

Constitutional Law: The Constitution and the Judicial Branch

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

- Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- Civ.9.9-12. Use appropriate deliberative processes in multiple settings.
- Civ.10.9-12. 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.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms

Transfer

Students will be able to independently use their learning to make informed decisions based upon their understanding of the impact Supreme Court interpretations have on Constitutional rights.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that....

- all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.
- major social and historical events can be a force in socializing entire generational groups.
- principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.

ESSENTIAL QUESTIONS

- *How does the interpretation of the Constitution affect citizens over time?*

Acquisition

Students will know ...

- that the Constitution both grants and limits power given to the federal government and the states.
- That the Constitution sought to protect individuals from the tyranny of governments.
- that the Constitution guarantees certain rights and freedoms to citizens, including but not limited to the 1st, 4th, 8th and 14th amendments.
- that there are two main types of constitutional rights: criminal procedural rights and individual autonomy or liberty rights.
- that the Constitution is elastic because of the Necessary and Proper Clause.
- that the Framers of the Constitution referred to many foreign and domestic documents when they were writing the Constitution.
- that the Supreme Court has the power to create

Students will be skilled at...

- comparing and contrasting powers and responsibilities.
- analyzing changes and the changing roles of citizens over time.
- analyzing factors that impact national and international affairs.
- evaluating the effectiveness of decisions and decision making.
- using appropriate deliberative processes
- analyzing the impact of personal interests and perspectives.
- evaluating decision making procedures.
- analyzing how laws are used or challenged to address public issues.
- evaluating the causes and effects of public policies.
- analyzing the impact of societal change over time.

of the civic purposes achieved. ● Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. ● Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	and change laws. ● that the Supreme Court is the legal authority above states. ● that the U.S government has a system of checks and balances between the three branches of government. ● that the judicial branch is endowed with some legal authority and has the power to change laws through the process of judicial review. ● that judicial power is vested in the Supreme Court and such lower courts that Congress may create. ● that the Supreme Court hears cases that they feel are the most relevant to modern society and that this relevancy changes based on the social context of the time. ● that the Supreme Court needs a majority decision to make a ruling. ● that the political ideologies of the Supreme Court Justices change over time. ● that Supreme Court Justices are appointed by the President and have life terms and broad authority ● <u>of</u> the following key players, places, events, and/or ideas: ○ U.S Circuit Court, Court of Appeals, Supreme Court, Supreme Court Justice, Chief Justice, Constitutional Convention, Congress <u>vocabulary:</u> appeal, concurrences, dissents, Supreme Court Justice appointment, majority decision, Congressional approval, authority, elasticity, liberal, conservative, Federalist Papers, Bill of Rights, Amendments, Constitution, tyranny, Establishment Clause, plaintiff, defendant, defamatory, malice, standing, injury, causation, jurisdiction, class action law suit , due process of law, cruel and unusual punishment, petition, warrant, liberty	
Content Area Literacy Standards ● RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details	21st Century Skills ● <i>reason effectively</i>	

to an understanding of the text as a whole. ● RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). ● RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. ● RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. ● RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources ● WHST.11-12.1 Write arguments focused on discipline-specific content. ● WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	● <i>use systems thinking</i> ● <i>make judgments and decisions</i> ● <i>communicate clearly</i>
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<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>

- [1.OA.1](#) Use

- [1.OA.1](#) Use

Technology Integration

District Materials

- [1.OA.1](#) Use