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| **Civics** | | | | | | | |
| **Civics Standards:**  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.2.8 Identify America's current political parties, and illustrate their ideas about government.  SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).  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.3.4 Identify the relationship and division of powers between the federal government and state governments.  SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.  SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines | | | | | | **Vocabulary:** limited government; self-government; Declaration of Independence; 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; Civil Rights; Voting Rights; Supreme Court; Marbury v. Madison; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Tinker v. Des Moines; propaganda; interest groups; public policy; reserved powers; delegated powers; concurrent powers. | |
| **Monday** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - How does the Constitution protect our rights? | | | **Essential Question:**  - How do political parties work? | | | **Essential Question:**  - How have previous court cases affected our society? | |
| **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? | | | **H.O.T. Questions:**  - Why are Supreme Court cases important?  - How has the Supreme Court ruled to protect and limit our rights? | |
| **Bell Ringer:**  Display on the board a political cartoon regarding the rights guaranteed by the First Amendment. Students will be asked to interpret the cartoon and to answer the following questions:   1. What is this an image of? 2. Who is the creator of the image? 3. What message is the image trying to get across? 4. How does this message reflect the rights guaranteed by the First Amendment? | | | **Bell Ringer:**  Display FSA style question on the board about the Amendments and limits on them as a review of last class. Students will answer this question and explain why they arrived at their answer choice. | | | **Bell Ringer:**  Pass out handout with FSA style questions about Supreme Court cases. Students will answer these questions and explain why they arrived to their answer choice. | |
| **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. | | | **Learner Outcome:**  Students will review by analyzing the importance of the Supreme Court. They will connect past rulings and principles to specific Supreme Court cases. | |
| **Whole Group:**  - Begin class by going over the Bell Ringer questions. Students will work on their answers individually, then share their answers with their peers. Finally, we will share their answers as a whole group. The teacher will ask students to explain their answers, with the goal of getting students to think about who would create a political cartoon and for what purpose. We will tie this into another FSA-style question as well.  - After our initial discussion, the teacher will pass out the blue “End-of-Course Test Prep” Workbooks. Students will take out a sheet of paper and number it from 1-48. They will turn to Test 2 in the testing books.  - The teacher will also pass out review packets containing important information for students.  - We will work through the first two or three questions together as a class, with the teacher asking students to explain the correct and incorrect answers, gradually releasing students to work on the remaining practice test questions on their own. Students will be asked to put a “star” next to any answers that they don’t know and that they guessed on, and they will be allowed to go back once they are finished and to use their study materials and the textbook to look up their answers.  - Any students who finish early will receive their Constitutional Scavenger Hunts from last week to work on for the rest of the class period.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  What is the author’s perspective of this political cartoon? How do you know? What message is the author trying to get across, and how does it reflect our First Amendment rights? | | | **Whole Group:**  - Start class with the Bell Ringer question. The teacher will ask students to explain their answer choice and will walk through with the students why the other choices are incorrect.  - Pass back student practice tests from the previous class. Spend about 20-30 minutes going over the tests with students, with extra time devoted to explaining any answers that the majority of students got incorrect.  - Pass out blank index cards and markers, with an info handout for each group about the different political parties. Students will work together to create flash cards that they can use to study about the different planks and platforms for each political party. If we have time, we will also create these for the various Amendments. Students will take these home and use them to study in order to help them memorize important facts for the EOC test the following week.  - Devote the final 20-25 minutes of class, if there is time, to playing a review Kahoot with the class that focuses on political parties and the rights found in the various amendments.  **Evidence Based Writing: What are the defining characteristics of...? Use evidence to support your claim.**  What are the defining characteristics of our political parties? Students will write their answers on their index cards to use as flash cards for studying. | | | **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.  - In small groups, students will be given a specific Supreme Court case. These cases will differ from group to group, with more advanced groups receiving more complex cases. Students will be asked to read through the case and to answer several review questions about it.  - After we discuss our cases as a whole group to review, students will be released to work on Practice Test 3 in their blue “End-of-Course Test Prep” Workbooks.  - The teacher will walk around the room and work with students who are having difficulty answering any of the test questions.  - Any students who finish early may continue to work on their Constitutional Scavenger Hunt.  **Evidence Based Writing: Delineate and evaluate the specific argument in a text and cite evidence.**  What was the argument put forth by the majority opinion in your court case? How does this expand or limit our rights? | |
| **Assessment:**  - The Bell Ringer will allow the teacher to re-teach and re-evaluate student performance with interpreting images, which they have struggled with in the past. The practice test will be collected, scored, and graded as a classwork grade. | | | **Assessment:**  - The Bell Ringer will serve as a review of the previous lesson, as will the oral responses from students as we review their practice tests. The Kahoot game will also give the teacher a sense of where students stand with the review material. The homework assignment will give additional practice and will be collected as a grade. | | | **Assessment:**  - The group assignment will be collected as a classwork grade, and it will give students a chance to review their knowledge about specific Supreme Court cases and how they connect with rights. The practice test will be collected, scored, and graded. | |
| **Home Learning:**  - Play “Lawcraft,” “Argument Wars,” and “Counties Work” on iCIvics as review games (due Sunday). | | | **Home Learning:**  - Play iCIvics games (due Sunday).  - Complete FSA style questions review handout. | | | **Home Learning:**  - Play iCIvics games (due Sunday). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Games  Repetition | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Give frequent, short quizzes & break longer tests into shorter segments  Allow opportunities for movement during extended or stressful activities | P1 - | | Choose an item. |
| P2 – YM | Games  Repetition | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Give frequent, short quizzes & break longer tests into shorter segments  Allow opportunities for movement during extended or stressful activities | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Games  Repetition | P4 – GD-K; AT-K; OW-504 | | Give frequent, short quizzes & break longer tests into shorter segments  Allow opportunities for movement during extended or stressful activities | P4 - | | Choose an item. |
| P5 – AR; EG | Games  Repetition  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Give frequent, short quizzes & break longer tests into shorter segments | P5 - | | Choose an item. |
| P6 – FB | Games  Repetition | P6 – GN-504, LC-504 | | Give frequent, short quizzes & break longer tests into shorter segments  Allow opportunities for movement during extended or stressful activities | P6 - | | Choose an item. |
| P7 – PA; ES | Games  Repetition | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Give frequent, short quizzes & break longer tests into shorter segments  Allow opportunities for movement during extended or stressful activities | P7 - | | Choose an item. |
| P8 AP; KS; CS | Games  Repetition  Bilingual Dictionaries | P8 – AC-504 | | Give frequent, short quizzes & break longer tests into shorter segments | P8 – DA | | Problem Based Learning |