

Unit 03: Civil Liberties and Civil Rights

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

Standards Alignment

New Jersey Student Learning Standards

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| LA.RH.11-12 | Reading History Key Ideas and Details |
| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.RH.11-12.2 | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text. |
| 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. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure |
| LA.K-12.NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.K-12.NJSLSA.R5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| LA.RH.11-12.5 | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. |
| LA.RH.11-12.6 | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas |
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and |

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| | media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |
| LA.K-12.NJSLSA.R8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.K-12.NJSLSA.R9 | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.RH.11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| | Range of Reading and Level of Text Complexity |
| LA.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| LA.K-12.NJSLSA.W | Writing |
| | Text Types and Purposes |
| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.K-12.NJSLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.K-12.NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.K-12.NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.K-12.NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| | Research to Build and Present Knowledge |
| LA.K-12.NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| LA.K-12.NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| LA.K-12.NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| | Range of Writing |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| LA.WHST.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.11-12.1.B | Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the |

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| | most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.WHST.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.WHST.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.WHST.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.WHST.11-12.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.11-12.2.A | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.WHST.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.WHST.11-12.2.C | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.WHST.11-12.2.D | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| LA.WHST.11-12.2.E | Provide a concluding paragraph or section that supports the argument presented. |
| | Production and Distribution of Writing |
| LA.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.WHST.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LA.WHST.11-12.6 | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information. |
| LA.WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LA.WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LA.WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Integration of Career Readiness, Life Literacies and Key Skills

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Technology / Integration of Computer Science and Design Thinking

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| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.2 | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

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| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize |

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| | 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. Craft and Structure |
| LA.K-12.NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| LA.K-12.NJSLSA.R5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| LA.K-12.NJSLSA.R8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.K-12.NJSLSA.R9 | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| LA.RI.11-12 | Reading Informational Text Key Ideas and Details |
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.K-12.NJSLSA.W | Writing |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.K-12.NJSLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Production and Distribution of Writing |
| LA.K-12.NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is |

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| | particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| LA.K-12.NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.K-12.NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.RI.11-12.8 | Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |
| | Research to Build and Present Knowledge |
| LA.RI.11-12.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. |
| LA.K-12.NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| LA.K-12.NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| LA.K-12.NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.RI.11-12.10a | By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| LA.W.11-12 | Writing |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| | Text Types and Purposes |
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.K-12.NJSLSA.SL | Speaking and Listening |
| | Comprehension and Collaboration |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |

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| LA.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.K-12.NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| LA.W.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.K-12.NJSLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| LA.K-12.NJSLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.K-12.NJSLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.K-12.NJSLSA.L | Language Conventions of Standard English |
| LA.K-12.NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.K-12.NJSLSA.L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| LA.K-12.NJSLSA.L3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use |

Production and Distribution of Writing

- LA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.K-12.NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- LA.K-12.NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.
- LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LA.K-12.NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- LA.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LA.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- LA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- LA.W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- ## Range of Writing
- LA.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- LA.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- LA.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and

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| | evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| LA.SL.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| LA.SL.11-12.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| LA.SL.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| | Presentation of Knowledge and Ideas |
| LA.SL.11-12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| LA.SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| LA.L.11-12 | Language |
| | Conventions of Standard English |
| LA.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| LA.L.11-12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| LA.L.9-10.1.A | Use parallel structure. |
| LA.L.6.1.C | Recognize and correct inappropriate shifts in pronoun number and person. |
| LA.L.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood. |
| LA.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.6.1.D | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| LA.L.11-12.2.A | Observe hyphenation conventions. |
| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| LA.L.11-12.2.B | Spell correctly. |
| | Knowledge of Language |
| LA.L.6.2.A | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| LA.L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| LA.L.11-12.3.A | Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| LA.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating |

wordiness and redundancy.

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| LA.L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. |
| LA.L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.5.1.D | Recognize and correct inappropriate shifts in verb tense. |
| LA.L.6.3.B | Maintain consistency in style and tone. |
| LA.L.11-12.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| LA.L.3.1.F | Ensure subject-verb and pronoun-antecedent agreement. |
| LA.L.11-12.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| LA.L.4.1.F | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| LA.L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| LA.L.4.1.G | Correctly use frequently confused words (e.g., to, too, two; there, their). |
| LA.L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| LA.L.11-12.5.B | Analyze nuances in the meaning of words with similar denotations. |
| LA.L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LA.L.4.3.B | Choose punctuation for effect. |
| LA.L.3.3.A | Choose words and phrases for effect. |
| SOC.6.1.12.2 | Revolution and the New Nation (1754-1820s) |
| SOC.6.1.12.3 | Expansion and Reform (1801-1861) |
| SOC.6.1.12.4 | Civil War and Reconstruction (1850-1877) |
| SOC.6.1.12.5 | The Development of the Industrial United States (1870-1900) |
| SOC.6.1.12.6 | The Emergence of Modern America (1890-1930) |
| SOC.6.1.12.7 | The Great Depression and World War II (1929-1945) |
| SOC.6.1.12.8 | Postwar United States (1945 to early 1970s) |
| SOC.6.1.12.9 | Contemporary United States (1970-Today) |
| SOC.6.1.12.A.2 | Civics, Government, and Human Rights |
| SOC.6.1.12.A.2.c | Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. |
| SOC.6.1.12.A.3.e | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| SOC.6.1.12.A.3.f | Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. |

