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| DEPARTMENT: SOCIAL STUDIES | COURSE TITLE: CONSTITUTIONAL LAW COURSE NUMBER: 126 |
| GRADE(S): 11-12 | PRE-REQUISITES (IF ANY): |

| UNIT | LENGTH | CONTENT | SKILLS | METHODS OF ASSESSMENT | FRAMEWORK STRAND(S) & STANDARD(S) |
|---|---------------|--|--|---|---|
| Origins and Powers of the Supreme Court | 10 days | <ul style="list-style-type: none"> Origins of Constitution and Bill of Rights Federalists/Anti Federalists, natural rights Separation of powers, legislative, executive and judicial branches Jurisdiction and appeals process Judicial review Stare decisis, role of precedent Incorporation of Bill of Rights Judicial restraint v judicial activism Current justices and docket—justice biographies, ideology and retirement, current issues Introduction to constitutional law research sources—library and online sources | <p>Students will:</p> <ul style="list-style-type: none"> Discuss in small groups and entire class. Make informative oral presentation. Create visual aid to support presentation. Take outline notes. Write an informal reflection. Do research to identify news and commentary resources, synthesize multiple sources. | <ul style="list-style-type: none"> Small group and entire class discussion Oral presentation: justices and current issues Written assignment: letter from James Madison to Dolly Written assignment: informal reflective essay— Constitution and daily life | History 1, 3, 4 Civics and Government 16, 17, 18, 19 |
| Freedom of Expression | 13 days | <ul style="list-style-type: none"> Marketplace of ideas—value of free expression Symbolic expression Protections—political speech, content neutral regulation, heckler's veto, landmark cases Limitations—public safety, health, national security, fighting words, defamation, libel, obscenity, landmark cases Hate speech—Skokie case, ACLU First Amendment in schools, landmark cases | <p>Students will:</p> <ul style="list-style-type: none"> Discuss in small groups and entire class. Take outline notes. Research to identify sources for Supreme Court case summaries and interpretations. Synthesize multiple sources. Participate in moderated panel discussion, present and defend personal interpretation. Write a formal essay, presenting and evaluating a controversy. | <ul style="list-style-type: none"> Small group and entire class discussion Formal essay: interpreting the Skokie controversy Moderated panel discussions: freedom of expression in schools | History 3, 4 Civics and Government 16, 17, 18, 19 |
| Freedom of Religion | 5 days | <ul style="list-style-type: none"> Establishment clause—school prayer, "wall of separation," right to equal access Free exercise clause—freedom of belief vs. freedom of action, "legitimate interests" of government in limiting free exercise Current issue—Religious Freedom Amendment | <p>Students will:</p> <ul style="list-style-type: none"> Discuss in small groups and entire class. Take outline notes. Write an examination essay. Prepare for a formal exam. | <ul style="list-style-type: none"> Small group and entire class discussion Formal exam essay: evaluating Religious Freedom Amendment Formal mid-term exam | History 3, 4 Civics and Government 16, 17, 18, 19 |
| Rights of the Accused | 15 days | <ul style="list-style-type: none"> Fourth Amendment—search and seizure, warrant clause, exclusionary rule, search and | <p>Students will:</p> <ul style="list-style-type: none"> Discuss in small groups and entire | <ul style="list-style-type: none"> Small group and entire class | History 3, 4 Civics and |

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| | | <ul style="list-style-type: none"> seizure in schools, privacy, landmark cases Fifth Amendment—indictment, double jeopardy, self incrimination, Miranda rule, landmark cases Sixth Amendment—speedy trial, public trial, impartial jury, arraignment, confrontation clause, subpoena, right to counsel, landmark cases Eighth Amendment —proportionality, cruel and unusual punishment, death penalty, landmark cases Current issues—death penalty, racial profiling | <ul style="list-style-type: none"> class. Take outline notes. Make an informative oral presentation Create visual aid to support presentation. Research to identify Supreme Court case summaries and interpretive resources, evaluate multiple interpretations. Use guest speaker information as a resource. Write a formal research paper. Write a formal essay. | <ul style="list-style-type: none"> discussion Oral presentation and visual aid—rights of the accused landmark cases Writing a formal research paper—interpreting a rights of the accused controversy Writing a formal essay—death penalty evaluation (<i>13 Days in May</i>) Guest speaker question and answer session: Sgt. Ron Young, David Foster, Amherst Police Department | Government 16, 17, 18, 19 |
| 14th Amendment and Civil Rights | 12 days | <ul style="list-style-type: none"> History of the Civil War Amendments Conservative interpretations—Plessy vs. Fergusson, Bradwell vs. Illinois Judicial activism —Warren Court, Brown vs. Board of Education Discrimination standards—invidious discrimination, state action, affirmative action landmark cases Current issues—public school funding, affirmative action, privacy | <p>Students will:</p> <ul style="list-style-type: none"> Discuss in small groups and entire class. Take outline notes. Write informal reflection. Research to identify Supreme Court case summaries and interpretive resources, evaluate multiple interpretations. Work in small groups to prepare presentation and defense of position. Orally advocate a position on a current controversy, use evidence to defend a position. Prepare for a formal exam. | <ul style="list-style-type: none"> Small group and entire class discussion Informal reflective essay— affirmative action in school hiring Mock Congressional hearing—small groups advocate and defend positions on current issues Formal exam—cumulative final | History 3, 4 Civics and Government 16, 17, 18, 19 |