# Grade 12 We the People: Quarter 1 Curriculum Map Scope and Sequence

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| --- | --- | --- | --- | --- | --- |
| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 1 | 2 weeks | *Street Law: A Course in Practical Law* | Students analyze the purpose of laws in our society and how they affect our lives. Students will examine the foundation of the American legal system and the impact of the Enlightenment on documents such as the Declaration of Independence and the US Constitution. Students will understand the process of how a bill becomes a law. Students will also analyze what it means to be an advocate of an issue and the role lobbyists play in our government. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | None |
| Q1, Unit 2 | 3 weeks | *Street Law: A Course in Practical Law* | Students will understand what Constitutional Law is and how it is studied. Students will take a Constitutional Law approach to studying various parts of the Constitution. Students will examine the fundamental rights set forth in the first Amendment of the US Constitution. Students will analyze and discuss multiple landmark case of SCOTUS and apply to the first amendment. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. |  |
| Q1 Unit 3 | 3 weeks | *Street Law: A Course in Practical Law* | Students will understand due process rights found in both the 5th and 14th amendments. Students will examine the difference between procedural and substantive due process of law. Students examine various privacy rights including those set forth in the 4th and 14th amendments. Students will describe the impact of past discrimination on minority rights and the legal approaches to remedy discrimination in US History. Student will analyze the 3 tests used by SCOTUS to test discrimination in Supreme Court cases. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. |  |

# Grade 12 We the People: Quarter 1 Map Instructional Framework

**Planning With the Map**

The curriculum map outlines the content and pacing for each grade and subject. Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning 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. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

**Weekly Guidance**

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

**Vocabulary Instruction**

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition….Appendix A Page 58

Frayer Model……………..Appendix A Page 59

List/Group/Label……...….Appendix A Page 60

Semantic Webbing…..…..Appendix A Page 61

SVES (Elaboration)……...Appendix A Page 62

Vocabulary Squares….….Appendix A Page 63

Word Sorts…………….….Appendix A Page 58

**Daily Strategies**

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

* Assigning Roles for Group Work………………p. 18
* Close Viewing of a Text…………....................p. 50
* Close Viewing of a Video………………………p. 52
* Document Analysis……………………………..p. 61
* Evaluating Arguments………………………….p. 63
* Exit Card/Ticket…………………………………p. 70
* Give 1, Get 1…………………………………….p. 83
* Jigsaw……………………………………………p. 101
* Journals………………………………………….p. 114
* Levels of Questions…………………………….p. 116
* Text to Text, Text to Self, Text to World……...p. 148
* Think, Pair, Share………………………………p. 152

# Grade 12 We the People: Quarter 1 Unit 1

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 1 | 2 weeks | *Street Law: A Course in Practical Law* | Students analyze the purpose of laws in our society and how they affect our lives. Students will examine the foundation of the American legal system and the impact of the Enlightenment on documents such as the Declaration of Independence and the US Constitution. Students will understand the process of how a bill becomes a law. Students will also analyze what it means to be an advocate of an issue and the role lobbyists play in our government. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. |  |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | Declaration of Independence and excerpts from Thomas Hobbes and John Locke |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Discuss the foundations and principles of the US Government. Understand the influence of Locke, Rousseau and Hobbes |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Daily Agenda * Essential question- Why was the Declaration of Independence written and who/what influenced the writing of this doc? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Document Analysis- Declaration of Independence and excerpts from Thomas Hobbes and John Locke |  |  |  |  |
| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Think, Pair, Share- Discuss with a partner the connection between the Enlightenment documents and the Declaration of Independence.  What connections can you make? |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | What is the significance of the texts and their value or place in history and in our society? |  |  |  |  |

# Grade 12 We the People: Quarter 1 Unit 1 Vocabulary

Tier 2 Vocabulary

laws, rights, SCOTUS, advocate, bill, amend, ratify

Tier 3 Vocabulary

Declaration of Independence, Hobbes and Locke, Enlightenment, US Constitution, branches of government, Bill of Rights, lobbyist, EPA, OSHA