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| SOC.6.1.12.A.3.g | Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. |
| SOC.6.1.12.A.3.h | Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. |
| SOC.6.1.12.A.3.i | Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. |
| SOC.6.1.12.A.4.a | Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. |
| SOC.6.1.12.A.4.b | Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. |
| SOC.6.1.12.A.4.c | Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. |
| SOC.6.1.12.A.5.b | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| SOC.6.1.12.A.6.a | Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. |
| SOC.6.1.12.A.6.b | Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. |
| SOC.6.1.12.A.6.c | Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. |
| SOC.6.1.12.A.7.b | Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). |
| SOC.6.1.12.A.8.c | Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. |
| SOC.6.1.12.A.10.b | Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals. |
| SOC.6.1.12.A.13.a | Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination. |
| SOC.6.1.12.A.13.b | Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities. |
| SOC.6.1.12.A.13.c | Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States. |
| SOC.6.1.12.A.14.b | Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. |
| SOC.6.1.12.A.14.c | Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. |
| SOC.6.1.12.A.14.f | Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. |

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| SOC.6.1.12.A.14.h | Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. |
| SOC.6.1.12.A.16.a | Examine the impact of media and technology on political and social issues in a global society. |
| SOC.6.1.12.A.16.b | Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. |
| SOC.6.1.12.D.2 | History, Culture, and Perspectives |
| SOC.6.1.12.D.2.b | Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. |
| SOC.6.1.12.D.2.d | Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations. |
| SOC.6.1.12.D.2.e | Determine the impact of African American leaders and institutions in shaping free Black communities in the North. |
| SOC.6.1.12.D.3.b | Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. |
| SOC.6.1.12.D.5.d | Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. |
| SOC.6.1.12.D.6.c | Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. |
| SOC.6.1.12.D.10.c | Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal. |
| SOC.6.1.12.D.11.c | Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. |
| SOC.6.1.12.D.12.b | Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. |
| SOC.6.1.12.D.13.a | Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. |
| SOC.6.1.12.D.13.b | Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. |
| SOC.6.1.12.D.13.c | 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.6.1.12.D.14.d | Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. |
| SOC.6.3.12 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| SOC.6.3.12.C | Economics, Innovation, and Technology |
| SOC.6.3.12.C.1 | Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action. |
| SOC.6.3.12.D.1 | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy. |
| SOC.6.3.12.D.2 | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. |

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| AAAA.K-12.1 | Inquire, think critically, and gain knowledge. |
| AAAA.K-12.1.1 | Skills |
| AAAA.K-12.1.1.1 | Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| AAAA.K-12.1.1.2 | Use prior and background knowledge as context for new learning. |
| AAAA.K-12.1.1.3 | Develop and refine a range of questions to frame the search for new understanding. |
| AAAA.K-12.1.1.4 | Find, evaluate, and select appropriate sources to answer questions. |
| AAAA.K-12.1.1.5 | Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. |
| AAAA.K-12.1.1.6 | Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| AAAA.K-12.1.1.7 | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| AAAA.K-12.1.1.8 | Demonstrate mastery of technology tools for accessing information and pursuing inquiry. |
| AAAA.K-12.1.1.9 | Collaborate with others to broaden and deepen understanding. |
| AAAA.K-12.1.2 | Dispositions in Action |
| AAAA.K-12.1.2.1 | Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. |
| AAAA.K-12.1.2.2 | Demonstrate confidence and self- direction by making independent choices in the selection of resources and information. |
| AAAA.K-12.1.2.3 | Demonstrate creativity by using multiple resources and formats. |
| AAAA.K-12.1.2.4 | Maintain a critical stance by questioning the validity and accuracy of all information. |
| AAAA.K-12.1.2.5 | Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. |
| AAAA.K-12.1.2.6 | Display emotional resilience by persisting in information searching despite challenges. |
| AAAA.K-12.1.2.7 | Display persistence by continuing to pursue information to gain a broad perspective. |
| AAAA.K-12.1.3 | Responsibilities |
| AAAA.K-12.1.3.1 | Respect copyright/intellectual property rights of creators and producers. |
| AAAA.K-12.1.3.2 | Seek divergent perspectives during information gathering and assessment. |
| AAAA.K-12.1.3.3 | Follow ethical and legal guidelines in gathering and using information. |
| AAAA.K-12.1.3.4 | Contribute to the exchange of ideas within the learning community. |
| AAAA.K-12.1.3.5 | Use information technology responsibly. |
| AAAA.K-12.1.4 | Self-Assessment Strategies |
| AAAA.K-12.1.4.1 | Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. |
| AAAA.K-12.1.4.2 | Use interaction with and feedback from teachers and peers to guide own inquiry process. |
| AAAA.K-12.1.4.3 | Monitor gathered information, and assess for gaps or weaknesses. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2 | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. |
| AAAA.K-12.2.1.1 | Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. |

