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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.  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.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.2.4 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.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.  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:**  Rule of Law; John Locke; Baron de Montesquieu; Enlightenment; natural rights; separation of powers; checks & balances; social contract; liberty; Articles of Confederation; Constitution; Executive; Legislative; Judicial; Preamble; Bill of Rights; Article I; Article II; Article III; Amendments; Ratification; Federalists; Anti-Federalists; Democrats; Republicans; Libertarians; Socialists; Two-Party System; Term Limits and Lengths; Senate; House of Representatives; President; Vice President; 1st Amendment; Civil Rights; Voting Rights | |
| **Monday (“A” Day)** | | **Tuesday (“B”) / Wednesday (“A”)** | | **Thursday (“B”) / Friday (“A”)** | |
| **Essential Question:**  - How have Enlightenment ideas influenced the Declaration of Independence and the Constitution? | | **Essential Question:**  - How does the Constitution set up our government? | | **Essential Question:**  - How does the Constitution protect our rights? | |
| **H.O.T. Questions:**  - How was the weakness of the Articles of Confederation a response to grievances against Great Britain?  - How did the Constitution fix many of the problems with the Articles of Confederation? | | **H.O.T. Questions:**  - How does the Constitution create a separation of powers, as spelled out by Montesquieu?  - What are the functions of the different branches of government?  - How can the other branches of government “check” or limit each other? | | **H.O.T. Questions:**  - How do the Bill of Rights and the Amendments add rights and protections to the Constitution?  - Why did the Founding Fathers place limits on our rights? | |
| **Bell Ringer:**  Direct students to Teams, where they will answer several EOC- style questions about the Founding Documents and the Road to Revolution (i.e. the review lesson covered in the previous class). | | **Bell Ringer:**  Direct students to Kahoot, where they will log in to play a review game about the topics we have reviewed in the previous week and a half. | | **Bell Ringer:**  Have students click on the assignments tab and go to Microsoft Forms, where they will find their review quiz on the Enlightenment and Road to Revolution. | |
| **Learner Outcome:**  Students will review by linking the ideas behind the weak government created by the Articles of Confederation with British colonial policies and the colonial grievances found in the Declaration of Independence. They will also evaluate how the Constitution solved many of the weaknesses found in the Articles of Confederation. | | **Learner Outcome:**  Students will review by analyzing how the Constitution sets up each branch of government with specific duties and functions. They will also connect these functions to the ideas of separation of powers and checks and balances, and they will link these ideas to those of Montesquieu and the Enlightenment. | | **Learner Outcome:**  Students will review by evaluating the rights, protections, and limits found in the Constitution. They will link these rights and protections to the various Amendments of the Constitution. | |
| **Whole Group:**  - Begin by going over the Bell Ringer questions as a review of the previous review class. Students will be asked to explain the correct answers as a whole group, with the teacher calling on individual students for each question.  - As a whole group, the teacher will post an iCivics reading about the Declaration of Independence, Articles of Confederation, and the Constitutional Convention. The teacher will display this PDF to the class and go through it as a whole group, analyzing the different weaknesses of the Articles and why the Founding Fathers purposely created a weak initial government for the nation. The teacher will pause at points during the reading and discussion and have students answer specific questions on their notes page.  - Next, students will go to a Word document attached to the reading, and they will work independently or in small groups to complete the questions based on the reading. The first section will contain several recall and reading comprehension questions, and the second section will contain further EOC-style questions about the Declaration of Independence, Articles of Confederation, and Constitution. The final section will contain the evidence-based writing question below.  - If students finish early in class, they may continue to work on their iCivics games project.  - If time allows, go over the multiple choice questions in Part B at the end of class. If the class is still working, then go over these at the beginning of the next class.  **Evidence Based Writing: Analyze how two or more texts address similar themes and topics, citing evidence.**    How did the Constitution solve the problems found in the Articles of Confederation? Give at least two examples of how the Constitution turned a weakness found in the Articles into a strength. | | **Whole Group:**  - Begin class with a Kahoot review game to give students an opportunity to practice their knowledge of the Enlightenment, Founding Documents, Road to Revolution, Declaration of Independence, and Articles of Confederation in a fun and different way. Offer a reward of bonus points on our upcoming quiz next class as an incentive for students to try hard in the game.  - Once the Kahoot game is over, take a few minutes to display and go over several of the multiple choice questions from the previous review lessons. Call on students to give their answers and to explain why they chose that as their answer.  - Then distribute a PDF containing several readings about the preamble, separation of powers, and checks and balances. Put students into groups (both in-person and using the Breakout Rooms for virtual students at home). Give each group a “Scavenger Hunt” document and ask them to work together to find the answers to each question. These questions will include things such as, “Which branch does Article I set up?” and “How long is a Presidential term?” It will also ask them questions about how the different branches can limit the powers of the other branches. Students will be encouraged to work together in their groups to complete this “Scavenger Hunt.” Extra credit on the upcoming quiz may be awarded to groups who finish the “Scavenger Hunt” first (and accurately).  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    How did Enlightenment ideas influence the Constitution? Give an example and connect it to an Enlightenment thinker. | | **Whole Group:**  - We will begin class by taking a short quiz on the Enlightenment and Road to Revolution review lessons. Students will go to Microsoft Forms and answer the questions provided there. They will receive automatic feedback for their answers. Give the class about 20-25 minutes to do this. If they finish early, they may work on their iCivics games projects.  - Once the quiz has finished, review the different rights and limits to those rights that citizens have in the United States. Show a PowerPoint to the class, and ask them to type into the meeting chat answers to several questions that will be in the PowerPoint.  - Then have students begin working on a Bill of Rights and Amendments review assignment. They will be given a matching activity where they will match the amendment to its correct description, as well as several review questions and the Evidence Based Writing question below. They may work individually or in groups on this assignment.  - For extra credit, students may choose one of the amendments and create a digital poster about it. Instructions and a rubric will be posted on Teams for this. Students may receive bonus points on a previous test for this assignment, or an extra credit classwork grade (their choice).  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Given a scenario, were the person’s rights violated? Why or why not? Explain which rights were in question and how you know that they were protected or violated. | |
| **Assessment:**  - The Bell Ringer and questions will allow the teacher to evaluate what the class has learned and what they are struggling with, with the opportunity for re-teaching. | | **Assessment:**  - The Kahoot game will provide an informal assessment of how well students have retained the review material, with the opportunity for re-teaching. The “Scavenger Hunt” will be collected as a classwork grade. | | **Assessment:**  - The quiz will allow the teacher to evaluate what the class has learned and what they are struggling with, with the opportunity for re-teaching. The review assignment will be collected as a classwork grade. | |
| **Home Learning:**  - Finish any classwork that you need to complete.  - Work on our iCivics review games project.  - Study for review quiz. | | **Home Learning:**  - Finish any classwork that you need to complete.  - Work on our iCivics review games project.  - Study for review quiz. | | **Home Learning:**  - Finish any classwork that you need to complete.  - Work on our iCivics review games project. | |
| **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 | Recap of Key Points  Focus on Key Words | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Recap of Key Points  Focus on Key Words | P2 – CB-K/F; CT-504; JV-504; NW-K | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Recap of Key Points  Focus on Key Words | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Recap of Key Points  Focus on Key Words | P8 – EF-V/K; YP-K | Emphasize content rather than spelling in writing communication  Preferential seating with proximity control | P8 - SB | Problem Based Learning |