



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	American Government		Grade:	12
Unit Number:	4	Unit Name:	Role of the Judiciary	
Unit Length	4 weeks		Minutes per day 55 mins per day	
Unit Synopsis	This unit's focus is on the judicial branch of government and the power of the Supreme Court cases are used to understand the complexities involved in interpreting the Constitution. Citizen obligations, responsibilities and citizenship qualifications are also addressed.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>12.4.5 Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.</p> <p>12.4.6 Explain the processes of selection and confirmation of Supreme Court justices.</p> <p>12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.</p> <p>12.2.3 Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>12.2.6 Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p> <p>Tenth Amendments and interpretations of the extent of the federal government's power.</p> <p>12.7.7 Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.</p>	<p>W 11-12.1 Write arguments focused on discipline-specific content.</p> <p>W 11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>R 11-12. 7,8,9 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Evaluate an author's premise, claims and evidence by corroborating or challenging them with other information.</p> <p>Integrate information from diverse sources, both primary and secondary, into coherent understanding of an idea or event, noting discrepancies among sources.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>12.5.2 Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</p> <p>12.5.3 Evaluate the effects of the Court's interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases.</p> <p>12.5.4 Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia (VMI).</p> <p>12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.</p> <p>12.2.2 Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).</p> <p>12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p> <p>12.7.1 Explain how conflicts between levels of government and branches of government are resolved.</p> <p>12.7.2 Identify the major responsibilities and sources of revenue for state and local governments.</p> <p>12.7.3 Discuss reserved powers and concurrent powers of state governments.</p> <p>12.7.4 Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.</p>	
Target ELD Standards	<p>Collaborative 4</p> <p>Interpretive 6</p> <p>Productive 11</p>	

“Unwrapped” Skills (Students need to be able to do.)	“Unwrapped” Concepts. (Students need to be able to do.)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
Discuss including: Reading Comprehension Vocabulary Acquisition Primary Source Analysis	Examine the organizations and workings of the Supreme Court.	Understanding Evaluate Analyze	Describe and explain who, what, when, where, and how. Specify, explain, show relationships. Explain generalize or connect ideas using supporting evidence.
Explain including: Reading comprehension Vocabulary Acquisition	Examine the appointment and confirmation of Supreme Court Justices.	Understand Remember Apply Analyze Evaluate Create	Recall, recognize or locate basic facts. Summarize results, concepts and ideas. Connect ideas using supporting evidence. Point of view and bias. Synthesize information across multiple sources or texts.
Understand including: Reading comprehension Vocabulary acquisition Primary source analysis	Understand and evaluate the interpretation of the Bill of Rights over time. (specific attention to be paid to the First and Fourteenth Amendments)	Remember Understand Apply Analyze Evaluate Create	Recall, recognize or locate basic facts. Summarize results, concepts and ideas. Connect ideas using supporting evidence. Point of view and bias. Synthesize information across multiple sources or texts.

Discuss including: Reading comprehension Vocabulary acquisition	Understand the basic rules and responsibilities of active citizenship. (obeying the law, jury service and payment of taxes)	Understand Remember Apply	Recall, recognize or locate basic facts Summarize results, concepts and ideas
Explain including: Reading comprehension Vocabulary acquisition	Explain the pathways to citizenship, including the naturalization process.	Remember Understand Apply Analyze Evaluate Create	Recall, recognize or locate basic facts. Summarize results, concepts and ideas. Connect ideas using supporting evidence. Point of view and bias. Synthesize information across multiple sources or texts.

