

American Government Bill of Rights UNIT PLAN

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

		How well can I do this? 1= Not at all 2= A little 3= Very well			Evidence that I can do this	
		Unit Start	Unit Midpoint	Unit End		
	Learning Target					Goal Met?
Knowledge/Reasoning Targets “What do I need to know?” “What can I do with what I know?”	1. I can summarize the key debates over the ratification of the Constitution.					<input type="checkbox"/>
	2. I can cite examples of limited government in the Bill of Rights					<input type="checkbox"/>
	3. I can explain how the first nine amendments protect individual rights.					<input type="checkbox"/>
	4. I can explain how the 10 th Amendment addressed limited government and federalism					<input type="checkbox"/>
	5. I can compare the arguments of Federalists and Anti-Federalists on adding individual freedoms to the Constitution					<input type="checkbox"/>
	6. I can draw connections between amendments in the Bill of Rights and arguments over the principle of limited government.					<input type="checkbox"/>
	7. I can explain how the Bill of Rights is relevant to me personally and to those I care about.					<input type="checkbox"/>
Skill/Product Targets “What can I demonstrate?” “What can I produce to show my learning?”	8. I can participate actively in a class debate about the 2 nd Amendment					<input type="checkbox"/>
	9. I can engage in a “silent (written) discussion” about a Bill of Rights issue with a small group of my classmates					<input type="checkbox"/>
	10. I can write an essay setting forth an argument about guns in contemporary society in the context of the 2 nd Amendment					<input type="checkbox"/>
	11. I can demonstrate my knowledge about the Bill of Rights on the unit test.					<input type="checkbox"/>

Adapted from Myron Dueck, *Grading Smarter Not Harder*, pp. 79-80. Dueck credits his colleague Karl Koehler from Humble, TX
Content adapted from Ohio’s Learning Standards – “I Can” Checklist for American Government

UNIT PLAN

Overarching learning goal that addresses current and future relevance....

		How well can I do this? 1= Not at all 2= A little 3= Very well			Evidence that I can do this	
		Unit Start	Unit Midpoint	Unit End		
	Learning Target					Goal Met?
Knowledge/Reasoning Targets “What do I need to know?” “What can I do with what I know?”	12.					<input type="checkbox"/>
	13.					<input type="checkbox"/>
	14.					<input type="checkbox"/>
	15.					<input type="checkbox"/>
	16.					<input type="checkbox"/>
	17.					<input type="checkbox"/>
	18.					<input type="checkbox"/>
Skill/Product Targets “What can I demonstrate?” “What can I produce to show my learning?”	19.					<input type="checkbox"/>
	20.					<input type="checkbox"/>
	21.					<input type="checkbox"/>
	22.					<input type="checkbox"/>

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Blank sheets available on website: www.every1graduates.org/resources/teacher resources under Assessment that Motivates; PW adelanto

Tracking My Progress in Writing Skills

Mechanics (capitalization, grammar, spelling, punctuation, etc.)

4						
3					*	
2		*	*	*		*
1	*					
0						
	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Paper 6

Clear Thesis statement

4						
3						*
2			*	*	*	
1	*	*				
0						
	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Paper 6

Good supporting evidence for claims

4						
3						
2			*	*	*	*
1	*	*				
0						
	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Paper 6

Good organization and transitions

4						
3					*	
2			*	*		*
1	*	*				
0						
	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Paper 6

Variation in sentence openings and word choice

4						
3						
2				*	*	*
1	*	*	*			
0						
	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Paper 6

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Tracking My Progress in Mathematics

Make sense of problems and persevere in solving them – being able to explain the meaning of a problem; planning a solution pathway rather than immediately jumping into an attempt; monitoring and evaluating progress and changing course if necessary; continually asking “does this make sense?”

4						
3						
2						
1						
0						
	Unit 1:		Unit 2:		Unit 3:	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Reason abstractly and quantitatively – making sense of quantities and their relationships in problem situations; representing situations symbolically, and contextualizing symbols into understandable quantities, units and relationships

4						
3						
2						
1						
0						
	Unit 1:		Unit 2:		Unit 3:	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Construct viable arguments – using stated assumptions, definitions, and results to make conjectures and construct arguments that build off of a logical progression of reasoning

4						
3						
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1						
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	Unit 1:		Unit 2:		Unit 3:	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Attention to precision – communicating precisely; using mathematical symbols consistently and appropriately; specifying of units of measure; labeling axes, tables and graphs; calculating accurately

4						
3						
2						
1						
0						
	Unit 1:		Unit 2:		Unit 3:	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Adrian Nelson
period 3

Tracking My Progress in Mathematics

Make sense of problems and persevere in solving them – being able to explain the meaning of a problem; planning a solution pathway rather than immediately jumping into an attempt; monitoring and evaluating progress and changing course if necessary; continually asking “does this make sense?”

4						
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	Unit 1: <i>rate of change</i>		Unit 2: <i>linear functions</i>		Unit 3: <i>statistical modeling</i>	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Reason abstractly and quantitatively – making sense of quantities and their relationships in problem situations; representing situations symbolically, and contextualizing symbols into understandable quantities, units and relationships

4						
3						
2						
1						
0						
	Unit 1: <i>rate of change</i>		Unit 2: <i>linear functions</i>		Unit 3: <i>statistical modeling</i>	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Construct viable arguments – using stated assumptions, definitions, and results to make conjectures and construct arguments that build off of a logical progression of reasoning

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2						
1						
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	Unit 1: <i>rate of change</i>		Unit 2: <i>linear functions</i>		Unit 3: <i>statistical modeling</i>	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Attention to precision – communicating precisely; using mathematical symbols consistently and appropriately; specifying of units of measure; labeling axes, tables and graphs; calculating accurately

4						
3						
2						
1						
0						
	Unit 1: <i>rate of change</i>		Unit 2: <i>linear functions</i>		Unit 3: <i>statistical modeling</i>	
	Self Assessment	Teacher	Self Assessment	Teacher	Self Assessment	Teacher

Note: This could be printed directly on a unit assessment

Unit Assessment: _____

For this unit, you demonstrated the following for each category:

	Make sense of problems and persevere in solving them	
	Reason abstractly and quantitatively	
	Construct viable arguments	
	Attention to precision	
Comments:		

Sample:

Unit Assessment: Rate of Change

For this unit, you demonstrated the following for each category:

	Make sense of problems and persevere in solving them	3
	Reason abstractly and quantitatively	1
	Construct viable arguments	1
	Attention to precision	1
Comments:	Adrian - I appreciate how well you showed perseverance during this unit. I can't wait to see how you progress in the other categories as the semester goes on	