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| **Civics** | | | | | |
| **Social Studies Standards:**  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.3.6 Evaluate Constitutional rights and their impact on individuals and society.  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. | | | | **Vocabulary:**  Bill of Rights; First Amendment; Fifth Amendment; Eighth Amendment; Due Process of Law; Eminent Domain; Warrant; Separation of Church & State; James Madison; Bail; Thirteenth Amendment; Fourteenth Amendment; civil rights; voting rights; Individual rights | |
| **Monday** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **Essential Question:**  - How can I succeed on the “Separation of Powers” unit test? | | **Essential Question:**  - How does the Constitution protect and limit rights? | | **Essential Question:**  - How does the Constitution protect and limit rights? | |
| **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? | | **H.O.T. Questions:**  - How did the Bill of Rights originate?  - What rights are guaranteed under the Constitution in the Bill of Rights? | | **H.O.T. Questions:**  - How did the Thirteenth and Fourteenth Amendments extend civil rights?  - How have various amendments extended the voting rights of different groups of Americans over time? | |
| **Bell Ringer:**  - Display the Kahoot game pin number on screen and direct students to log into Kahoot. | | **Bell Ringer:**  - What do you think is the most important right that you have? Why? | | **Bell Ringer:**  - If you could make a new constitutional amendment, what would it be about? Write a new one and explain why the country needs it. | |
| **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. | | **Learner Outcome:**  Students will review what they learned toward the beginning of the year by analyzing the origin of the Bill of Rights. They will also differentiate between the first ten amendments, and they will apply these rights to their own lives. | | **Learner Outcome:**  Students will connect the concepts of voting rights and citizenship to constitutional amendments. They will analyze how the 13th and 14th Amendments protect the civil rights of minorities. | |
| **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? | | **Whole Group:**  - Discuss the Bell Ringer question together as a class, asking for volunteers to read and reading aloud answers that students have typed if few students volunteer. Tell the class that we’ll be reviewing the Bill of Rights as a way to learn more about our rights and freedoms, as well as the limits placed on them.  - Start class with a PowerPoint on the origin of the Bill of Rights, explaining how the Anti-Federalist opposition to the Constitution created a need for our rights to be written down. Have students take notes on this.  - Direct students to Teams, where a reading of p. 110-116 from their textbooks will be posted. Students should use this reading to complete a matching activity found in a Word doc posted for them on the Assignments tab. They will match up pictures and descriptions of each of the Amendments found in the Bill of Rights with the corresponding number.  - Give students about 20-25 minutes to work on this assignment (adjust the time based on the level of students). Then go over it as a class, calling on individual students to provide the correct answer. If any students have incorrect answers, they should fix this.  - Then tell the class that they will be applying these rights to their own lives. Ask the class to pick two of the first ten amendments. Write a paragraph explaining why each of the rights found in this amendment are important, and what might happen if these rights did not exist. Brainstorm ideas with the class at first, and then release them to work on the assignment.  - Finish class by asking students to volunteer to present their paragraphs by reading them to the class.  **Evidence Based Writing: What would happen if [...]? Use text-based evidence to support your claim.**    Which of your rights found in the Bill of Rights are the most important? How do they protect the freedoms that you have in your life? What might happen if they did not exist? Pick two of the amendments and write a long paragraph (6-7 sentences) answering these questions. Use the reading as a source for evidence. | | **Whole Group:**  - Discuss the Bell Ringer question together as a class. Tell students that the Constitution has been amended, or changed, 27 times in the nation’s history. We learned about the first 10 changes, which came in the 1790s, but we will now learn about some of the other important changes.  - Briefly verbally review the Bill of Rights amendments with students from last class. Tell them that they need to know what these amendments are. Then discuss why we might need to change the Constitution after the Bill of Rights were passed. Tell the class that about half of the remaining amendments deal with rights and protections for various groups of people, either protecting their civil rights or expanding voting rights to new groups of citizens.  - Post on Teams a PDF of their textbook that contains a section on civil and voting rights (p. 118-122). Begin to read this with the class, and as we read, students will fill out a chart found in a Word doc on the Assignments tab on Teams that asks students what each of the following amendments did, when they were passed, and which groups they expanded rights to:   * 13th, 14th, 15th, 17th, 19th, 23rd, 24th, 26th   - The teacher will present the 13th Amendment as a model to the students. We will all read together the text for the 13th Amendment, and the teacher will work with the class to fill out their charts for this amendment.  - Release the class to complete the rest of the Amendments on their own. Put the class into breakout rooms on Teams to allow them to work together on this assignment.  - Give students about 45 minutes to work on this; then end the breakout rooms, bring the class back together, and go over the amendments found on their charts, calling on students to share their answers with the rest of the class.  - In the time remaining, give students a choice as to which wrap-up assignment they would like to complete. They may either write a short paragraph (4-5 sentences) on the evidence-based writing question below, OR they may go to the online meme generator at <https://imgflip.com/memetemplates> to make a meme about one of the amendments they learned about today, with a two sentence explanation of their meme and why that amendment was important.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Which amendment do you think was the most important for advancing voting rights for various groups in this country? Make sure to identify which groups benefited from the amendment and to cite evidence to support your conclusion that this amendment was the *most* important one. | |
| **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:**  - The class discussion and matching activity will test what students remember and have re-learned about the Bill of Rights. The evidence-based writing paragraphs will count as a classwork grade and will show how well students can apply what they have learned to their daily lives. | | **Assessment:**  - The reading and chart will give the teacher an opportunity to measure student reading comprehension and will count as part of a classwork grade, along with the final writing assignment/meme assignment. | |
| **Home Learning:**  - None. | | **Home Learning:**  - Finish “Evidence Based Writing” question. | | **Home Learning:**  - Finish assignment. | |
| **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 | Extended Time  Flexible Grouping | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Allow extended time frames to complete assignments, projects and tests  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Extended Time  Flexible Grouping | P2 – CB-K/F; CT-504; JV-504; NW-K | Allow extended time frames to complete assignments, projects and tests  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Extended Time  Flexible Grouping | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Allow extended time frames to complete assignments, projects and tests  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Extended Time  Flexible Grouping | P8 – EF-V/K; YP-K | Allow extended time frames to complete assignments, projects and tests  Emphasize content rather than spelling in writing communication | P8 - SB | Open-Ended Tasks |