to explain their answer choices and will walk through with the students why the other choices are incorrect.  - Pass out notes page about our nation’s first political parties: Federalists and Anti-Federalists. Students will be asked to fill in the blanks of the notes page based on a PowerPoint presentation that the teacher gives. They will have a word bank for missing key words. The teacher will circulate around the room and assist students who are having difficulties with this. When students have finished completing their notes page, we will reconvene as a class and go over their answers.  - The next page in the notes packet will be a reading about the current major political parties: Democrats, Republicans, Libertarians, and Socialists. We will read through this section together.  - Each group will be assigned one of the political parties. They will be given different situations and scenarios, and they will be asked to explain how their political party would react to each situation or scenario. The teacher will work with groups that are having difficulty with this assignment.  - Groups will be given a poster board, and they will be asked to transfer their answers onto the poster board using markers provided by the teacher and any other art supplies that they have. These will be presented to the class and then posted around the classroom.  **Evidence Based Writing: What would be an effective solution for the conflict in the text? Use evidence to support your conclusion.**  How would your political party decide to solve the given problem or react to the given scenario? Use evidence from the reading to explain your answer. | |
| **Assessment:**  - The Bell Ringer will allow the teacher to evaluate what the class has learned from the previous review, offering a chance for clarification and re-teaching. The quiz writing assignment will allow students to put together everything that they have learned in a way easily measured by the teacher (as a quiz grade), and the “Scavenger Hunt” will be collected this class or next as a classwork grade. | | | **Assessment:**  - The Bell Ringer will allow the teacher to evaluate what the class has learned and what they are struggling with, with the opportunity for re-teaching. The writing assignment will be collected the following class as a homework grade, and it will allow the teacher to see how students have applied what they have reviewed, as FSA questions are often application questions. The game will give students a fun way of reviewing key concepts, with the teacher able to see what students remember and recall. | | | **Assessment:**  - The Bell Ringer will give the teacher a chance to re-teach any of the previous lessons that students are still struggling with. The classwork group assignment will give students an opportunity to practice their review lesson and to apply what they have reviewed and re-learned in an area in which they have struggled heavily on the benchmark tests. | |
| **Home Learning:**  - Play “Responsibility Launcher,” “Race to Ratify,” and “Represent Me!” on iCIvics as review games (due Wednesday).  - Finish any missing classwork. | | | **Home Learning:**  - Play iCIvics games (due Sunday).  - Finish homework paragraph. | | | **Home Learning:**  - Play iCIvics games (due Sunday). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Focus on Key Words  Recap of Key Points | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control | P1 - | | Choose an item. |
| P2 – YM | Focus on Key Words  Recap of Key Points | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control | P2 - FV | | Open-Ended Tasks |
| P4 – DM; OP | Focus on Key Words  Recap of Key Points | P4 – GD-K; AT-K; OW-504 | | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control | P4 - | | Choose an item. |
| P5 – AR; EG | Focus on Key Words  Recap of Key Points  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Emphasize content rather than spelling in writing communication | P5 - | | Choose an item. |
| P6 – FB | Recap of Key Points  Focus on Key Words | P6 – GN-504, LC-504 | | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control | P6 - | | Choose an item. |
| P7 – PA; ES | Focus on Key Words  Recap of Key Points | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control | P7 - | | Choose an item. |
| P8 AP; KS; CS | Recap of Key Points  Focus on Key Words  Bilingual Dictionaries | P8 – AC-504 | | Emphasize content rather than spelling in writing communication | P8 – DA | | Open-Ended Tasks |