|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Civics** | | | | | |
| **Social Studies 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.2.6 Simulate the trial process and the role of juries in the administration of justice.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.  \*\*SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels. | | | | **Vocabulary:**  Separation of powers; Checks and balances; legislative; executive; judicial; district courts; appellate courts; Supreme Court; judicial review; Marbury v. Madison; justices; original jurisdiction; appellate jurisdiction; regulations; military law; civil law; criminal law; constitutional law; common law; precedent; administrative law; statutory law; plaintiff; prosecution; defendant; verdict; jury trial | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday (A Day)** | |
| **Essential Question:**  - How do jury trials work? | | **Essential Question:**  - How can I succeed on the “Separation of Powers” unit test? | | **Essential Question:**  - How can I succeed on the “Separation of Powers” unit test? | |
| **H.O.T. Questions:**  - What are the major components and players of a jury trial?  - How do juries evaluate arguments to decide a verdict? | | **H.O.T. Questions:**  - What do I already know well about the material from this unit, and what areas do I need to study further?  - How do the powers of the three branches differ from each other?  - How do the departments of the executive branch help the President to carry out the laws? | | **H.O.T. Questions:**  - How much have I learned from the previous unit on separation of powers?  - How does the Preamble set up the goals for government?  - How are the legislative and executive branches involved with how a bill becomes a law? | |
| **Bell Ringer:**  - Sign up for roles in our mock trial script. | | **Bell Ringer:**  - Direct students to Microsoft Forms where they will answer several review EOC-style questions about the legislative, executive, and judicial branches. | | **Bell Ringer:**  - Display the Kahoot game pin number on screen and direct students to log into Kahoot. | |
| **Learner Outcome:**  Students will analyze the process of a trial by a jury and discover the key components and individuals involved in a jury trial. They will also apply real laws to the evidence presented in a jury trial in order to reach a verdict. | | **Learner Outcome:**  Students will review for their test by evaluating their knowledge of the previous unit, using the review sheet to look up and correct any areas in which they are deficient. They will differentiate between the three branches of government and analyze how the executive departments create regulations to help carry out the law. | | **Learner Outcome:**  Students will assess their knowledge of the fourth unit by taking the Unit 4 Test. They will identify how the Preamble sets up the goals of government in the Constitution and analyze how the legislative and executive branches are involved in the law-making process. | |
| **Whole Group:**  - Ask for student volunteers to read the different roles in our mock trial script. If not enough students volunteer, assign roles to different students.  - Ask students to type in the meeting chat what they think that “copyright” means. What kinds of things can be copyrighted?  - Display a PowerPoint review slide to review several key concepts for students, including the judicial branch, the 5th and 6th Amendments, a jury trial, and the difference between civil and criminal.  - Show “James Bond in a Honda del Sol” advertisement to the class: <https://www.youtube.com/watch?v=gqa-b3assCA> (~1 minute long). Ask students to apply our discussion of copyright to this ad – do they think that copyright has been violated here?  - Post the iCivics “James Bond in a Honda?” trial transcript to on Teams and keep the script open on the video call. Ask students who volunteered for a role to read their parts out loud to the class and re-enact the trial. Those who do not have parts are expected to silently listen and pay attention to the case, as they will be members of the jury.  - After we have acted out the various testimony and arguments, the entire class will be given instructions as a jury. They will be put into groups via Breakout Rooms on Teams and asked to deliberate and reach their verdict. Each group will be given examples of key evidence from the trial and be asked to evaluate whether this supports the argument that Honda DID copy James Bond OR the argument that Honda DID NOT copy James Bond. Students will complete this activity and close class by voting in a poll on Teams to reach our classroom verdict.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**  Was Honda guilty of copying the idea of James Bond in its Honda commercial? Why or why not? Make sure to provide evidence to support your conclusion. | | **Whole Group:**  - Discuss the Bell Ringer question with the class, calling on volunteers to answer the Qs and going over the correct answers (and the strategies to process the questions/eliminate answer choices).  - Put the class into groups on Teams. Direct them to their group channels, where they will find a shared document that contains the review sheet for the test. This review sheet will have key ideas and definitions that need to be matched together, a list of powers where students will need to determine whether they belong to the legislative, executive, or judicial branches, some multiple choice questions about checks and balances, and some short answer questions about the unit in general that students will need to answer. The teacher will model a question or two for the class. Then the teacher will start video calls with each group, and groups should work together to divide up the review sheet and help each other with answering the questions. The teacher will move from group call to group call to monitor their work and to help groups with any questions that they might have.  - In the last few minutes of class, the teacher will direct students on how to download a copy of their shared work for the day so that they may have their own copy of the review sheet to study. The teacher will also post links to a review game that students may play on their own to study.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  How do the departments of the executive branch help the President to carry out the laws? Give specific examples from the readings/notes to support your answer. | | **Whole Group:**  - Display the Kahoot game pin number on screen for those at home and in person, and direct students to go to Kahoot in order to play a review game before the test. The Kahoot will contain key vocabulary terms, short scenarios, and even modified test questions for students to play through.  - The game should take about 20-30 minutes to play. While playing, the teacher may pause the game if a large number of students are getting a question wrong in order to explain it and re-teach the concept.  - Once the Kahoot game has been completed, we will devote 5-10 minutes to any final questions that the class might have. If the class does not have any questions, the teacher will spend the time to go through some of the questions on the review sheet that were not also on the Kahoot that students might have struggled with. The teacher will call on students to provide answers to the class for these questions.  - Walk students through how to find the test on the Assignments tab. The test will be taken through Microsoft Forms, and correct answers and explanations will be provided to students automatically once they submit their test.  - Release the class to work on the test. They may take the rest of the period to complete the questions, which will be mostly multiple choice.  - If any students finish early, they may go back to any missing or incomplete assignments that they have for Civics class and may go back to complete them.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    How does a bill become a law, and why are there so many steps? Why do two branches have to give their approval to most laws that are passed? | |
| **Assessment:**  - The group assignment from the trial will be collected and graded as classwork. The teacher will move from group to group during jury deliberations via Teams to guide students in their discussion of the court case, ensuring that students understand the ideas of the lesson and re-teaching/explaining anything that they do not understand. | | **Assessment:**  - The review sheet worked on by each group will be graded as a classwork assignment. The Bell Ringer will serve as an informal assessment and give students a chance to practice their knowledge before the test and the teacher a chance to correct/reteach any concepts that the class has struggled with. | | **Assessment:**  - The test will be graded as a test grade and will provide the teacher with detailed feedback of how well students have learned and understood the lessons of the previous unit. The feedback given by Microsoft Forms will give the teacher data to guide future re-teaching of any concepts that students have not mastered. | |
| **Home Learning:**  - Finish assignment. | | **Home Learning:**  - Study for test. | | **Home Learning:**  - None. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Role Playing  Teacher Made Questions | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Provide accurate, prior information about changes in routine/schedule  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Role Playing  Teacher Made Questions | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide accurate, prior information about changes in routine/schedule  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Role Playing  Teacher Made Questions | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Provide accurate, prior information about changes in routine/schedule  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Role Playing  Teacher Made Questions | P8 – EF-V/K; YP-K | Provide accurate, prior information about changes in routine/schedule  Provide positive reinforcement for following rules or directions | P8 - SB | Flexible Grouping |