**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

**Purpose** - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

1. Regular practice with complex text and vocabulary.
2. Reading, writing, and speaking grounded in evidence from texts.
3. Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

<http://www.tncurriculumcenter.org/social_studies>

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors.  Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.



**Key**

**ATOS**: ATOS (Renaissance Learning); **DRP**: Degrees of Reading Power (Questar); **FK**: Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile**: Lexile Framework (MetaMetrics); **SR**: Source Rater (ETS); **RM**: Pearson Reading Maturity Metric (Pearson Education)

**Framework Contents:**

Introduction – Purpose, Vision, Best Practices for Instruction and using the framework to plan effective units and lessons. (Note: Effective lesson planning is intentionally situated in larger themes/units to better develop students conceptual understanding and development of mastery of standards over time.)

Vocabulary – Instructional suggestions to support both explicit vocabulary instruction and reinforce incidental learning.

Pacing Guide – A *recommended* scope, sequence, and pacing of content, including “Big Ideas.”

Anchor Texts-Topic-specific complex texts, with Lexile levels indicated as available (Note: Teachers should carefully review texts to understand and plan for the demands/challenges learners might be expect to face, deliberately model specific literacy skills—including reading fluency, leverage student annotations, and carefully sequence text-dependent questions leading to higher order thinking.

TN State Recommended Readings/Texts/Passages – Readings recommended by the State.

State Standards - Tennessee State Social Studies Standards.

Big Ideas, Guiding Questions – Suggestions for lesson focus.

Vocabulary – Content Vocabulary (Tier 3) words/concepts that appear in Social Studies Domain and are important to student understanding, Academic Vocabulary (Tier 2), high-leverage words that appear across content domains.

Suggested Activities – Suggested Tasks, DBQs, TDQs, assignments and projects for use in planning lessons with literacy connections. **(Coded in green)**

Resources – Links to additional resources & Daily Lesson Plan sample

WIDA – Instructional modifications for ESL—in English as a Second Language classrooms, in all classrooms with English language learners, and as needed to support *any* student with limited language development and/or non-standard English (page 31)

Note:

# **What is a DBQ/TDQ?**

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information.

DBQS/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that requires students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

\***If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox*.**

**Common Core State Standards: Focus on Vocabulary**

Effective vocabulary development occurs both incidentally and through explicit instruction. It requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts and with nonverbal communication. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used by mature language users across several content areas. (Ex: obvious, expose, establish and verify.)

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are integral to content instruction. (Ex: lynching, abolitionist, slavery)

Explicit instruction of the Tier 2 academic words (typically in the context of the text and not necessarily through pre-teaching) is required in order for students to know and use the words accurately, per the Suggested Activities (3rd column). Multiple exposures and practice using these words are key characteristics of effective vocabulary instruction.

**Teaching Vocabulary for Mastery…**

1. Post the words in your classroom noting their syllabicated forms (ex: Pa-le-on–tol-o-gy) to aid struggling readers.
2. Provide a student-friendly definition of the word.
3. Suggest synonyms or antonyms for the word.
4. Put the new word into a context or connect it to a known concept, morpheme, or root.
5. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
6. Whenever you say the word, run your hand or a pointer under the syllables of the word as you pronounce it, quickly cueing struggling readers to associate your spoken word with the written word on the wall.
7. Use the new words in context of the lesson.
8. Ask questions that contain the new word; so, students must process its meaning in multiple ways.
9. Add the new word to an already existing classroom concept map, or construct a new concept map using the new word as the foundational concept.
10. Expect pairs of students to construct semantic word maps for new vocabulary.
11. Give students extra credit points for hearing or seeing content vocabulary in other contexts.

References

McEwan, E.K. (2007).40 Ways to Support Struggling Readers in Content Classrooms, Grades 6-12. Thousand Oaks, CA: Corwin Press. Reprinted with permission from Corwin Press.

