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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.  SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.  SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  SS.7.C.1.8 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.2.8 Identify America's current political parties, and illustrate their ideas about government. | | | | **Vocabulary:**  Magna Carta; Mayflower Compact; English Bill of Rights; Thomas Paine; Common Sense; limited government; self-government; rights; rule of law; grievances; Stamp Act; Boston Tea Party; boycott; consent of the governed; taxation without representation; quartering; Locke; social contract; natural rights; Montesquieu; separation of powers; Declaration of Independence; Constitution; Articles of Confederation; Shays’ Rebellion; Constitutional Convention; Anti-Federalist; Federalist; ratify; Bill of Rights; political parties; Republican Party; Democratic Party; Libertarian Party; Socialist Party; Community Party; Two-Party System; Third Party | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - How did Enlightenment ideas influence the Founding Fathers? | | **Essential Question:**  - How did Enlightenment ideas influence the Founding Fathers? | | **Essential Question:**  - What are political parties? | |
| **H.O.T. Questions:**  - How did the ideas of the Magna Carta, Mayflower Compact, English Bill of Rights, and Common Sense inform the Founding Fathers’ views about government?  - How did the Founding Fathers rely upon the ideas of Locke and Montesquieu to protest against Great Britain and eventually break free? | | **H.O.T. Questions:**  - Why is the Declaration of Independence so important?  - How did colonial experiences influence the Declaration of Independence and the Articles of Confederation? | | **H.O.T. Questions:**  - How do political parties affect society, government, and our political system?  - How did the two-party system originate? | |
| **Bell Ringer:**  Use Microsoft Forms to give students several reflection questions about the previous unit. These questions will ask them to evaluate which topics they feel comfortable with and which ones they think that they need to review further. | | **Bell Ringer:**  Display the Kahoot game pin number on screen and direct students to log into Kahoot. | | **Bell Ringer:**  A political cartoon depicting Democrats and Republicans arguing with each other will be displayed to the students. They will be asked to analyze the image and answer several questions:   * What objects do you see? * What people do you see? * What message does the political cartoon send? | |
| **Learner Outcome:**  Students will review for their upcoming unit test by tracing the lineage of ideas from Locke and Montesquieu to the Founding Documents to the colonial grievances against the king. They will analyze the ideas of natural rights, the social contract, self-government, and limited government and evaluate how these affected the Founding Fathers. | | **Learner Outcome:**  Students will test their knowledge of the second unit by evaluating the experiences of the American colonists and connecting them to the ideas found in the Declaration of Independence and Articles of Confederation. They will also evaluate the importance of rights found in the Declaration of Independence. | | **Learner Outcome:**  Students will evaluate the impact political parties have on society, government, and the political system. They will analyze the origin of our two-party system. | |
| **Whole Group:**  - Use the Bell Ringer as a tool to start our review session about the previous unit, as well as to gauge where they class stands with the course material and what they feel they need extra help with. Take about 10 minutes to talk to students about the topics that they have struggled with, as well as to go over the Federalist vs. Anti-Federalist activity from the previous class.  - 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 vocabulary crossword puzzle for the group to fill out, and a number of questions 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: Why and how did [...] happen? Use evidence to support your answer.**  Why did the Founding Fathers object to the Acts of Parliament? What ideas influenced their thinking? | | **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. They may also continue playing the iCivics “Race to Ratify” game (they must have headphones or remain muted if they are physically in the classroom).  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    Why was the Articles of Confederation government so weak? Why was it important for the Constitution to fix these issues while also safeguarding the rights of individuals and states? | | **Whole Group:**  - Go over Bell Ringer activity.  - Display a PowerPoint for students which goes over several key terms, including “political party” and “two-party system.” Students should take notes on this while we discuss the PowerPoint slides.  - Post a reading on political parties for students on Teams, as well as a notes page in the form of a Word doc. Give students an annotation guide that they can use to “deep read” through the reading. Read the first paragraph or two together and demonstrate this to students, then release them to finish their reading and to complete a worksheet with several questions about the reading. Give students about 30-40 minutes in class to complete this.  - As students finish this up, get back together as a whole group and go over student answers.  - Then post a link to an online political party survey where students will answer a number of questions about current political issues. The survey will then tell students which political party that they would likely fit best in and which candidate they may wish to vote for in the 2020 election. Give students an anonymous poll on Teams where they can record the party in their survey results. Ask students if they were surprised with their results. Spend about 10-15 minutes doing this, and allow some extra time for discussion if students wish to discuss their responses (do not force students to reveal their answers if they do not wish to do so).  - Finish up class with the following exit ticket on Teams:  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**    How do political parties affect our society and government? | |
| **Assessment:**  - The review sheet worked on by each group will be graded as a classwork assignment. The Bell Ringer survey will serve as an informal assessment and give the teacher a chance to explain any topics that students do not remember or are still struggling 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. | | **Assessment:**  - Student answers to the reading questions will be graded as a classwork assignment. | |
| **Home Learning:**  - Study for test.  - Play iCivics “Race to Ratify” game (due Friday). | | **Home Learning:**  - Finish iCivics “Race to Ratify” game (due Friday). | | **Home Learning:**  - Finish iCivics “Race to Ratify” game (due Friday). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; ES-4; VV-4 | Games  Extended Time | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Present information through multisensory approach  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Games  Extended Time | P2 – CB-K/F; CT-504; JV-504; NW-K | Present information through multisensory approach  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Games  Extended Time | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Present information through multisensory approach  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Games  Extended Time | P8 – EF-V/K; YP-K | Present information through multisensory approach  Allow extended time frames to complete assignments, projects and tests | P8 - SB | Problem Based Learning |