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| **Civics** | | | | | |
| **Social Studies Standards:**  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.2.8 Identify America's current political parties, and illustrate their ideas about government.  SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.  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.  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:**  Bill of Rights; Amendments; Ratification; Federalists; Anti-Federalists; Democrats; Republicans; Libertarians; Socialists; Two-Party System; Civil Rights; Voting Rights; Supreme Court; Marbury v. Madison; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Tinker v. Des Moines; | |
| **Monday (“B”) / Tuesday (“A”)** | | **Wednesday (“B”) / Thursday (“A”)** | | **Friday (“B”)** | |
| **Essential Question:**  - How does the Constitution protect our rights? | | **Essential Question:**  - How do political parties work? | | CIVICS EOC TEST | |
| **H.O.T. Questions:**  - How do the Bill of Rights and the Amendments add rights and protections to the Constitution?  - How have landmark court cases protected and limited our rights? | | **H.O.T. Questions:**  - Why did the Anti-Federalists want a Bill of Rights to be added to the Constitution?  - How do today’s political parties differ on the issues? | | CIVICS EOC TEST | |
| **Bell Ringer:**  Direct students to Teams, where they will answer several EOC- style questions that the majority of students got wrong on the quiz from last class, as well as one or two about the Bill of Rights as an introduction to this review lesson. | | **Bell Ringer:**  Direct students to Teams, where they will answer several EOC- style questions about the amendments and landmark court cases from our previous class. | | CIVICS EOC TEST | |
| **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 and landmark Supreme Court cases. | | **Learner Outcome:**  Students will review by evaluating the importance of political parties in our political system. They will analyze the debate that the Federalists and Anti-Federalists had over the Constitution, and they will compare and contrast today’s political parties. | | CIVICS EOC TEST | |
| **Whole Group:**  - We will begin class with our Bell Ringer questions. Give students about 5-10 minutes to answer them. Then we will discuss them with the class, with the teacher calling on students to answer the Qs and explain their reasoning. We will also discuss various strategies to process the questions and to eliminate incorrect answer choices.  - After the Bell Ringer, 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 questions that will be in the PowerPoint.  - Then have students begin working on an Amendments and Court Cases review assignment. They will be given a matching activity where they will match the amendment or court case 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).  - Finish up class by spending the final 15-20 minutes playing a Kahoot review game about the different amendments and court cases.  **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. | | **Whole Group:**  - We will begin class with our Bell Ringer questions. Give students about 5-10 minutes to answer them. Then we will discuss them with the class, with the teacher calling on students to answer the Qs and explain their reasoning. We will also discuss various strategies to process the questions and to eliminate incorrect answer choices.  - Display a PowerPoint to the class to review several key terms related to political parties and participation in political society. Review these concepts with the class, pausing at times to ask questions to the students, who may answer them verbally or in the chat of the Teams meeting.  - Then release students to work on their review sheet, which will contain several review questions about political parties, plus a matching section where they will categorize different positions on issues into either “Democratic” or “Republican” columns. Allow students to work together in small groups on this activity, and the teacher will check students work as we go along.  - Once students have completed these short activities, go over them together with the class, calling on individual students to answer each question. Explain any incorrect answers and make sure that students have the correct responses.  - If there is any time left in class, finish class by playing another review Kahoot that focuses on political parties and the rights found in the various amendments.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    What are the defining characteristics of our political parties? | | CIVICS EOC TEST | |
| **Assessment:**  - The review assignment will be collected as a classwork grade. The Bell Ringer and Kahoot game will provide an informal assessment of how well students can apply the review material. | | **Assessment:**  - The review assignment will be collected as a classwork grade. | | CIVICS EOC TEST | |
| **Home Learning:**  - Finish any classwork that you need to complete.  - Finish our iCivics review games project. | | **Home Learning:**  - Finish any classwork that you need to complete.  - Get a good night’s sleep and study before the EOC exam. | | **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | |
| **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 | Games  Discussion | 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  Break long assignments into small, sequential steps |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Games  Discussion | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide positive reinforcement for following rules or directions  Break long assignments into small, sequential steps |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Games  Discussion | 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  Break long assignments into small, sequential steps |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Games  Discussion | P8 – EF-V/K; YP-K | Provide positive reinforcement for following rules or directions  Break long assignments into small, sequential steps | P8 - SB | Problem Based Learning |