**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 |  |
|  | **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?” |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Skill/Product Targets**  “What can I demonstrate?”  “What can I produce to show my learning?” |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Adapted from Myron Dueck, *Grading Smarter Not Harder*, pp. 79-80. Dueck credits his colleague Karl Koehler from Humble, TX