**American Government Bill of Rights Unit**

**Learning Targets Roadmap**

**Understanding the Bill of Rights is crucial for participating as an engaged U.S. citizen and seeking greater justice in our society.**

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|  |  | How well can I do this?1= Not at all2= A little3= Very well | Evidence that I can do this |  |
|  | **Learning Target** | Unit Start | Unit Midpoint | Unit End |  | Goal Met? |
| **Knowledge/Reasoning Targets**“What do I need to know?”“What can I do with what I know?” | 1. I can explain how the Bill of Rights is relevant to me personally and to those I care about.
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| 1. I can summarize the key debates over the ratification of the Constitution.
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| 1. I can cite examples of limited government in the Bill of Rights
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| 1. I can explain how the first nine amendments protect individual rights.
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| 1. I can explain how the 10th Amendment addressed limited government and federalism.
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| 1. I can compare the arguments of Federalists and Anti-Federalists on adding individual freedoms to the Constitution.
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| 1. I can draw connections between amendments in the Bill of Rights and arguments over the principle of limited government.
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| **Skill/Product Targets**“What can I demonstrate?”“What can I produce to show my learning?” | 1. I can participate actively in a class debate about the 2nd Amendment.
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| 1. I can engage in a “silent (written) discussion” about a Bill of Rights issue with a small group of my classmates.
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| 1. I can write an essay setting forth an argument about guns in contemporary society in the context of the 2nd Amendment.
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| 1. I can demonstrate my knowledge about the Bill of Rights on the unit test.
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Adapted from Myron Dueck, *Grading Smarter Not Harder*, pp. 79-80. Dueck credits his colleague Karl Koehler from Humble, TX