Learning Progressions of Skills and Concepts





Priority History Standard	12.4.5: Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.		
Previous Grade	Current Grade	Next Grade	
n/a	12	n/a	
Priority History Standard	. 12.4.6 Explain the processes of selection and confirmation of the Supreme Court justices.		
Previous Grade	Current Grade	Next Grade	
n/a	12	n/a	

Essential Questions	Corresponding Big Ideas
<p>12.4.5: How is the Supreme Court organized and what is its scope of power?</p> <p>12.4.6: How are the three branches reflected in the selection and confirmation of Supreme Court justices.</p> <p>12.5.1: How has the interpretation of the Bill of Rights (basic freedoms, due process and equal protection clauses) changed over time?</p> <p>12.2.3: Why is it important for citizens to obey laws, serve as jurors and pay taxes?</p> <p>12.2.6: How is American citizenship realized?</p>	<p>Understand the basic tenants of the Supreme Court and the implications of its decisions.</p> <p>Understand the role and responsibilities of citizenship including the qualifications for the naturalization process.</p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<p>Organized</p> <p>Confirmation</p> <p>Interpretation</p> <p>Symbolic</p> <p>Opinions</p> <p>Tenant</p> <p>Responsibility</p> <p>Qualification process</p>	<p>Jurisdiction</p> <p>Precedent</p> <p>Liabe</p> <p>Slander</p> <p>Search and seizure</p> <p>Double jeopardy</p> <p>Citizenship</p> <p>Naturalization</p> <p>Appeal</p> <p>Inferior courts</p> <p>Supreme court</p> <p>Plaintiff</p> <p>Defendant</p> <p>Clauses</p> <p>Criminal case</p> <p>Civil case</p> <p>Judicial review</p>


Resources for Vocabulary Development (Strategies, Routines and Activities)

Textbook

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description:</p>  <p>Government Unit 4 Pre Assessment.docx</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current Id numbers.</p>	<p>Test Description:</p>  <p>UPO Unit Four Post test.docx</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current Id numbers.</p>
Scoring Guides and Answer Keys	
 <p>Scoring Rubric.docx</p>	 <p>Scoring Rubric.docx</p>
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP Accommodations <i>Alternative testing site, additional time, reading aloud</i></p> <p>Modifications open notes, textbook for reference, adjust lexile level</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: DBQ Choices: Search and Seizure: Did the government go too far? OR Should schools be allowed to limit student's online speech? -all steps of DBQ suggested -write through a 5 paragraph essay		Days:5 Minutes/Day: 55
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Freedom of speech	Days:3 Minutes/Day:55
Task 2:	Citizenship	Days:2 Minutes/Day:55
Interdisciplinary Connections		
Scoring Rubric		
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy		<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
Connections between 21 st Century Skills, CCCSS, and Unit Overview:		
<i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i>		

Authentic Performance Task 1

Task Description	Freedom Of Speech	Suggested Length	Days:3 Minutes/Day:55
Standards Addressed	Priority Standard(s)		
	12. 5.1: Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection- of- the- law- clauses of the Fourteenth Amendment		
	Supporting Standard(s)		
	Target ELD Standard(s)		
Essential Question (s)	How has the interpretation of the Bill of Rights (basic freedoms, due process and equal protection clauses) changed over time?		
Big Idea(s)	Understand the basic tenants of the Supreme Court and the implications of its' decisions.		
Bloom's	DOK	Scoring Rubric	
Remember Understand Apply Analyze Evaluate Create	Recall, recognize or locate basic facts Summarize results, concepts and ideas Connect ideas using supporting evidence Point of view and bias Synthesize information across multiple	 Scoring Rubric.docx	

(Suggested Instructional Strategies and Tasks)

Students will conduct a case study exploring the depth and limitations of the first amendment right of freedom of speech. A possible learning sequence is as follows:

Step 1: Students are asked to answer the following true/false question:

Question: Freedom of speech means you can say whatever you want as long as no one else is offended.

TRUE

FALSE

Step 2: Students examine the Supreme Court cases of Texas v. Johnson, United States v. Eichman, Snyder v. Phelps, and Morse v. Frederick. Students take notes on these cases that will be used as a resource in constructing a culminating paragraph/essay. An assortment of resources are listed below.

<http://www.uscourts.gov/educational-resources/get-involved/constitution-activities/first-amendment/protests-flash-mobs/facts-case-summary.aspx>

FACTS Fred Phelps and his followers at the Westboro Baptist Church believe that God punishes the United States for its tolerance of homosexuality, particularly within the military. To demonstrate their beliefs, Phelps and his followers often picket at military funerals.