# Grade 12 We the People: Quarter 1 Unit 1 Week 1

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| **Essential Question(s)** | What are ways that laws affect your life as a teenager? What is the law and why do laws exist? What things you do everyday are affected by laws? What are the goals of the legal system and the basis of law and human rights? Who influenced the fundamental ideas of the original 13 colonies? Why was the Dec. of Ind. Written? Who/what influenced the writing of this doc? |
| **Student Outcomes** | Students will be able to explain why we have laws and why they are important to a democratic society.  Students will understand the political influence of Thomas Hobbes and John Locke on the Declaration of Independence and early American government. |
| **Texts** | **Text Book** *Street Law: A Course in Practical Law, Ninth Edition* Ch 1  **Required Texts**   * Abu Graib prison article * Hobbes and Locke article/ Declaration of Independence   **Recommended Protocol(s):** Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions  **Supplemental Texts:**   * Instructor may select case studies from chapter. |
| **Text Specific and Text Dependent Questions** | **Abu Graib prison article**  1-Why do you think American soldiers at Abu Graib committed these crimes and why was it allowed to continue?  2-Why do you think the CIA continues to engage in torture methods (ie. water boarding)?  3- Should the perpetrators of these crimes be punished? How?  4-Why do we have established laws put in place to protect human rights and prosecute those who violate these rights?  **Hobbes and Locke article and Declaration of Independence**  1-What do you think is important in these 2 excerpts?  2-What connects to our fundamental views on rights and government?  3-What connections can be made to our system of government?  4-What did you think was important and why?  5-What is the significance of the texts and their value or place in history and in our society? |
| **Suggested Classroom Strategies/Activities** | **Journals (Appendix B, Page 104)-**Daily journal questions related to topic of study and class discussion  **Give 1, Get 1 (Appendix B, Page 83)-**Compile a list of 5 things you do everyday that are affected by laws  **Text to Text, Text to Self, Text to World (Appendix B, Page 148)-**Discuss with your partner how you would you change any of the laws and why.  **Evaluating Arguments (Appendix B, Page 63)-**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.  **Think, Pair, Share (Appendix B, Page 152)**-assorted Problems/activities from the chapter |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  Discuss the relationship between laws and values. Explain and give examples of how laws reflect society’s moral, economic, political, and social values. Use your knowledge and the documents discussed in class:   * Declaration of Independence * Hobbes and Locke * Abu Graib   **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |

# Grade 12 We the People: Quarter 1 Unit 1 Week 2

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| **Essential Question(s)** | How does a bill become a law? What does it mean to be an advocate of something? What government agencies are responsible for creating laws in the US? What government agencies are responsible for creating laws in the world? What are current political issues you feel strongly about and what are your personal views on them? Should you vote? In local, state, national elections or all? Why don’t all eligible persons vote? |
| **Student Outcomes** | Students will understand the process of how a bill becomes a law and how lobbyists influence the passage of laws.  Students will be able to explain how a bill becomes a law. Identify the various agencies involved in the lawmaking process. Recognize the role of lobbyists and advocacy in lawmaking.  Students will be able to recognize the role of various government agencies in the law making process. |
| **Texts** | **Text Book:** *Street Law: A Course in Practical Law, Ninth Edition Ch 2 and Ch 3*  **Required Texts**   * US Constitution * Commonwealth v EPA   **Recommended Protocol(s):** Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions  **Supplemental Texts:**   * Instructor may select case studies from chapter. |
| **Text Specific and Text Dependent Questions** | **US Constitution**  1-How did the framers create our government?  2-Who has what powers?  3-What are the 3 branches of government and how do they “check” each other?  4-What are the Bill of Rights and what important rights do they protect?  **Commonwealth of MA v EPA**  1-What are the facts?  2-Issue?  3-Statutes or precedents involved?  4-Argument for MA  5-Argument for EPA  6-Majority decision |
| **Suggested Classroom Strategies** | **Journals (Appendix B, Page 104)-**Daily journal questions related to topic of study and class discussion  **Assigning Roles for Group Work (Appendix B, Page 18)**-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.  **Think, Pair, Share (Appendix B, Page 152)**-Select one current law you would like to change and create a list of reasons why you believe it should be changed. Discussing the pros and cons of amending this law with a partner.  **Think, Pair, Share (Appendix B, Page 152)**-assorted Problems/activities from the chapter |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  Name some law in your community that you would like to see changed. List three points you would make to convince a public official to work to change this law. For each of the points, state the method of influencing a public official that you think would work most effectively. Explain your answers.  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |

