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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 accurately identify and record each Supreme Court case's key facts, constitutional issues, and majority opinions in the graphic organizer. | Quick Write: Should the Supreme Court oral arguments be taped? Why or why not? | *The teacher will explain how to complete the SCOTUS Organizer* | As a class, we will complete the first one together. | Students will then complete a second case in groups. | Students will continue to complete the packet on their own. | Exit Ticket-Are there any court cases you have questions on? |
| **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 explain the significance of each case and its impact on government power and individual rights in my own words. | Scenario: A high school student is suspended for refusing to stand during the Pledge of Allegiance as a protest against government policies. The school claims that this behavior disrupts the learning environment and violates school rules, while the student argues that the First Amendment protects their right to free speech and peaceful protest.  Question: Should the school have the authority to discipline the student for their actions, or does the First Amendment protect the student’s right to protest? Predict how the Supreme Court might rule and explain your reasoning. | The teacher will check in on the SCOTUS Organizer |  |  | Students will continue to complete the packet on their own. | What is a scenario you have seen, or been a part of, where YOU FELT like your 1st amendment rights were taken away. |
| **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 research and summarize the key facts, constitutional principles, and majority opinions of each Supreme Court case included in the bracket. | Guess the Court Case:  I was decided in 1803.  I established the principle of judicial review.  My ruling strengthened the judicial branch's power by declaring that courts can strike down unconstitutional laws.  My case arose from a conflict involving midnight appointments made by President John Adams. | Teacher will explain the rules of March Madness activity. |  | March Madness activity with SCOTUS |  | Bracket Wall |
| **Thursday** | *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 evaluate the significance and impact of each case on government power and individual rights to justify its progression through the bracket. | Quick Write: The Supreme Court must often decide between upholding individual rights and ensuring public safety.  In your opinion, which should take priority, and why? Use an example of a constitutional issue, such as free speech, privacy, or religious freedom, to support your reasoning. | Teacher will explain the rules of March Madness activity. |  | March Madness activity with SCOTUS |  | Bracket Wall |
| **Friday** | *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. | Students will answer the following questions about a political cartoon: 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 explain the rules of March Madness activity. |  | March Madness activity with SCOTUS |  | Bracket Wall |

*\*key literacy strategies*