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

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| **WIDA**[https://www.wida.us/standards/ELP\_standardlookup.aspx](https://www.wida.us/standards/ELP_standardlookup.aspx%22%20%5Ct%20%22_blank)**Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Example: Reading 9-12 Behavior of individuals & groups |  |  |  |  |
| **Entering:**Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet) | **Beginning:**Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles) | **Developing:**Compare and contrast visually supported information on social issues or inequities from various news sources | **Expanding:**Interpret visually supported information on social issues or inequities from various news sources | **Bridging:**Evaluate authenticity of information on social issues or inequities from various news sources |
| Example: Speaking 9-12 Social issues & inequities |  |  |  |  |
| **Entering:**Name major social issues or inequities depicted in illustrations (e.g., war)  | **Beginning:**Characterize major social issues or inequities depicted in illustrations (e.g., slavery)  | **Developing:**Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons | **Expanding:**Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives | **Bridging:**Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives |

**Practical Law**

**Pacing Guide**

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| --- | --- |
| **Time** | **1st Quarter / 3rd Quarter** |
|  Weeks 1-2 | Laws & the Legislative Branch |
| Weeks 3-5 | Constitutional Law & the First Amendment |
| Weeks 6-8 | Rights & Discrimination |
| **Time** | **2nd Quarter / 4th Quarter** |
| Weeks 1-3.5 | Torts I |
| Weeks 3.5-6 | Torts II  |
| Weeks 7-9 | Contracts, Mortgages, Leases & Financial Services |

\* Please note that these time frames are suggested/estimated times. Instructional timing may vary due to schedule complications, remediation efforts or other factors.

