|  |
| --- |
| **Standard**: **SSCG7 Demonstrate knowledge of civil liberties and civil rights.****Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | **Pre-Teaching***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
 |
| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I learning about the civil rights and how landmark cases and laws, like *Brown v. Board of Education* and the Civil Rights Act of 1964, work to ensure equal protection for all people.**  I can define civil rights and explain how landmark cases and laws, like *Brown v. Board of Education* and the Civil Rights Act of 1964, work to ensure equal protection for all people.   | Do Now: Describe a specific time when you felt a rule (in a game, at school, or at home) was unfair. What exactly made it unfair? If you could rewrite that rule, what one change would you make to ensure it was fair for everyone? |  |  |  | **Civil Rights: The Fight for Equal Protection**  | Exit Ticket: Based on what you learned, answer the question below.Question: What do you think is the most important civil right for a student at our school today? Explain your choice in 1-2 sentences.Answer: |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about **break down how major wins for civil rights, used the 14th Amendment to fight discrimination and make things more equal.**  **I can break down how major wins for civil rights, used the 14th Amendment to fight discrimination and make things more equal.** | Do Now: **A new, popular restaurant opens in town. The owner puts a sign on the door that says: "We reserve the right to refuse service to anyone wearing a yellow shirt.”** | The Struggle for Equal Protection | The Struggle For Equal Protection  |  | The Rules of the Game: Due Process of Law | Exit Ticket:  **Which landmark law is most directly associated with protecting civil rights by outlawing discrimination in public places like hotels and restaurants?** |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning about **how due process acts as the government’s rulebook, ensuring it must prove guilt and can’t skip steps.**  I can **explain how due process acts as the government’s rulebook, ensuring it must prove guilt and can’t skip steps.**  | Do now: **Before they can officially punish you, what are two things you think they must do to be fair? (Examples: let you tell your side of the story, show evidence, etc.)** | **The Rule of the Game: Due Process of Law**  | The Rule of the Game: Due Process of Law  |  |  **Due Process & Incorporation Case File** | Exit Ticket: **The concept of "due process of law," found in both the 5th and 14th Amendments, requires that the government must:** |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about**how due process acts as the government’s rulebook, ensuring it must prove guilt and can’t skip steps.** **I can explain how due process acts as the government’s rulebook, ensuring it must prove guilt and can’t skip steps.** | Do Now:**What is the key relationship between the 14th Amendment and the Bill of Rights?** | **The Doctrine of Incorporation** | **The Doctrine of Incorporation** |  | Can be found in Canvas: Can I Post That | Exit Ticket:  **How did the Supreme Court's decision in Brown v. Board of Education apply the principle of "equal protection" from the 14th Amendment?** |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about how difference between civil liberties and civil rights and analyze how due process protections have been applied to the states.** **I can differentiate between civil liberties and civil rights and analyze how due process protections have been applied to the states.** | Do Now:  **What is the key relationship between the 14th Amendment and the Bill of Rights?** | Unit 5 Review | Unit 5 Review  |  | SAAVAS workbook pages: 87, 91, and 95 | Exit Ticket:  **A police officer searches a student's private car in the school parking lot without a warrant or any reason to suspect a crime. This action would most likely violate the student's:**  |

*\*key literacy strategies*