# Grade 12 We the People: Quarter 1 Unit 2

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 2 | 3 weeks | *Street Law: A Course in Practical Law* | Students will understand what Constitutional Law is and how it is studied. Students will take a Constitutional Law approach to studying various parts of the Constitution. Students will examine the fundamental rights set forth in the first Amendment of the US Constitution. Students will analyze and discuss multiple landmark case of SCOTUS and apply to the first amendment. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. |  |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | Smith v Collin |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | What rights concerning free speech are guaranteed by the 1st amendment? |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Daily agenda * Essential Question- Under what circumstances, if any, should people be prohibited from voicing unpopular views? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Evaluating Arguments- Smith v Collin |  |  |  |  |
| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Think, Pair, Share-Arguments for and against restrictions on free speech. |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | How can we balance individual rights with right and wrong? Even when what someone says is offensive to others? |  |  |  |  |

# Grade 12 We the People: Quarter 1 Unit 2 Vocabulary

Tier 2 Vocabulary

expression, speech, religion, press, SCOTUS

Tier 3 Vocabulary

Constitutional Law, Balancing Test, defamation, incitement test**,** 1st Amendment, limited forum, hate speech, symbolic speech, FOIA, shield laws, establishment clause, free exercise clause

# Grade 12 We the People: Quarter 1 Unit 2 Week 1

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| **Essential Question(s)** | 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?  What rights are guaranteed/protected under the 1st amendment?  Should there be any limits on freedom of speech or expression?  How do we protect individual rights even when they conflict with the majority? |
| **Student Outcomes** | Students should be able to define Constitutional Law, how it is studied and why it is an important area of the law  Students should be able to summarize the rights guaranteed to individuals in each amendment.  Identify and explain the fundamental rights defined by the First Amendment-Freedom of Speech and Freedom of the Press.  Students should be able to identify five forms of communication protected by Freedom of Speech and three reasons why Freedom of Speech is central to democracy in our country.  Students will be able to define censorship and list five of the First Amendment protections from censorship. |
| **Texts** | **Text Book:** *Street Law: A Course in Practical Law, Ninth Edition Ch 34 and Ch 35*  **Required Texts**   * Smith v Collin * TX v Johnson * VA v Black   **Recommended Protocol(s):** Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions  **Supplemental Texts:**   * Instructor may select case studies from chapter. |
| **Text Specific and Text Dependent Questions** | **Smith v Collin**  1-What are the facts of the case?  2-How does this relate, both good and bad, to the 1st Amendment?  3-What was the decision?  4-Do you agree or disagree  **Texas v Johnson**  1- What are the facts of the case?  2-Do you agree with Johnson’s arrest?  3-Should flag burning be protected under the 1st amendment as symbolic speech? Why or why not?  **VA v Black (p. 443)**  1-What are the facts of the case?  2-Why is this considered a hate crime and not free speech? |
| **Suggested Classroom Strategies** | **Journals (Appendix B, Page 104)-**Daily journal questions related to topic of study and class discussion  **Exit Card/Ticket (Appendix B, Page 70)**-rank in order of importance to you, 1 the most important and 10 the least important, the Bill of Rights and explain why  **Think, Pair, Share (Appendix B, Page 152)**-assorted Problems/activities from the chapter |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  Explain  What, if any, First Amendment protections are granted to the Nazi flag, flag burning, and cross burning. Explain your answer.  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |

