

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"> Articles of Confederation and Philadelphia Convention Federalists, Anti Federalists, ratification debate and Bill of Rights separation of powers, checks and balances jurisdiction and appeals process judicial review - Marbury v Madison stare decisis, role of precedent incorporation of Bill of Rights judicial philosophy: restraint, activism, liberalism, conservatism, Republicans and Democrats 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 a formal style essay. Do research to identify news and commentary resources, synthesize multiple sources. 	<ul style="list-style-type: none"> Small group and entire class discussion Checks and balances visual analogy Oral presentation: justices and current issues Essay: Was the plan of 1787 honest and democratic? Unit test 	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—time, place and manner; fighting words; incitement; sedition; obscenity; defamation; clear and present danger; landmark cases Hate speech—Skokie case, RAV v St Paul, Virginia v Black, ACLU Freedom of expression 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 interpretations 	<ul style="list-style-type: none"> Small group and entire class discussion Moderated panel discussions: First Amendment 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," equal access Free exercise clause—freedom of belief vs. freedom of action, legitimate and compelling interests of government in limiting free exercise Current issues - vouchers, flag salute, 10 Commandments, intelligent design 	<p>Students will:</p> <ul style="list-style-type: none"> Discuss in small groups and entire class. Take outline notes. Synthesize multiple sources. Participate in moderated panel discussion, present and defend personal interpretations Prepare for an exam. 	<ul style="list-style-type: none"> Small group and entire class discussion Moderated panel discussions: First Amendment in schools Mid-term exam 	History 3, 4 Civics and Government 16, 17, 18, 19

Rights of the Accused and Documented Research Paper	12 days	<ul style="list-style-type: none"> • Fourth Amendment—search and seizure, warrant clause, exclusionary rule, search and seizure in schools, privacy, landmark cases • Fifth Amendment—indictment, double jeopardy, self incrimination, Miranda rule, due process 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, civil liberties in war time: USA PATRIOT Act 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss in small groups and entire class. • Take outline notes. • Make an informative oral presentation • Create visual aid to support presentation. • Use guest speaker information as a resource. • Research and brief Supreme Court cases. • Outline, draft and revise a documented research paper 	<ul style="list-style-type: none"> • Small group and entire class discussion • Oral presentation and visual aid—rights of the accused landmark cases • Guest speaker questions and answer • Formal research paper thesis and outline • Formal research paper draft and bibliography • Formal research paper 	History 3, 4 Civics and 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. Ferguson, Bradwell vs. Illinois • Judicial activism — Charles Hamilton Houston and the road to Brown, Warren Court, Brown vs. Board of Education • Discrimination standards—invidious discrimination, state action, levels of scrutiny • affirmative action and school segregation landmark cases • Current 14th Amendment 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 an informal reflection. • Research and brief Supreme Court cases. • 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 final exam. 	<ul style="list-style-type: none"> • Small group and entire class discussion • Appeals Court Hearing simulation—small groups advocate and defend a position on current issues before a judge or bench • Final exam 	History 3, 4 Civics and Government 16, 17, 18, 19
Constitutional Comparisons	3 days	<ul style="list-style-type: none"> • Parliamentary models - Prime Minister, cabinet, coalition, role of parties, lower and upper houses • Advantages and disadvantages - proportional representation, stability, accountability • Current issues - nation building and constitutions in Afghanistan, Iraq 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss in small groups and entire class. • Take outline notes. • Create and present visual analogy 	<ul style="list-style-type: none"> • Small group and entire class discussion • Parliamentary model visual analogy • Final exam 	History 3, 4 Civics and Government 16, 17, 18, 19