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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.  SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.  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  SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services. | | | | **Vocabulary:**  Marbury v. Madison; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Tinker v. Des Moines; United States v. Nixon; Bush v. Gore; Hazelwood v. Kuhlmeier; District of Columbia v. Heller; supremacy clause, reserved powers, delegated powers, enumerated powers, concurrent powers, federalism, 10th Amendment | |
| **Monday (“B” Day)** | | **Tuesday/Wednesday** | | **Thursday/Friday** | |
| **Essential Question:**  - How have court cases impacted our society? | | **Essential Question:**  - What is federalism? | | **Essential Question:**  - What is federalism? | |
| **H.O.T. Questions:**  - How have these court cases applied constitutional principles to their decisions?  - How have these landmark court cases limited or expanded rights because of their decisions? | | **H.O.T. Questions:**  - How does federalism limit the power of the government?  - How does the Supremacy Clause help to minimize conflict between different levels of government? | | **H.O.T. Questions:**  - How are reserved, expressed, and concurrent powers different from each other?  - How can the federal and state governments share power? | |
| **Bell Ringer:**  - EOC-style review questions about the levels of courts and types of laws. | | **Bell Ringer:**  - Post a court case guide for students where they will match up the landmark Supreme Court cases with their descriptions. | | **Bell Ringer:**  - Direct students to Kahoot, where we will play a Supreme Court landmark case review Kahoot to prepare for their quiz today. | |
| **Learner Outcome:**  Students will connect several Supreme Court cases to important constitutional principles and evaluate how they have impacted our society. They will also analyze these landmark cases to determine how the courts have either limited or expanded rights based on their decisions. | | **Learner Outcome:**  Students will analyze how federalism can limit the power of the government by giving specific roles to the federal government or the states. They will also evaluate how the Supremacy Clause helps to minimize conflict between different levels of government by making federal laws and constitutions supreme over the states. | | **Learner Outcome:**  Students will differentiate between reserved, expressed, and concurrent powers. They will also investigate the ways in which different levels of government can share power regarding specific abilities. | |
| **Whole Group:**  - Recap our projects from last class. Students should have completed or be completing the written part of the project. Go over again the expectations for students, especially about the poster/newspaper cover/PowerPoint visual representation.  - Then release students to continue working on their projects. Continue to work with students and groups that need assistance with their cases. Students should complete their projects in class. Gauge how fast students are working, and decide whether to move forward this class period or to allow them the rest of the class period to complete their projects.  - Once students finish their projects, have them turn in the projects and post the visual representation of their court case to a special “Projects” channel created on the Teams page.  - Once the majority of projects have been completed, we will devote class time to a virtual “gallery walk” where students will browse through the Projects channel, looking through the various court case projects. They will be given a chart containing the title of each case and a page with descriptions of the cases and their importance. They will use the information they have learned from their gallery walk and observation of their classmates projects to match the title of each case to its correct description. This will become a court case study guide for students.  - If students struggle to finish the project in time, the gallery walk part of the project may be pushed back to the following class.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    What is the significance of your Supreme Court case? How did this court case impact American society by applying constitutional principles or limiting/protecting individual rights? Use evidence from your reading and research to support your response. | | **Whole Group:**  - Begin class by posting the Supreme Court case projects created by the students into a special channel on Teams. Divide up the projects based on the title of the case.  - Post a handout on Teams which contains the names of all 11 Supreme Court cases and a description of each one. Have students match the description of the two cases that they worked on to the correct title. Then begin the virtual “gallery walk” on Teams, displaying the cases on screen for students. We will go from case to case, looking at the various PowerPoints and posters created by the class. As we do so, students will complete their handout that they may use going forward as a court case study guide. Start this together with the class, and then give them about 10 minutes to finish up on their own. Go over the final cases together to ensure that students have the correct answers.  - Tell students that they will need to remember these cases, and that they will be having a quiz on them in the following class.  - Distribute a “Level Up” note-taking graphic organizer on Teams. Play a short video clip on federalism (<https://www.youtube.com/watch?v=Xb3IlLbj8mE>) and have students answer the first several questions on their organizer from this video clip.  - Go through the rest of the organizer with students by displaying a PowerPoint. Students will fill in the blank spaces on their note-taking packet while the teacher goes from slide to slide and explains the concepts of federalism, including the differences between reserved, concurrent, and expressed powers.  - Students will then complete a set of questions on their guided notes Word doc in the remaining time in class. The questions will include:  **Evidence Based Writing: Delineate and evaluate the specific argument in a text. Cite evidence to support your answer.**  *“The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite.” – James Madison, The Federalist No. 45*  What do you think that this quote means? Why are powers divided between the federal and state governments? Use your notes as evidence to support your answers. | | **Whole Group:**  - Devote about 15 minutes to playing Kahoot with the class to review for their quiz on Supreme Court landmark cases.  - Direct students to Microsoft Forms for their Supreme Court case quiz. Give students about 15-20 minutes to complete this quiz, Students will receive feedback automatically through Forms when they submit their quizzes.  - Shift back to our discussion of federalism by displaying several key terms and concepts from our previous lesson and reviewing them with students.  - Then post on Teams a Word document that contains a Venn Diagram in it, differentiating between reserved, expressed, and concurrent powers. It will also have a list of different government powers. Students will copy-and-paste the powers of the government into the correct spots for reserved, expressed, and concurrent powers. They should use pg. 204 in the textbook to help them with this if they get stuck. Give students about 15-20 minutes to complete this, and then go over the activity together as a class to make sure that students have done it correctly.  - The second part of the Word document will contain several examples and scenarios for students, where they will have to state what level of government (state, federal, or both) would have that power or be able to take action in the scenario. Allow students to work in groups for this section.  - Close class by reviewing the final section of the assignment. Display the scenario questions on the PowerPoint on the board/video call, and go through them with students. Ask them to type E, R, or C in the chat for each question, deciding whether it is an expressed, delegated, or reserved power.  **Evidence Based Writing: Write about the central message. Use evidence from the text as relevant details that support your answer.**  How are expressed, reserved, and concurrent powers different from each other? Why do you think the Founding Fathers created these different types of powers? | |
| **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. | | **Assessment:**  - The classwork assignment at the end of the lesson will be collected and graded to measure how well students understood the lesson. Discussion regarding the PowerPoint will offer an informal assessment of what students have comprehended and remembered about previous lessons, as well as an opportunity for the teacher to re-teach certain concepts | | **Assessment:**  - The Supreme Court case quiz will measure how well students have learned the different Supreme Court cases. The Venn Diagram and scenario activities will be turned in for a classwork grade but should also be used as notes by students for reference and studying. | |
| **Home Learning:**  - Finish project (if we did not finish them in class). | | **Home Learning:**  - Finish classwork assignment.  - Study for court case quiz. | | **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 | Picture Walks  Graphic Organizers | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Picture Walks  Graphic Organizers | P2 – CB-K/F; CT-504; JV-504; NW-K | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Picture Walks  Graphic Organizers | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Picture Walks  Graphic Organizers | P8 – EF-V/K; YP-K | Highlight key words in lessons  Alert student several minutes before transition from one activity to another is planned | P8 - SB | Problem Based Learning |