Albert Snyder's son, Lance Corporal Matthew Snyder, was killed in the line of duty in Iraq in 2006. Westboro picketed Matthew Snyder's funeral displaying signs that stated, for instance, "God Hates the USA/Thank God for 9/11," "Thank God for Dead Soldiers," and "Don't Pray for the USA." The church notified local authorities in advance that they intended to picket the funeral, staged the picket on public land adjacent to a public street, and complied with all police instructions. Church members also sang hymns and recited Bible verses.

Although Albert Snyder could see the tops of the picket signs on the day of the funeral, he could not read what was written on them and it was not until he saw a news story about the funeral and the picketing that he became aware of the church's message. Snyder sued Phelps and the church claiming, among other things, that their actions caused him severe emotional distress. In defense, Phelps argued that his speech (the picketing and the signs) was protected under the Free Speech Clause of the First Amendment to the Constitution.

http://www.cnn.com/2007/LAW/06/25/free.speech/index.html?_s=PM:LAW 'Bong

Hits 4 Jesus' case limits student rights

- High Court considers students' First Amendment rights
- Case involves student's "Bong hits 4 Jesus" banner at event
- School argues principal had right to punish student for drug message
 - Student, now 24, said he was not promoting drugs

By Bill Mears

CNN Washington Bureau

WASHINGTON (CNN) -- The Supreme Court ruled against a former high school student Monday in the "Bong Hits 4 Jesus" banner case -- a split decision that limits students' free speech rights.

Joseph Frederick was 18 when he unveiled the 14-foot paper sign on a public sidewalk outside his Juneau, Alaska, high school in 2002.

Principal Deborah Morse confiscated it and suspended Frederick. He sued, taking his case all the way to the nation's highest court.

The justices ruled that Frederick's free speech rights were not violated by his suspension over what the majority's written opinion called a "sophomoric" banner. (Watch the banner unfurl and launch a legal battle)

"It was reasonable for (the principal) to conclude that the banner promoted illegal drug use-- and that failing to act would send a message to the students in her charge," Chief Justice John Roberts wrote for the court's 6-3 majority. Breyer noted separately he would give Morse qualified immunity from the lawsuit, but did not sign onto the majority's broader free speech limits on students (Opinion)

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Chapter 19 Section 3 pages 546-553

Resources and Materials

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>History Channel DVD The People Speak</p> <p>Julian Assange: Why the world needs wikileaks TED</p> <p>http://www.ted.com/talks/julian_assange_why_the_world_needs_wikileaks</p> <p>Edward Snowden: Here's how we take back the internet TED</p> <p>http://www.ted.com/talks/edward_snowden_here_s_how_we_take_back_the_internet</p>	<p>Reference IEP <i>Accommodations</i> <i>Collaboration with Aide as needed</i></p> <p><i>More time as needed</i></p> <p><i>Preferential seating</i></p> <p><i>Modifications</i></p> <p><i>Modify lesson as needed</i></p>	<p>Emerging</p> <p>Collaboration with ELL Aide in class</p> <hr/> <p>Expanding</p> <p>Reading Aloud or use language technology</p> <hr/> <p>Bridging</p> <p>Modify length of lesson including reading excerpts</p>	<p>Hip Hughes</p> <p>http://www.youtube.com/watch?v=UG0ZaAVF_i4&edufilter=L-Hmzxw5LmLXyzgFh4WyAg&safe=active</p> <p>http://www.youtube.com/watch?v=Unyswl36q8w</p> <p>Bad Behavior Online PBS: Bullying, Trolling and Free Speech http://youtu.be/RVSAFhTjAdc</p>


Scoring Rubric



Scoring Rubric.docx



Authentic Performance Task 2

<p>Task Description</p>	<p>Process of Citizenship</p>	<p>Suggested Length</p>	<p>Days:2 Minutes/Day: 55</p>
<p>Standards Addressed</p>	<p>Priority Standard(s)</p>		
	<p>12.2.6:Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements)</p>		
	<p>Supporting Standard(s)</p>		
	<p>Target ELD Standard(s)</p>		
<p>Essential Question(s)</p>	<p>12.2.6: How is American citizenship realized?</p>		
<p>Big Idea(s)</p>	<p>Understand the role and responsibilities of citizenship including the qualifications for the naturalization process.</p>		
<p>Bloom’s</p>		<p>DOK</p>	<p>Scoring Rubric</p>