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| **Laws & the Legislative Branch****Weeks: 1-2** |
| **1-** A written and defined legal code and system of justice is necessary for a successful democratic society.**Relevance:** Laws help protect all citizens - from each other, from the government or from businesses. Having laws written down so all can know what they are and what a person's individual rights and limits are help forge a society where there can be a level playing field for all. All citizens should be aware of the rights they have that are protected by the legal system, the limits placed on them by the government and the responsibilities they have as part of that larger national ideal.2- The Founding Fathers of our country did not come up with all of the ideas for America on their own but were influenced by Locke, Hobbes, Rousseau and other thinkers.**Relevance:** Although the United States was the first of its kind democratic government others had contemplated the various ideas of freedom and liberty for years and developed well reasoned writings about those ideals. Our Founding Fathers were intelligent and well read men who knew the views of others, considered them, added their own experience for their own setting and created a new set of laws, policies and practices that have been emulated the world over since that time. The original laws were not perfect and the Founders were wise enough to allow a process for change if necessary.4- There are several steps in and offices involved in creating, passing, enacting and enforcing a law.**Relevance:** The laws of our land are not written one day, voted on the next and put into place the following day. There is a lengthy process that can take years depending on the scope and impact of a law. This can help protect the citizens from laws that are not well thought out, discriminatory or inappropriate for some reason.5- Lobbyists are professional advocates who suggest policy and practice to government at all levels.**Relevance:** Our elected officials are not the sole authors of our laws. Many times parts of or entire laws are written by outside groups who seek to influence lawmakers. This does not always have to be a bad thing, but it is something that should be known and monitored.6-The United States was one the first modern country to elect its government and most countries in the world follow that pattern today.**Relevance:** Voting rights were not always extended to all citizens due to ethnicity, gender, age and ownership of property. The right to vote has been extended to the largest portion of the population in our history today and citizens should feel a responsibility that comes along with the right..  | 1-What are ways that laws affect your life as a teenager?2- What are things you do everyday that are affected by laws? 3- If you could change one law that affects your life, what would it be and why?4- Who influenced the fundamental ideas of the original 13 colonies?5-Why was the Dec. of Ind. Written? Who/what influenced the writing of this doc?7- What does it mean to be an advocate of something?8-What are current political issues you feel strongly about and what are your personal views on them?9-Should you vote? In local, state, national elections or all? Why don’t all eligible persons vote?the Atlantic Charter and Lend-Lease? | Compile a list of 5 things you do everyday that are affected by laws and with a partner compare and contrast those things. In addition, discuss with your partner how you would you change any of the laws and why.2. In a small group of 4-5 students, select a topic, draft a bill, propose the new bill/law to the class, class votes on which law/bill is the most effective.3. Read Commonwealth of MA v. EPA and summarize the facts of the case and its significance. See Resource item 2.Suggest the repealing of a law and state valid reasons why. Present to the class and allow for discussion on unintended consequences of that action.Discuss the idea of term limits and propose a law dealing with that issue. Address the issue on a local, state or national level and state reasoning for it.Research incidents where the law has not been applied equally. What were the causes and consequences of this?Many people are eligible to vote and choose to. They do not always know who or why they are voting and simply 'vote the ticket'. Discuss this idea and the argument of limiting voting to only those who are 'informed'. Would this be a good policy? Why or why not? What would be the means test?Select one of these suggested topics: Hammurabi’s Code, Draco’s Law, Roman Law, Canon law, Magna Carta and explain how this influenced our legal system.<http://www.glencoe.com/sec/socialstudies/street_law/index.php>Massachusetts v. EPA - <http://www.oyez.org/cases/2000-2009/2006/2006_05_1120/>[www.votesmart.org](http://www.votesmart.org)Declaration of Independence - <http://www.archives.gov/exhibits/charters/declaration_transcript.html>US Constitution -Universal Declaration of Human Rights - Hammurabi's Code - <http://legacy.fordham.edu/Halsall/ancient/hamcode.asp>Magna Carta - <http://www.archives.gov/exhibits/featured_documents/magna_carta/translation.html>**ASSESSMENT**1-Think about one current political issue you feel strongly about and write a persuasive essay to a member of Congress using the methods discussed in class. Make sure you explain why this issue is important and why it needs to be addressed.2- After discussing the foundation of our government, students are required to research the views of Thomas Hobbes and John Locke then write a paper comparing and contrasting the two and their influence on the Declaration of Independence.  |
| **Constitutional Law & the First Amendment****Weeks 3-5** |
| 1- The interpretation and implementation of the US Constitution, the supreme law of the land, to the law and our legal system is a subject known as Constitutional Law and is one of the most important aspects of law as all judgments must be in accordance.**Relevance:** Questionable rulings in a court of law can be appealed, sometimes all the way to the Supreme Court. Some such cases are known as landmark cases due the fine interpretation of the law and set precedents for all courts to follow. These cases have laid the foundation for the application of many laws and rights we have and use everyday.2- The first amendment to the US Constitution protects five basic, individual freedoms-religion, speech, press, assembly and petition. **Relevance:** These five freedoms were put in place to protect all citizens from the tyranny of government control. Even though we may legally enjoy these rights, there are limitations. It is important to know the fundamental rights defined by the First Amendment both individually and specifically so we may exercise our freedoms responsibly and legally.3-The establishment clause and the free exercise clause protect our religious freedoms.**Relevance:** The first statement of the First Amendment of the Bill of Rights directly discusses religious freedoms. Clearly it was important to the framers of our government to have a clear division between church and state and allow religious freedoms in this country. This both protects our practice of religion and the right to be free from it as well.4- Freedom of speech is an important basic right but is limited.**Relevance:** Sometimes the freedom of expression can be restricted depending on when and where we say exercise it. In addition to the forums we choose to voice our opinions in, we are also limited to the manner we voice our opinions. If expressions are hurtful, false, or incite violence, there may be limits and possibly legal ramifications if violated. The concept of Constitutional Law and the Supreme Court's decisions help us understand where we can be limited.5-Freedom of the press is an important right exercised by journalists, authors and the average American. **Relevance:** Citizens have the right to publish articles that may criticize the government, its policies, practices or the individual actions of a public official. However, there are also limitations to what the press can publish to promote safe, responsible and informative journalism. | * Is the Constitution sound or is it irrelevant and out of date for today's modern world?
* Do we need new amendments to the Constitution? If so, what and why?
* Which are the most important freedoms protected by the Bill of Rights?
* Should there be any limits on freedom of speech or expression?
* Should there be any limits on freedom of the press?
* Should there be any limits on freedom of religion?
* If your personal freedoms intersect with mine, whose rights should prevail?
* How would our country be different without the Bill of Rights?
