

Course Title – Constitutional Law	
Implement start year – 2018-2019	
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Unit #4, topic – Discrimination and Individual Rights	
Transfer Goal – Students will be able to independently use their learning to analyze and evaluate past and present cases of discrimination and how individual rights issues arise in 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.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</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 provides all U.S. citizens with equal protection of the laws.</p> <p><i>EU 2</i> Courts have interpreted equal protection differently over time.</p> <p><i>EU 3</i> There are discrepancies about individual rights provided in the Constitution.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Have all groups always received equal protection under the law? • What are the limitations to having everyone equally protected under the law? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How has interpretation of the laws in regards to equal protection evolved over time? • How are any groups of people today not being afforded equal protection under the law? • How could two different people’s equal protection rights conflict with each other? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What are the limitations to the right of privacy? • Why are there discrepancies over the Second Amendment? • How could there be discrepancies over the right to vote?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The rights provided under the Fourteenth Amendment. • The history behind the Fourteenth Amendment. • Examples of limitations to the Fourteenth Amendment. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Famous court cases involving the Fourteenth Amendment. • The degrees of subjectivity in applying the Fourteenth Amendment. • The changing applications of the Fourteenth Amendment over time. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The rights provided under the Second Amendment. • The controversy over the right to privacy. • Past and present issues regarding voting rights. 	<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. • Detect bias in an argument. • Understand how judicial rulings can be reflections of a specific time period. • Debate the meaning of the Second Amendment. • Debate the meaning of the Fourteenth Amendment. • Debate the meaning of amendments relevant to the right to vote. • Discuss current issues and controversies regarding discrimination and individual rights. • Compare and contrast how cultural values shape views of individual rights. • Justify arguments about the possible limitations of relevant amendments.

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 discrimination and individual rights (A).
- Create a presentation on a minority group that did not receive equal protection under the law (A).
- Create a visual presentation on the amendments related to privacy rights, voting rights, gun rights (A, M).
- Research and discuss the historical reason for the inclusion of the Fourteenth Amendment (A, M).
- Write a persuasive argument for or against the inclusion of the Second Amendment in the Bill of Rights (M).
- Write an essay evaluating the changing definition of Equal Protection from the 1700s to current day (M).
- Debate a current case being argued in front of the Supreme Court (M).
- Analyze and write case analyses for *Brown v. Board of Education*, *Plessy v. Ferguson*, *Baker v. Carr*, *District of Columbia v. Heller*, *Roe v. Wade*, *Sweatt v. Painter*, *U.S. Steel v. Weber*, *Obergefell v. Hodges*, *Regents of the University of California v. Bakke*, etc. (A, M).
- View relevant episodes of *Law and Order* and discuss the judiciary's role (M).
- View *Loving* and discuss the *Loving v. Virginia* case (A, M).
- View *Philadelphia* and discuss discrimination of minority groups (A, M).
- Debate proposed gun control laws and determine their constitutionality (T).
- Research and debate past and present controversies over voting age, voting rights, and the electoral process, and propose solutions to problems (T).