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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing 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.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.  SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.  SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.  SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.  SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.  SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.  SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy. | | | | | | **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; federalism; reserved powers; delegated powers; concurrent powers; human capital; economics; education; income | |
| **Monday/Tuesday** | | | **Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - Why did the Constitution replace the Articles of Confederation? | | | **Essential Question:**  - Why are maps important? | | | **Essential Question:**  - What is human capital? | |
| **H.O.T. Questions:**  - Why did the Articles of Confederation fail?  - Why did the Anti-Federalists want a Bill of Rights to be added to the Constitution? | | | **H.O.T. Questions:**  - How can we read different maps?  - What can maps tell us about the world? | | | **H.O.T. Questions:**  - What is the correlation between education and income?  - How can a person increase their human capital? | |
| **Bell Ringer:**  Display FSA style question on the board about the Articles of Confederation. Students will answer this question and explain how they arrived at their answer choice. | | | **Bell Ringer:**  Pass out worksheet with map of the 50 states. Students will work to fill out the map with however many states that they know from memory. | | | **Bell Ringer:**  Show PowerPoint to students which contains slides about different employment scenarios. Ask students to pick which employee that they would rather hire. | |
| **Learner Outcome:**  Students will review by evaluating the weaknesses of the Articles of Confederation. They will link these and the complaints of the Anti-Federalists to the Constitution and the Bill of Rights. | | | **Learner Outcome:**  Students will explore different types of maps and how to read them. They will analyze what maps and geographical studies can tell us about our country and the world. | | | **Learner Outcome:**  Students will explore the concept of human capital. They will investigate the correlation between education and income. Through simulation, examination, and analysis, students will come to understand that people with more education and job skills will earn a higher income than those without the skills and education. | |
| **Whole Group:**  [Monday]  -P1 + P2 = Extended HomeRoom; HR class will work on Civics packet.  [Tuesday]  -P5 + P6 = Extended HomeRoom; HR class will work on Math packet.  -P4, P7, P8:  - Begin class by going over the Bell Ringer question. The teacher will ask students to explain their answers and why the other answers are incorrect.  - Pass out teacher-created handout about the Articles of Confederation. Students will use p. 43-48 in the textbook to fill out the handout and to re-learn and review the weaknesses of the Articles of Confederation and the positions of the Federalists and Anti-Federalists.  - When students have completed the handout, we will get back together as a whole group and go over their responses. The teacher will lead a discussion which links the Articles and the Constitutional debates to rights, limited government, and political parties.  - Students will continue to work on Practice Test #2 (P4) and Practice Test #3 (P7 + P8) for the rest of the period. If students finish early, they make work on their Constitutional Scavenger Hunt projects. The teacher will work with students who are having difficulties with either task.  **Evidence Based Writing: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**  Why did the Anti-Federalists oppose the Constitution? How did the Federalists respond to their arguments? | | | **Whole Group:**  FOR SUBSTITUTE:  -P1 + P2 = Extended HomeRoom; HR class will work on their extended HR packets from previous classes. Most students will be out of the room for their Civics EOC testing. Those who are in the room should work on the Civics, Reading, or Math packets.  -P3 = Planning  -P4:  - Begin class by passing out the Bell Ringer handout. Students should try to fill out as many states as they can without looking them up. Once they’ve done this, have them count up how many states they know. Then, they may open their textbooks to pg. 428-429 in order to finish their maps.  - Students should also label the nation’s capital (Washington, DC) and Homestead, FL, on their maps.  - Students should read p. 412-417. You may do so together with them, or they may do so in their groups. This section will teach them some important details about maps, how to read them, and why we use them.  - Students should then look through p. 420-431. There are a series of “Geography Skills” questions that go with each section. They will probably not finish all of this in class, which is ok, but they should do as much as they can. They may write their answers on the backs of their maps, if they choose.  - If any students finish the work in class, they may continue to work on their Constitutional Scavenger Hunt handouts that are due on Friday  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  p. 425: Find your location on the map. Do you agree with the “nation” or region to which it has been assigned? Why or why not? | | | **Whole Group:**  - Introduce the class to our final unit of the year: Being an Economically Responsible Citizen.  - Explain to students that the term is referring to the assets you would present to an employer. Human capital consists of:  • Education  • Experience  • Proven Skills  • Training  Discuss how these are important to employers.  - Given the BR scenarios, ask students to identify education, experience, skills, and training in the candidates that were presented to them.  - Ask students: Have you thought about what you might do after you graduate High School? How many of you plan to get a job and go straight to work right away? Go to a trade or training school to increase your job skills? Go to college? Discuss student responses.  - Pass out post-it-notes to students containing numbers on them. (Say) If your post-it note has a number 1 on it, raise your hand. The number 1’s are people who dropped out of high school; your median salary will be around $25,000. Number 2’s? You graduated High School and your median salary will be around $35,000. Number 3’s? You went to college, but didn’t finish or earn a degree; your median salary will be around $40,000. Number 4’s – You Graduated from college and earned a Bachelor’s Degree- your median income will be about $55,000. Number 5’s? Number 6’s? You went to Graduate School after college and earned a Master’s Degree, your median income is about $91,000.  - Ask students what changed as the salary level increased (education level). Explain that as students increased their education level, their human capital increased which was reflected in their income.  - Divide students into groups. Pass out Handout #1. Explain to students that they are to analyze and discuss the graphs on the handout in their groups. Then each group should develop 5 quiz questions for each graph on the handout  - Have groups exchange the quizzes they have developed and take quizzes developed by different groups.  **Evidence Based Writing: What would happen if...? Use text-based evidence to support your claim.**  Why is it important to receive an education? What might happen to your potential earnings if you did not complete an education? | |
| **Assessment:**  - The Bell Ringer and classwork assignment will allow the teacher to re-teach and re-evaluate student performance with the Articles of Confederation. The practice test will be collected, scored, and graded as a classwork grade. | | | **Assessment:**  - The Bell Ringer and classwork assignment will allow the teacher to introduce concepts about maps and geography skills and provide several questions that will give the level of student comprehension. | | | **Assessment:**  - The class discussion will give the teacher an opportunity to assess how well students have learned the lesson, with chances for immediate correction of any errors or deficiencies. The group handout will be collected as a classwork grade | |
| **Home Learning:**  - Play “Lawcraft,” “Argument Wars,” and “Counties Work” on iCIvics as review games (due Wednesday/Thursday).  - Continue to work on Constitutional Scavenger Hunt project (due Thursday/Friday). | | | **Home Learning:**  - Play “Lawcraft,” “Argument Wars,” and “Counties Work” on iCIvics as review games (due Thursday).  - Continue to work on Constitutional Scavenger Hunt project (due Friday). | | | **Home Learning:**  - Over the weekend, pick one or two career options and research them. Find out what college or training programs would help them to achieve their goal. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Small Groups  Focus on Key Words | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Alert student several minutes before transition from one activity to another is planned  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P1 - | | Choose an item. |
| P2 – YM | Small Groups  Focus on Key Words | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Alert student several minutes before transition from one activity to another is planned  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Small Groups  Focus on Key Words | P4 – GD-K; AT-K; OW-504 | | Alert student several minutes before transition from one activity to another is planned  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 - | | Choose an item. |
| P5 – AR; EG | Small Groups  Focus on Key Words  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 | Small Groups  Focus on Key Words | P6 – GN-504, LC-504 | | Alert student several minutes before transition from one activity to another is planned  Allow opportunities for movement during extended or stressful activities | P6 - | | Choose an item. |
| P7 – PA; ES | Small Groups  Focus on Key Words | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Alert student several minutes before transition from one activity to another is planned  Shortened assignments based on mastery of key concepts | P7 - | | Choose an item. |
| P8 AP; KS; CS | Small Groups  Focus on Key Words  Bilingual Dictionaries | P8 – AC-504 | | Allow extended time frames to complete assignments, projects and tests | P8 – DA | | Research and Independent Study |