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| **Standard**: UNIT 3: 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 am learning to analyze the constitutional principles and implications of a landmark Supreme Court case by identifying key facts, summarizing the majority opinion, and evaluating its impact on government power and individual rights.  I can engage in informed debates and discussions with peers to compare the importance of cases and defend my decisions. | Quick Write: Should the liberties given in the Bill of Rights (Right to an attorney, speedy trial, no cruel and unusual punishment, etc.) extend to EVERYONE, or do those rights apply to U.S. citizens only? | *The teacher will check in to see how the bracket teams are going.* |  | Students will discuss in pairs their brackets. |  | AP Classroom Quick Check |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning to analyze the constitutional principles and implications of a landmark Supreme Court case by identifying key facts, summarizing the majority opinion, and evaluating its impact on government power and individual rights.  I can engage in informed debates and discussions with peers to compare the importance of cases and defend my decisions. | Should they be covered by the 1st amendment or not?  What limits should we place on speech?  #1: White supremacists march through a primarily African American neighborhood chanting and carrying racially offensive signs.  #2: A school principal finds two student newspaper stories inappropriate and controversial, so he pulls the full pages from the newspaper before publishing. |  |  | Students will discuss in pairs their brackets. |  | AP Classroom Quick Check |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning to analyze the constitutional principles and implications of a landmark Supreme Court case by identifying key facts, summarizing the majority opinion, and evaluating its impact on government power and individual rights.  I can engage in informed debates and discussions with peers to compare the importance of cases and defend my decisions. | What symbols or imagery are used in the cartoon, and what do they represent?  How does this cartoon reflect public opinion or controversies surrounding the Supreme Court’s role or decision-making?  If you were to create a follow-up cartoon, what would it depict, and why? | Teacher will ask the students to post their brackets around the room. |  | Students will do a gallery walk and look at everyone’s brackets to see which cases were deemed important and what the final winner case was for each student and if anyone had a perfect bracket! |  | Bracket Wall |
| **Thursday** | Review | Do you believe the death penalty should be an option for punishment in the United States or do you see it as a violation of the 8th amendment’s protection against cruel and unusual punishment? Explain.  Do you think the government should be able to execute juveniles or the mentally ill?  Why or why not? | Review | Review | Review | Review | 3, 2, 1 |
| **Friday** | Review | If you had to choose, which is more important in a democracy: protecting individual freedoms (civil liberties) or ensuring equality for all (civil rights)? Why? | Review | Review | Review | Review | Review |

*\*key literacy strategies*