



Civics & American Government - Unit 4 - Civil Liberties, Civil Rights, and the Common Good

Unit Focus

As students prepare to understand both individual rights and the common good, they will need to analyze how the Constitution and government are both limited and powerful as they aim to protect the citizen. Students will learn that the federal powers, as outlined in the Constitution and interpreted by the Judiciary, guide the operations of the US government. Students will also break down how both formal and informal change occurs in government, especially considering the enduring nature of a 200 year-old Constitution. Students will examine the process to amend the Constitution and the additions to the original text. Additionally, they will break down how interpretation and judicial review potentially exert the power of change in government. Students will learn, through case study, how the Supreme Court has broad power in government through its rulings on specific Constitutional issues, as established through precedent in landmark cases. Concepts of judicial activism, judicial restraint, and strict vs. loose constructionism will help students to dissect some of these past court rulings and determine how the court may rule on future issues. The unit will ask students to apply these lessons, from the judiciary to the Bill of Rights, to their own lives, weighing the balance between Individual rights and the common good. Specific Constitutional rights and liberties, as outlined in the First, Fourth, and Fourteenth Amendments, will be used to exemplify this balance between personal freedoms and the common good.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core History/Social Studies: 11-12</p> <ul style="list-style-type: none"> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RH.11-12.7) Evaluate an author s premises, claims, and evidence by corroborating or challenging them with other information. (CCSS.ELALITERACY.RH.11-12.8) Connecticut Goals and Standards Social Studies: 11 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. (INQ.9–12.2) Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. (CIV.9–12.12) Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (CIV.9–12.16) Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order. (CIV.9–12.3) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence</p> <p>T2 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue</p> <p>T3 Evaluate diverse sources and points of view to determine what really happened</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Humans beings have basic needs and rights.</p> <p>U2 Depending on historical context and cultural beliefs, human rights have been limited and/or denied.</p> <p>U3 Rules, laws, and processes help people make decisions on issues to balance individual freedoms and common good.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What is the reason behind the rule/law? Is it fair?</p> <p>Q2 What is the purpose of government? How do we balance personal freedoms and the common good?</p> <p>Q3 As a citizen, what are my rights and responsibilities?</p>	

Stage 1: Desired Results - Key Understandings

- Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. (ECO.9–12.1)
- Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. (INQ.9– 12.8)
- Refine claims and counterclaims attending to precision, significance and knowledge conveyed through the claim while pointing out the strengths and limitations of both. (INQ.9– 12.9)
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. (INQ.9–12.10)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** the impact of strict constructionists vs. loose constructionists on judicial rulings
- K2** formal and Informal change in Federal Government and the Constitution
- K3** structure and function of the Federal Court System
- K4** judicial review and the power of the Supreme Court
- K5** the history and evolution of the Bill of Rights and especially the 1st, 2nd, and 4th Amendments
- K6** Vocabulary: individual rights, common good, judicial review, judicial activism, judicial restraint, strict vs. loose constructionist, abridge, amendment, redress, militia, infringe, consent, seizure, probable cause, original jurisdiction, appellate jurisdiction, concurring opinion, dissenting opinion, majority opinion, writ of certiorari, civil liberties, civil rights, due process clause, symbolic speech, Tinker Standard, Fraser Standard

Skill(s)

Students will be skilled at...

- S1** analyzing the impact of the Constitution and laws on order
- S2** analyzing the impact and appropriate roles of personal interests and perspectives
- S3** evaluating the intended and unintended consequences and costs/benefits of public policy
- S4** refining claims and counterclaims
- S5** constructing arguments
- S6** evaluating an author's claims through the use of other information