# Grade 12 We the People: Quarter 1 Unit 2 Week 2

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| **Essential Question(s)** | Should there be any limits on freedom of the press?  Why do you think the government tries to limit press and media coverage?  Do you think there should be limitations on speech? Where and why?  Why do you think expression is limited in a prison and on military bases? |
| **Student Outcomes** | Identify and explain the fundamental rights defined by the First Amendment-Freedom of Expression in Public Places.  Students should be able to list three facilities where public speech is limited.  Students should be able to discuss the limitations/rights of free speech in public schools. |
| **Texts** | **Text Book:** *Street Law: A Course in Practical Law, Ninth Edition Ch 36 and 37*  **Required Texts**   * Hazelwood v. Kuhlmeier * Tinker v. Des Moines   **Recommended Protocol(s):** Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions  **Supplemental Texts:**   * Instructor may select case studies from chapter. |
| **Text Specific and Text Dependent Questions** | **Hazelwood v. Kuhlmeier**  1-What are the facts of the case?  2-What was SCOTUS decision?  3-Should a principal be able to censor a student newspaper? If so, under what conditions?  4-How does speech by an individual student differ form speech by the school newspaper?  **Tinker v. Des Moines**  1-What are the facts of the case?  2-What was SCOTUS decision?  3- Do you think that the school policy of banning armbands was unfair?  4-Why do you think SCOTUS has ruled that certain actions |
| **Suggested Classroom Strategies** | **Journals (Appendix B, Page 104)-**Daily journal questions related to topic of study and class discussion  **Close Viewing of a Text (Appendix B, Page 50)**-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, write a paper comparing and contrasting both the significance and the ultimate outcomes of both publications.  **Text to Text, Text to Self, Text to World (Appendix B, Page 148)**- Discuss the role tabloids play in the lives of the rich and famous. Are they guilty of defamation of character? Libel? Slander?  **Think, Pair, Share (Appendix B, Page 152)**-assorted Problems/activities from the chapter |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*    Based on the *Tinker* and *Hazelwood* decisions, give one argument for and one argument against the school’s action in all three of the following  Situations:  A. The faculty advisor to the school newspaper censors an article by students reporting on abortions undergone by classmates. No names are used in the article but the school is small enough so that the young women could likely be identified.  B. The principal cancels the school’s production of the musical *Hair* once she learns that it involves nudity.  C. High school students were suspended for refusing to remove buttons worn in support of a teachers’ strike. The buttons read: “Do Scabs Bleed?” and “I’m Not Listening, Scab.”  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** |  |

# Grade 12 We the People: Quarter 1 Unit 2 Week 3

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| **Essential Question(s)** | Should there be any limits on freedom of religion?  If your personal freedoms intersect with mine, whose rights should prevail?  What is the establishment clause and what is its purpose?  What is the free exercise clause and what is its purpose? |
| **Student Outcomes** | Students will be able to identify and explain the fundamental rights defined by the First Amendment-Freedom of Religion.  Students will be able to explain the importance of 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? |
| **Texts** | **Text Book:** *Street Law: A Course in Practical Law, Ninth Edition*Ch 38  **Required Texts**   * Wisconsin v Yoder * Holt v. Hobbs   **Recommended Protocol(s):** Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions  **Supplemental Texts:**   * Instructor may select case studies from chapter. |
| **Text Specific and Text Dependent Questions** | **Wisconsin v Yoder**  1- What are the facts of the case?  2-What was SCOTUS decision?  3-Why are the Amish protected under the 1st Amendment?  **Holt v. Hobbs**  1-What are the facts of the case?  2-What was SCOTUS decision?  3-Does the Arkansas Department of Corrections grooming policy violate the Religious Land Use and Institutionalized Persons Act by preventing Holt from growing a one-half-inch beard in accordance with his religious beliefs? |
| **Suggested Classroom Strategies** | **Journals (Appendix B, Page 104)-**Daily journal questions related to topic of study and class discussion  **Evaluating Arguments (Appendix B, Page 63)-**Discuss the facts and decision in both **Wisconsin v Yoder** and **Holt v. Hobbs.** What do these two cases have to with both the Free Exercise Clause and Establishment Clause?  **Think, Pair, Share (Appendix B, Page 152)**-assorted Problems/activities from the chapter |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  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?  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |

# Grade 12 We the People: Quarter 1 Unit 3

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1 Unit 3 | 3 weeks | *Street Law: A Course in Practical Law* | Students will understand due process rights found in both the 5th and 14th amendments. Students will examine the difference between procedural and substantive due process of law. Students examine various privacy rights including those set forth in the 4th and 14th amendments. Students will describe the impact of past discrimination on minority rights and the legal approaches to remedy discrimination in US History. Student will analyze the 3 tests used by SCOTUS to test discrimination in Supreme Court cases. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | Q1 Unit 3 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | Obergefell v Hodges |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Discuss the importance of the Obergefell decision in terms of legalizing same sex marriage in the US. |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Daily Agenda * Essential question-Why is it important to guarantee the same personal freedoms to everyone in the US? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Evaluating Arguments- Obergefell v Hodges |  |  |  |  |
| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Jigsaw-small groups discuss a different case in the Obergefell lawsuit and share with class |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | What is the significance of this decision and how did all six cases relate to one another? |  |  |  |  |

# Grade 12 We the People: Quarter 1 Unit 3 Vocabulary

Tier 2 Vocabulary

due process, privacy rights, discrimination

Tier 3 Vocabulary

procedural and substantive due process, sex offender registry, Megan’s Law, Rational Basis Test, Strict Scrutiny, Substantive Relationship test, 14th amendment,

