

Unit 4: Individual Rights and Liberties (Weeks 13-16)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The issues include in this unit can be (and historically have been) divisive. The Bill of Rights and our civil rights laws are the hallmarks of the extraordinary freedom Americans have in the area of political and social rights.

ESSENTIAL QUESTIONS

- What fundamental ideas about government evolved over time and now form the basis for our system of government?
- Why is the Bill of Rights so essential to the protection of our basic rights?
- How do citizens protect their own rights by actively protecting the rights of others?

STANDARDS

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

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| SOC.6.1.12.CivicsDP.13.a | Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). |
| SOC.6.1.12.HistoryCC.13.c | Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. |
| SOC.6.1.12.HistoryCC.13.d | Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. |
| SOC.6.2.12.CivicsHR.5.a | Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights. |

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES

AND KEY SKILLS

PFL.9.1.12.CFR.3

Research companies with corporate governance policies supporting the common good and human rights.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

Students will take a low stakes general "What are your rights?" quiz to see what background knowledge they have.

Intro to Constitutional Law

INSTRUCTIONAL PLAN

Introduction to Constitutional Law

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

Understand how the Constitution establishes the basic framework of government and how the Bill of Rights protects basic individual rights.

Student Learning Strategies

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses

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| | <ul style="list-style-type: none"> • Pear Deck responses • Discussion Groups |
| Success Criteria | Identify the rights and liberties enumerated in the Constitu and the Bill of Rights |
| Formative Assessment (drives instructional decisions) | <ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work |
| Activities and Resources | <ul style="list-style-type: none"> • Simulations • Discussion • Case Study analysis • Debate • Deliberations (Structured Academic Controversy) • iCivics lessons |
| Suggested Modifications | <p><u>English Language Learners</u></p> <p>Native language support: The teacher provides auditory written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of</p> |

important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same

opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

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Increase One-to-One Time: When other students are working, always touch base with your students at risk and find out if they're on track or need some additional support. A few minutes here and there will go a long way to intervene as need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day.

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Hands-On: As much as possible, think in concrete terms provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 2

Freedom of Speech, Freedom of the Press Expression in Special Places

Student Learning Intentions (SLI) WALT: (We are learning to...)

Understand the freedom of expression and its importance in maintaining a democracy.

Student Learning Strategies

- Active lecture note-taking

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| | <ul style="list-style-type: none"> • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups |
| <p>Success Criteria</p> | <ul style="list-style-type: none"> • Explain the scope of the government's ability to regulate expression • Give examples of when the government has prevented or punished over expression |
| <p>Formative Assessment (drives instructional decisions)</p> | <ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work |
| <p>Activities and Resources</p> | <ul style="list-style-type: none"> • Simulations • Discussion • Case Study analysis • Debate • Deliberations (Structured Academic Controversy) • iCivics lessons |
| <p>Suggested Modifications</p> | <p><u>English Language Learners</u></p> <p>Native language support: The teacher provides auditory</p> |

written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

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different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, you write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 6

Discrimination

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | Understand why and how institutional discrimination occurs/occurred. |
| Student Learning Strategies | <ul style="list-style-type: none">• Active lecture note-taking• Close Reading• Think-Pair-Share• Case Notes• Making Connections• Debate/Socratic Seminar• Short written responses• Pear Deck responses• Discussion Groups |
| Success Criteria | <ul style="list-style-type: none">• Give examples of when the government supported discrimination.• Debate the positives and negatives to affirmative action |
| Formative Assessment (drives instructional decisions) | <ul style="list-style-type: none">• Pear Deck interactive slide real-time feedback• In class discussions• Low-stakes group work |

Activities and Resources

- Simulations
- Discussion
- Case Study analysis
- Debate
- Deliberations (Structured Academic Controversy)
- iCivics lessons

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory and written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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MODULE 3

Freedom of Religion

Student Learning Intentions (SLI) WALT: (We are learning to...)

Understand how the First Amendment protects the freedom of religion

Student Learning Strategies

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses

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| | <ul style="list-style-type: none"> • Pear Deck responses • Discussion Groups |
| <p>Success Criteria</p> | <ul style="list-style-type: none"> • Explain the establishment clause. • Explain the free exercise clause. • Give real word examples of both clauses in the court sys |
| <p>Formative Assessment (drives instructional decisions)</p> | <ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work |
| <p>Activities and Resources</p> | <ul style="list-style-type: none"> • Simulations • Discussion • Case Study analysis • Debate • Deliberations (Structured Academic Controversy) • iCivics lessons |
| <p>Suggested Modifications</p> | <p><u>English Language Learners</u></p> <p>Native language support: The teacher provides auditory written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand</p> |

comprehend the subjects at hand.

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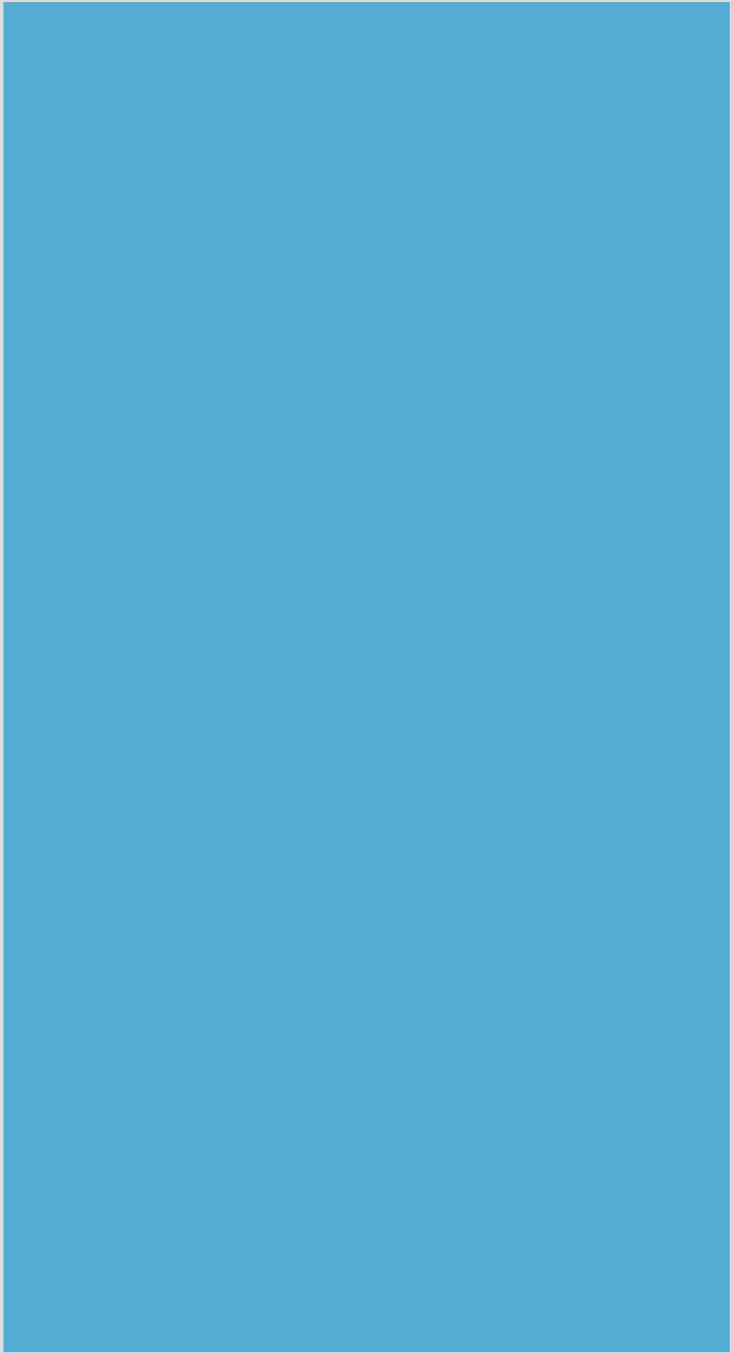
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MODULE 4

Due Process

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | Understand the concept of due process |
| Student Learning Strategies | <ul style="list-style-type: none"> • Active lecture note-taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups |
| Success Criteria | Explain the procedures and protections from government interference in regards to certain rights. |
| Formative Assessment (drives instructional decisions) | <ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work |
| Activities and Resources | <ul style="list-style-type: none"> • Simulations • Discussion • Case Study analysis • <u>Due Process</u> • Debate • Deliberations (Structured Academic Controversy) • iCivics lessons |
| Suggested Modifications | <u>English Language Learners</u> |

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Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near

front.

MODULE 5

The Right to Privacy

| | |
|--|---|
| Student Learning Intentions (SLI) WALT: (We are learning to...) | Understand the scope of the right to privacy. |
| Student Learning Strategies | <ul style="list-style-type: none">• Active lecture note-taking• Close Reading• Think-Pair-Share• Case Notes• Making Connections• Debate/Socratic Seminar• Short written responses• Pear Deck responses• Discussion Groups |
| Success Criteria | Give examples of when and where the government is restricted in breaching a citizens right to privacy as well as when a citizen loses their right to privacy |
| Formative Assessment (drives instructional decisions) | <ul style="list-style-type: none">• Pear Deck interactive slide real-time feedback• In class discussions |

- Low-stakes group work

Activities and Resources

- Simulations
- Discussion
- Case Study analysis
- Debate
- Deliberations (Structured Academic Controversy)
- iCivics lessons

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, apply acquired knowledge, and/or produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/

instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

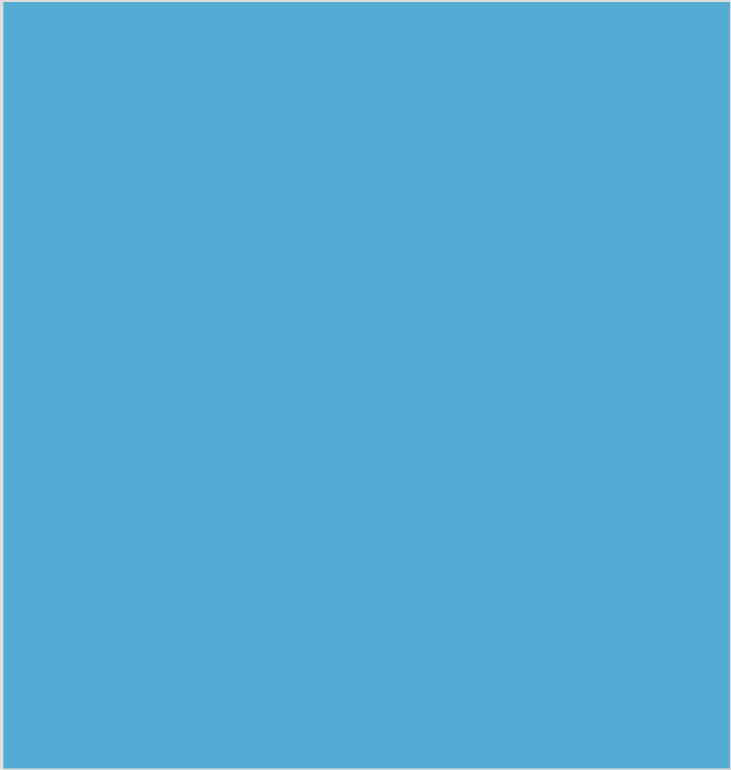
Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may not be able to hand something in, the at-risk student may jot notes and convey you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.K-12.NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.