 | 1-Research the use of propaganda and speech in both Germany during WWII and Rwanda and the Rwandan genocide. Can you find at least one that can be proven to be false? Apply this instance to the First Amendment and its protections of freedom of speech. Identify what would be a court's interpretation of it today. Craft and present an argument that if there had been laws preventing anti-Semitic or anti-Tutsi speech in both Germany and Rwanda respectively these two genocides have been prevented. 2-Case Law Study- Read and answer the following questions for all of the following cases. These cases should be used appropriately according to the topic covered. Use the resources provided for case law information. Answer these questions for each case: -What are the facts of the case? -Identify all manners of how the actions of this incident relate to the 1st Amendment-What was the Supreme Court's final decision? -Do you agree or disagree? Why?\* *Smith v. Collin (1978)-hate speech**\* Texas v. Johnson (1989)-flag burning**\* Virginia v. Black (2003)-cross burning**\* Tinker v. Des Moines (1969)- student speech, symbolic speech**\* Hazelwood v. Kuhlmeier (1988)- censorship, student press rights**\* Engel v. Vitale (1962)-establishment clause, banned prayer in public school**\* Abington v. Schempp (1963)- establishment clause and free exercise clause, banned bible reading in public school**\* Wisconsin v. Yoder (1971)-protects the religious rights of the Amish*Define and write about a time and place where freedom of speech is not applicable and explain why it cannot be allowed.Construct a situation where the first amendment rights of two individuals intersect and cannot co-exist. Describe who should have their rights protected and honored, who should not and express your reasoning as to why that should be the decision.Craft an argument either supporting or rejecting the idea of a school uniform policy. Cite aspects of both sides of the issue but express why your viewpoint is the correct one, why it should be enacted and what the results will be because of it. Identify and address the following: Are there any possible unintended consequences? How does it affect the rights of others as individuals and as a larger group? Does your plan harm or limit anyone else? How should non-compliance be dealt with?Soon after 9/11 a student wears a shirt to school with a picture of Osama Bin Laden on a wanted poster that states: Wanted: Dead or Alive. Should this be allowed as freedom of speech under the first amendment? Express why or why not. Identify how this affects others beyond the student? Are there any remedies to address this situation?1-<http://www.streetlaw.org/en/landmark/home>2-<http://religiousfreedom.lib.virginia.edu/court/#free>3-<http://caselaw.lp.findlaw.com>4-<http://www.oyez.org/>5-<http://www.glencoe.com/sec/socialstudies/street_law/index.php>6-<http://watergate.info>7-http://www.archives.gov/research/pentagon-papers/**ASSESSMENT**1-Read articles about the role of the press in both the Pentagon Papers and the Watergate scandals. Using what you have learned form the articles and class discussion, write a paper comparing and contrasting both the significance and the ultimate outcomes of both publications.2- Select one of the 1st ten amendments to the Constitution and write a persuasive essay for or against its relevance today.3-Select one of the cases we have discussed in class and write a persuasive essay discussing why it is important to the first amendment. Make sure you connect what we discussed in class and read in the cases to back your opinion4-Explain the importance of the phrase “separation of church and state” as it is supported in both the establishment clause and free exercise clause of the First Amendment. Why do these clauses exist? What is their significance? |
| **Rights & Discrimination****Weeks 6-8** |
| Text: TN State recommended Primary Documents and Supporting Readings: |
| 1- Due process is the guarantee that all legal proceedings will be fair and that one will be given notice of the accusation against them. There are two types of due process - procedural due process and substantive due process. **Relevance:** Due process of law is guaranteed in both the 5th and 14th Amendments of the US Constitution. Both protect the rights of citizens but in different situations. Procedural due process protects the rights of the accused and substantive due process protect the rights of the many. These rights are not absolute but are beneficial to our society.2- Under the 4th and 14th Amendment citizens of the US have privacy rights but these rights are not absolute and can be controversial.**Relevance:** There are many different ways your privacy is protected in the US Constitution. The 4th Amendment protects you against unlawful search and seizure so the government cannot go through personal property without judicial consent. The 14th amendment protects your freedom to make personal choices. Some of these may be controversial such as giving terminal cancer patients the choice to end their own life, the right to have an abortion or choices regarding same sex marriage. There also times when there are limits to those rights when it is deemed for the public good or things become part of the public record. An example is a sex offender losing some basic privacy rights by placing them on a sex offender registry.3 - Although when our country was founded it was highly imperfect and legally allowed for discrimination against women and minorities our country has often led the world in making changes to those policies. **Relevance:** Today the courts apply three basic tests - the Rational Basis Test, the Strict Scrutiny Test and the Substantial Relationship Test - to cases dealing with discrimination to determine whether or not discrimination has occurred in trying to arrive at a legally sound outcome.4- To prevent discrimination against race and gender the federal government passed both Affirmative Action and Title IX.**Relevance:** In the past, ethnic minorities and women have been discriminated against in several areas including hiring, college admissions and scholarship opportunities. Even though these laws protect the rights of minorities, some argue they discriminate against Caucasians and males making them both precedents controversial. In recent years there have been successful legal challenges against both statues causing courts to re-consider the application of these laws. | * Why do we have rights that protect our privacy and what could happen if we did not?
* Are there government decisions that conflict with the views of the American public?
* If you are engaging in an act or acts in your home that are considered illegal, can and should you be punished?
* Why do you think the issue of abortion is so controversial?
* What is discrimination and does it still exist today?
* Are there laws that discriminate but are legal and constitutional?
* Do you think men and women should have similar or fully equal rights and responsibilities?
* Should full marriage rights be extended to any person, regardless of practice, preference or belief? Why or why not?
 | Compare and contrast procedural due process with substantive due process. Create a scenario where for each type where due process was not given. In addition, state how and why the situation could be corrected to properly offer due process.2. Create a list of several issues dealing with the right to privacy. In small groups students will discuss the issue and create an argument for or against the right to privacy in that situation marking the problem with either 'for' or 'against'. Collect and redistribute each case again to a different group who must craft an argument opposite of that which has already been taken. Student groups will then have the opportunity to present their logic and rationale for their position on each issue to the entire class.4. Research and discuss the case of the murder of 7yr old Megan Kanka. After the incident the federal government passed *Megan’s Law* which requires all convicted sex offenders to register with local authorities. Read the law and use internet resources for additional research on the topic. Discuss if this is a violation of a person's right to privacy identifying reasons how and why it is or is not. Citing evidence from research and the class discussion craft an argument stating if you believe there should be stricter laws for convicted sex offenders and explain you reasoning. 5. Case Law Study- Read and answer the following questions for all of the following cases. These cases should be used appropriately according to the topic covered. Use the resources provided for case law information. Answer these questions for each case: -What are the facts of the case? -Identify all manners of how the actions of this incident relate to the 1st Amendment-What was the Supreme Court's final decision? -Do you agree or disagree with the court? Cite evidence and explain your reasoning.* Arizona v. Gant –search and seizure
* *Griswold v. Connecticut (1965)-reproductive rights*
* *Roe v. Wade (1973)- reproductive rights*
* *Planned Parenthood v. Casey (1992)- reproductive rights*
* *Brown v. Board of Ed. (1954)-school integration*
* *Regents of the University of California v. Bakke-affirmative action*
* *Keyes v. School District-busing/integration*
* *Swann v. Charlotte Mecklenburg Schools- busing/integration*
* *Village of Arlington Heights v Metropolitan Schools- busing/integration*