# Grade 12 We the People: Quarter 1 Unit 3 Week 1

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| **Essential Question(s)** | 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? |
| **Student Outcomes** | Students will understand due process of law and your right to privacy.  Students will know the difference between procedural due process and substantive due process.  Students will be able to compare contrast due process in the 5th and 14th Amendments.  Students will be able to list the different ways your privacy is protected in the US Constitution and the limits to those rights.  Students should be able to recognize the five zones of privacy. |
| **Texts** | **Text Book:** *Street Law: A Course in Practical Law, Ninth Edition Ch 39 and 40*  **Required Texts**   * US Constitution 5th and 14th Amendments * Article about Megan Kanka and Megan’s Law   **Recommended Protocol(s):** Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions  **Supplemental Texts:**   * Instructor may select case studies from chapter. |
| **Text Specific and Text Dependent Questions** | **US Constitution 5th and 14th Amendments**   * What does the 5th amendment say and guarantee? * What does the 14th amendments say and guarantee? * What are your due process rights for each? * Which is procedural and which is substantive due process?   **Article about Megan Kanka and Megan’s Law**   * What happened to Megan Kanka? * Who was here neighbor and what was his criminal history? * If the sex offender registry had existed, do you think her death could have been prevented? * Is the sex offender registry a violation of your privacy rights? * What does Megan’s Law require? |
| **Suggested Classroom Strategies** | **Journals (Appendix B, Page 104)-**Daily journal questions related to topic of study and class discussion  **Think, Pair, Share (Appendix B, Page 152)-**Compare and contrast procedural due process with substantive due process. Come up with examples of each.  **Think, Pair, Share (Appendix B, Page 152)**-assorted Problems/activities from the chapter |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  What does the term *due process* mean? What are the important elements of due process? What does due process offer us in the way of rights?  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |

# Grade 12 We the People: Quarter 1 Unit 3 Week 2

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| **Essential Question(s)** | Describe discrimination in United States History and discrimination today.  What is discrimination and give examples of laws that discriminate but are legal and constitutional.  Are there laws that discriminate but are legal and constitutional?  Why is affirmative action important and whose rights does it protect?  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? |
| **Student Outcomes** | Students will be able to explain the Constitutional issues of contraception and abortion.  Students will be able to explain the different types of discrimination cases and the difference between reasonable discrimination and unreasonable discrimination.  Students will understand the significance of affirmative action.  Students will understand the significance of Title IX.  Students will understand the significance of the Obergefell v Hodges decision. |
| **Texts** | **Text Book:** *Street Law: A Course in Practical Law, Ninth Edition Ch 41*  **Required Texts**   * Title IX * Obergefell v Hodges   **Recommended Protocol(s):** Close Viewing of a Text, Document Analysis, Evaluating Arguments, Jigsaw, Levels of Questions  **Supplemental Texts:**   * Roe v Wade * Instructor may select case studies from chapter. |
| **Text Specific and Text Dependent Questions** | **Title IX**  1-What is Title IX-define and explain whose rights it protects.  2-Why was it created and what institutions must comply?  3-How is Title IX applied to athletics and how does an institution comply?  4-Does Title IX benefit only girls and women?  5-Who is responsible for enforcing Title IX?  **Obergefell v Hodges**  Collection of 6 cases) assign a case to 1 of 6 groups  1-What is a summary of the facts of your case?  2-What right was violated?  3-What was the decision of the 6th circuit?  4-What was the decision of SCOTUS?  5-What is the significance of this decision and how did all six cases relate to one another? |
| **Suggested Classroom Strategies** | **Journals (Appendix B, Page 104)-**Daily journal questions related to topic of study and class discussion  **Evaluating Arguments (Appendix B, Page 63)-**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.  **Think, Pair, Share (Appendix B, Page 152)**-assorted Problems/activities from the chapter |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*    A statute in your state provides that “no abortion shall be performed on a woman under 18 years of age until at least 48 hours after both of her parents have been notified.” The two-parent notice requirement is mandatory unless the woman states that she is a victim of parental abuse or neglect. A “judicial bypass” provision in the law allows a court to dispense with the two-parent notification if the minor can prove to the court that she is “mature and capable of giving informed consent,” or if it can be proven that an abortion without notice to both parents would be in her best interest. Develop arguments for and against the constitutionality of the statute.  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |