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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.3.5 Explain the Constitutional amendment process.  SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  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:**  civil rights; voting rights; Individual rights, appellate process, ex post facto, habeas corpus, independent judiciary, precedent, privacy, summary judgement, public interest, libel, slander, judicial branch; Article 5; amendment process; Supreme Court; *Marbury v. Madison; Brown v. Board of Education; Miranda v. Arizona*; judicial review; opinion; dissent. | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday (“A” Day)** | |
| **Essential Question:**  - How does the Constitution protect and limit rights? | | **Essential Question:**  - How can the Constitution be changed? | | **Essential Question:**  - How does the judicial branch help to protect rights? | |
| **H.O.T. Questions:**  - Why can individual rights be limited in certain ways?  - How does the judicial branch of government help to protect our individual rights? | | **H.O.T. Questions:**  - How are amendments proposed and ratified?  - Why is it important that we have a formal amendment process? | | **H.O.T. Questions:**  - How did *Marbury v. Madison* contribute to the development of judicial review?  - How has the Supreme Court decided other cases to strengthen civil rights in society? | |
| **Bell Ringer:**  Post the midyear assessment data as a PDF on Teams. Ask students to fill out a survey listing their score on the baseline, their score on the midyear, how much their score increased or decreased, and what they will do to improve over the 3rd quarter. | | **Bell Ringer:**  - Play Kahoot to review for Amendments quiz | | **Bell Ringer:**  Students will review their constitutional rights protected by Amendments by watching a short YouTube video (“I Got Suspended Because of My Hair” -- <https://www.youtube.com/watch?v=HAG70aNQk4k>) and answering several questions:   * Why did the girl with the pink hair get suspended? * What rights did she claim were violated? * How does this demonstrate the concept of an ex post facto law? | |
| **Learner Outcome:**  Students will analyze the reasons for why individual rights can be limited to protect the rights of others and for the good of society. They will also apply this concept to sample cases in order to connect the judicial branch to the protection of these rights. | | **Learner Outcome:**  Students will analyze the process of amending the Constitution. They will also evaluate the need for such as formal and difficult process, as envisioned by the Founding Fathers. | | **Learner Outcome:**  Students will analyze the importance of judicial review in the federal legal system and connect *Marbury v. Madison* to its development. They will also evaluate how Supreme Court decisions in cases like *Brown v. Board of Education* and *Miranda v. Arizona* have strengthened civil rights. | |
| **Whole Group:**  - Spend about 10 minutes on the Bell Ringer activity.  - Play short video clip on the limits to your rights: <https://www.youtube.com/watch?v=rNpmC8iuVTA>.  - Ask students what limits exist to your freedom of speech. Why do they think it might be important to have limits on their rights?  Review some of the rights that we’ve learned about in the previous week, especially those that affect them daily. Ask students what limits they think should be placed on some of the rights they have learned about.  - Post a “Limiting Rights” note-taking guide on Teams for the class. Direct students to go to the assignments tab and to open the Word document there. They will type notes into the Word doc as the teacher displays a PowerPoint on the screen that discusses the different ways in which rights are limited and protected, including the concepts of habeas corpus and ex-post facto laws, and how the judicial branch can work to protect our rights. Have students complete their Word doc by answering the question in the Evidence Based Writing section; give students about 5 minutes to type up an answer, and then discuss it with the class.  - Then divide the class into groups (physical groups in-person and Breakout Rooms for those online). Tell each group that they will receive several scenarios that show events that happen; they should work together in their groups to evaluate these scenarios and to determine how someone’s rights might be limited or protected in them. Included in these scenarios will be real court cases, including *Tinker v. Des Moines* and *Hazelwood v. Kuhlmeier*. Give students about 15 minutes in their groups to read through them and answer the questions.  - Get back together as a class and go over the scenarios with the class. Call on volunteers from each group to share their answers with the class, and discuss them with the students.  - Finish class by directing students to the online meme generator at <https://imgflip.com/memetemplates> to make a meme about one of the ways in which their rights may be limited or protected that they learned about today. They will copy and paste their meme into the “Memes and Images” channel on Teams, along with a one sentence explanation of how it relates to the lesson (using at least one of our key terms of the day).  **Evidence Based Writing: Delineate and evaluate the specific argument in a text. Cite evidence to support your answer.**    Below is a statement from Chief Justice John Roberts:  “…students do not shed their First Amendment  rights at the school house gate.”  *Source: Morse v. Frederick (2007)*  Why is this statement significant? How does this reflect a balancing test imposed by the courts on the freedoms and rights that we enjoy? | | **Whole Group:**  - Begin class with a review Kahoot about the amendments that we learned about and reviewed last week. This should take about 15 minutes.  - Then direct students to the quiz on the amendments on Microsoft Forms. Give students no more than 15-20 minutes to complete this. Forms will grade the quizzes for the students and provide immediate feedback after they have submitted their quizzes.  - Tell the class that we’ve been learning about the amendments, and so now we need to learn the process of how to amend, or change, the Constitution.  - Direct students to the assignment on Microsoft Teams, which will have a PDF of our textbook (p. 99-102) and a matching Word document with several questions.  - Play video clip: “How Do We Amend?”: <https://www.youtube.com/watch?v=c_wbxHmSQKc>  - Students will fill out Part A of the Word doc based on questions asked about the video clip. We will discuss these as a class.  - Then read together with the students pg. 99-102 in the textbook. Pause during the reading to discuss with students the amendment process, why the need for change is important, and how the Founding Fathers envisioned dealing with change. Ask “reading check” questions of random students after each section.  - Release students to work on answering the questions found on pg. 102 at the end of the section. They should do #1-3.  - As students work on this assignment, pull any students whose benchmark scores significantly decreased into a separate video call via Breakout Rooms to talk to them about the goals we set at the beginning of the year and to touch base with them about what has been going on so far this year, and what needs to change in the 3rd quarter.  - As extra credit, students will be allowed to create a song/rap that will be used by other middle schoolers to explain the Constitutional Amendment process. In this song/rap, they must:   * Identify the correct sequence of the amendment process * AND use the correct vocabulary used in the process.   This will count as an extra credit classwork grade, and will replace a missing assignment or low grade that they might have.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Why did the Founding Fathers create an amendment process that was difficult to complete? Why might they have wanted future generations to be able to change the Constitution, but to not be able to do so easily? Use evidence from our lesson to support your answer. | | **Whole Group:**  - Discuss the Bell Ringer questions and the video, reminding students of the role that the courts play in protecting the rights of citizens.  - One of the ways in which the judicial branch can protect rights is by striking down laws or actions that are unconstitutional – the power of judicial review! Tell students that judicial review is one of the key powers that the court system has, specifically the Supreme Court, and that they will be learning more about the Supreme Court and its job today.  - Display a review PowerPoint to go over the levels of the courts and the concept of jurisdiction.  - Then post a graphic organizer on Teams that will guide student reading on the Supreme Court and judicial review. Have students access the PDF of their textbook (p. 189-192), and begin to read it with them. Ask for student volunteers to read each paragraph, pausing to discuss the important concepts, to ask questions of students to ensure that they are paying attention, and to give students time to answer the questions found in their graphic organizer, which corresponds to the reading and goes in order based on the order of the reading.  - After modeling the first few questions for students and reading the first few paragraphs with the class, release them to complete the reading and their graphic organizer on their own. At the end of their Word document will be a series of additional questions that ask them to tie together everything that they have read.  **Evidence Based Writing: Summarize the key points discussed in the text. Why are these key points important?**  How did the decisions of the Supreme Court in *Brown* and *Miranda* help to protect civil rights? What groups had their rights protected, and what rights were protected or expanded by the courts? | |
| **Assessment:**  - The guided notes, group scenarios, and memes will count toward a classwork grade and will serve as an assessment of how well students have paid attention and understood the concepts of the lesson. | | **Assessment:**  - The quiz will assess what students have learned and retained about the Amendments. The reading questions will be graded as classwork and will assess what students have learned about the amendment process. The extra credit opportunity will allow students a creative way to express what they have learned, with the possibility of recording any song or rap that is of excellent quality for students to use as a study aid for the EOC. | | **Assessment:**  - The bell ringer will measure what students have already learned about the judicial branch in a low-stakes way. The graphic organizer and follow-up questions will allow the teacher to ensure that students are completing the assigned reading and learning key concepts about the Supreme Court and the idea of judicial review. This assignment will be collected and graded as classwork. | |
| **Home Learning:**  - Finish memes/classwork assignment.  - Study for amendments quiz. | | **Home Learning:**  - Finish classwork assignment.  - Work on extra credit opportunity. | | **Home Learning:**  - Finish classwork 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 | Focus on Key Words  Small Groups | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Provide positive reinforcement for following rules or directions  Highlight key words in lessons |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Focus on Key Words  Small Groups | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide positive reinforcement for following rules or directions  Highlight key words in lessons |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Focus on Key Words  Small Groups | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Provide positive reinforcement for following rules or directions  Highlight key words in lessons |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Focus on Key Words  Small Groups | P8 – EF-V/K; YP-K | Provide positive reinforcement for following rules or directions  Highlight key words in lessons | P8 - SB | Open-Ended Tasks |