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| **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*