

Course Title – Constitutional Law	
Implement start year – 2018-2019	
Revision Committee Members, email, extension – Justin McKay, jmckay@lrhdsd.org, x8386; Eric O’Neill, oneill@lrhdsd.org, x8005	
Unit #1 , topic – Introduction to Constitutional Law	
Transfer Goal – Students will be able to independently use their learning to analyze and evaluate how Constitutional law applies to current events and legal issues in everyday life.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # (http://www.state.nj.us/education/cccs/2014/ss/)</p> <p>6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p style="text-align: center;">Progress Indicators for Reading Informational Text (http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf)</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Flexibility and Adaptability
 Initiative and Self-Direction
 Social and Cross-Cultural Skills
 Productivity and Accountability
 Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The Constitution is the supreme law of the land.</p> <p><i>EU 2</i> The role of the judicial branch is to interpret the laws through a Constitutional lens.</p> <p><i>EU 3</i> The Constitution set into motion a system of checks and balances in our government.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why was the Constitution created? • How does the Constitution affect your everyday life? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How might justices of the Supreme Court interpret the Constitution differently? • Should the courts take the words of the Constitution as written or as the Founding Fathers may have intended? • Why might different levels of the judiciary branch conflict with each other? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What can happen if a government doesn't have checks and balances? • How can conflicts arise between the three branches of government?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The articles and amendments of the Constitution. • The workings and structure of the government. • The principles of law. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The purpose of judicial review as established by <i>Marbury v. Madison</i>. • The structure of the judiciary branch and the court system. • The role of the Supreme Court in settling Constitutional disputes. • Relevant Supreme Court cases. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The powers enumerated to each branch of government. • The limits of power for each branch of government. • The role of election processes and the consequences and effects of the results on the ever-changing structure of government. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1, EU 2, EU 3</i></p> <ul style="list-style-type: none"> • Read and analyze primary and secondary source documents. • Recognize and interpret different points of view. • Draw inferences from the Constitution and Supreme Court rulings. • Evaluate the pros and cons of different sides of an argument. • Identify the roles of the three branches of government. • Detect bias in an argument. • Understand how judicial rulings can be reflections of a specific time period. • Debate the meanings of the amendments. • Explain the process of checks and balances.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- tests
- projects/presentations
- quizzes
- group work
- worksheets
- discussion/debate
- essays

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Complete relevant text and supplemental reading assignments on the Constitution and Supreme Court (A).
- Create an outline of the articles of the Constitution and the powers enumerated within each (A).
- Create a graphic organizer explaining checks and balances (A, M).
- Analyze or create a political cartoon related to the Constitution or an amendment (M).
- Create a visual presentation on an amendment to the Constitution and the rights reflected therein (M).
- View relevant episodes of *Law and Order* and discuss the role of the judiciary (M).
- Analyze the process of selecting Supreme Court justices and debate the merits of some historically controversial nominees (A, M).
- Analyze and write an essay on the importance of judicial review as established by *Marbury v. Madison* (A, M).
- Analyze *Nixon v. U.S.* and explain the conflicts of the three branches government (A, M).
- Analyze the impeachment proceedings of Bill Clinton and debate the merits of the arguments on both sides (A, M).
- Analyze and write a case analysis on *Bush v. Gore* and the constitutional crisis it created (A, M).
- View and discuss the HBO documentary *Recount* on the 2000 election (A, M).
- Propose a new amendment(s) to the Constitution and justify the need for it (T).
- Debate a current case being argued in front of the Supreme Court (T).
- Debate a current controversy regarding the President and the Constitution (T).