6. Using case law and the US Constitution, research what the law says versus public opinion about abortion. Create a list of the arguments for and against abortion. Craft you own piece of legislation that outlines how this issue should be addressed stating if and when abortion should ever be allowed.7. Under the Patriot Act of 2001 the National Security Agency collects phone and internet records of all person in the United States. Determine if this is a violation of privacy and state your reasoning. Write and argument explaining why the Patriot Act should be left in place, altered or done away with completely.8. 'Burner Cell Phones' are pre-paid phones that can be purchased inexpensively, with no user registration or identification, and quickly disposed of after use. Internet cafes and places that offer free wifi allow users to access the internet without any personal registration of use. Should our government allow such occurrences or not? Should the internet be closed to registered and verified users only or should it be a public portal of information and communication? Should any purchase of a cell phone or communication device require personal registration and a background check? What would be the benefits of such policies? What would be the negative consequences? Which would outweigh the other in importance? Is there a law that can address all situations fairly?<http://www.biography.com/people/jack-kevorkian-9364141><http://www.pameganslaw.state.pa.us/History.aspx?dt>=[http://en.wikipedia.org/wiki/Megan's\_Law](http://en.wikipedia.org/wiki/Megan%27s_Law)<http://www.tbi.state.tn.us/sex_ofender_reg/sex_ofender_reg.shtml><http://en.wikipedia.org/wiki/Terri_Schiavo_case>Arizona v. Gant - <http://www.oyez.org/cases/2000-2009/2008/2008_07_542>Griswold v. Connecticut - <http://www.oyez.org/cases/1960-1969/1964/1964_496>Roe v. Wade - <http://www.oyez.org/cases/1970-1979/1971/1971_70_18>Planned Parenthood v. Casey - <http://www.oyez.org/cases/1990-1999/1991/1991_91_744>Brown v. Board of Education - <http://www.oyez.org/cases/1950-1959/1952/1952_1/>Regents of the University of California v. Bakke - <http://www.oyez.org/cases/1970-1979/1977/1977_76_811/>Keyes v. Schools District #1 - <http://www.oyez.org/cases/1970-1979/1972/1972_71_507>Swann v. Charlotte-Mecklenburg Board of Education - <http://www.oyez.org/cases/1970-1979/1970/1970_281>Arlington Heights v. Metropolitan Housing Corporation - <http://www.oyez.org/cases/1970-1979/1976/1976_75_616><http://caselaw.lp.findlaw.com><http://www.oyez.org/><http://www.glencoe.com/sec/socialstudies/street_law/index.php>**ASSESSMENT**1-Research and evaluate the extent to which the schools in your area are integrated.2-Trace the history of racial discrimination in the United States from the mid 1800s through the Civil Rights era. Select 2 events you think are the most significant in terms of granting equal rights to African Americans and changing the law. |