<p>Remember Understand Apply Analyze Evaluate Create</p>	<p>Recall, recognize or locate basic facts Summarize results, concepts and ideas Connect ideas using supporting evidence Point of view and bias Synthesize information across multiple sources or texts</p>	 <p>Scoring Rubric.docx</p>
<p>Teaching and Learning Sequence</p>	<p style="text-align: center;">(Suggested Instructional Strategies and Tasks)</p> <p style="text-align: center;">“Explain how one becomes a citizen of the United States, including the process of naturalization, (eg literacy, language and other requirements)”</p> <p>Step 1: Students will take a citizenship exam as administered by the instructor. This exam can range from 25-150 questions in hard copy format or quizzes are available online that will offer immediate results. If a hard copy format is chosen, then have all students’ trade papers for grading to expedite the process.</p> <p>This activity will expose the students to the rigor of the citizenship test and the amount of knowledge needed to obtain USCitizenship.</p> <p>Step 2: Added activity: teacher can go over the citizenship process of the late 19th century. Teacher can review with students Ellis Island, and Americanization process of the 19th century and other naturalization processes.</p> <p>Step 3: Students can prepare a graph or chart comparing the naturalization process, versus natural born citizens. Students are to discuss what constitutes “American Soil”.</p> <p>Step 4: Teacher can conduct a class discussion/round robin/seminar to wrap up this activity and clarify any questions and add missing information.</p>	

Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Chapter 21 section 4 Pages 613-618</p>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>America The Story of US Series</p> <p>Tan Le: My Immigration Story</p> <p>http://www.ted.com/talks/tan le my immigration story</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p><i>Collaboration with Aide as needed</i></p> <p><i>More time as needed</i></p> <p><i>Preferential seating</i></p> <p><i>Modifications</i></p> <p><i>Modify lesson as needed</i></p>	<p>Emerging</p> <p>Collaboration with ELL Aide in class</p>	 Immigration and Drivers license.docx Upfront Magazine Hip Hughes http://www.youtube.com/watch?v=lheb2HqZPiw&edufilter=L-Hmzxw5LmLXyzgFh4WyAg&safe=active
		<p>Expanding</p> <p>Reading Aloud or use language technology</p>	 Immigration and Drivers license.docx Upfront Magazine Hip Hughes http://www.youtube.com/watch?v=lheb2HqZPiw&edufilter=L-Hmzxw5LmLXyzgFh4WyAg&safe=active
		<p>Bridging</p> <p>Modify length of lesson including reading excerpts</p>	

Scoring Rubric	 Scoring Rubric.docx
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

DBQ Choices: Search and Seizure: Did the government go too far?

OR

Should schools be allowed to limit student’s online speech?

-all steps of DBQ suggested

-write through a 5 paragraph essay

Strategies for Differentiation

All Students	SWD	Els	Enrichment
<p>Hip Hughes</p> <p>http://www.youtube.com/watch?v=6_3c5lqYAl8&edufilter=L-Hmzxw5LmLXyzgFh4WyAg&safe=active</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p><i>Collaboration with Aide as needed</i></p> <p><i>More time as needed</i></p> <p><i>Preferential seating</i></p> <p><i>Modifications</i></p> <p><i>Modify lesson as needed</i></p>	<p>Emerging</p> <p>Collaboration with ELL Aide in class</p> <hr/> <p>Expanding</p> <p>Reading Aloud or use language technology</p> <hr/> <p>Bridging</p> <p>Modify length of lesson including reading excerpts</p>	<p>4th Amendment Supreme Court Decisions</p> <p>http://www.americanbar.org/groups/public_education/resources/lesson-plans/high-school/fourth-amendment.html</p>