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| AAAA.K-12.2.1.2 | Organize knowledge so that it is useful. |
| AAAA.K-12.2.1.3 | Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. |
| AAAA.K-12.2.1.4 | Use technology and other information tools to analyze and organize information. |
| AAAA.K-12.2.1.5 | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |
| AAAA.K-12.2.1.6 | Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |
| AAAA.K-12.2.2 | Dispositions in Action |
| AAAA.K-12.2.2.1 | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |
| AAAA.K-12.2.2.2 | Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. |
| AAAA.K-12.2.2.3 | Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. |
| AAAA.K-12.2.2.4 | Demonstrate personal productivity by completing products to express learning. |
| AAAA.K-12.2.3 | Responsibilities |
| AAAA.K-12.2.3.1 | Connect understanding to the real world. |
| AAAA.K-12.2.3.2 | Consider diverse and global perspectives in drawing conclusions. |
| AAAA.K-12.2.3.3 | Use valid information and reasoned conclusions to make ethical decisions. |
| AAAA.K-12.2.4 | Self-Assessment Strategies |
| AAAA.K-12.2.4.1 | Determine how to act on information (accept, reject, modify). |
| AAAA.K-12.2.4.2 | Reflect on systematic process, and assess for completeness of investigation. |
| AAAA.K-12.2.4.3 | Recognize new knowledge and understanding. |
| AAAA.K-12.2.4.4 | Develop directions for future investigations. |
| AAAA.K-12.3 | Share knowledge and participate ethically and productively as members of our democratic society. |
| AAAA.K-12.3.1 | Skills |
| AAAA.K-12.3.1.1 | Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. |
| AAAA.K-12.3.1.2 | Participate and collaborate as members of a social and intellectual network of learners. |
| AAAA.K-12.3.1.3 | Use writing and speaking skills to communicate new understandings effectively. |
| AAAA.K-12.3.1.4 | Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. |
| AAAA.K-12.3.1.5 | Connect learning to community issues. |
| AAAA.K-12.3.1.6 | Use information and technology ethically and responsibly. |
| AAAA.K-12.3.2 | Dispositions in Action |
| AAAA.K-12.3.2.1 | Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. |
| AAAA.K-12.3.2.2 | Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. |
| AAAA.K-12.3.2.3 | Demonstrate teamwork by working productively with others. |

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| AAAA.K-12.3.3 | Responsibilities |
| AAAA.K-12.3.3.1 | Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. |
| AAAA.K-12.3.3.2 | Respect the differing interests and experiences of others, and seek a variety of viewpoints. |
| AAAA.K-12.3.3.3 | Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. |
| AAAA.K-12.3.3.4 | Create products that apply to authentic, real-world contexts. |
| AAAA.K-12.3.3.5 | Contribute to the exchange of ideas within and beyond the learning community. |
| AAAA.K-12.3.3.6 | Use information and knowledge in the service of democratic values. |
| AAAA.K-12.3.3.7 | Respect the principles of intellectual freedom. |
| AAAA.K-12.3.4 | Self-Assessment Strategies |
| AAAA.K-12.3.4.1 | Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. |
| AAAA.K-12.3.4.2 | Assess the quality and effectiveness of the learning product. |
| AAAA.K-12.3.4.3 | Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. |
| AAAA.K-12.4 | Pursue personal and aesthetic growth. |
| AAAA.K-12.4.1 | Skills |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.4 | Seek information for personal learning in a variety of formats and genres. |
| AAAA.K-12.4.1.5 | Connect ideas to own interests and previous knowledge and experience. |
| AAAA.K-12.4.1.6 | Organize personal knowledge in a way that can be called upon easily. |
| AAAA.K-12.4.1.7 | Use social networks and information tools to gather and share information. |
| AAAA.K-12.4.1.8 | Use creative and artistic formats to express personal learning. |
| AAAA.K-12.4.2 | Dispositions in Action |
| AAAA.K-12.4.2.1 | Display curiosity by pursuing interests through multiple resources. |
| AAAA.K-12.4.3 | Responsibilities |
| AAAA.K-12.4.3.1 | Participate in the social exchange of ideas, both electronically and in person. |
| AAAA.K-12.4.3.2 | Recognize that resources are created for a variety of purposes. |
| AAAA.K-12.4.3.4 | Practice safe and ethical behaviors in personal electronic communication and interaction. |
| AAAA.K-12.4.4 | Self-Assessment Strategies |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |
| AAAA.K-12.4.4.2 | Recognize the limits of own personal knowledge. |
| AAAA.K-12.4.4.3 | Recognize how to focus efforts in personal learning. |
| AAAA.K-12.4.4.4 | Interpret new information based on cultural and social context. |
| AAAA.K-12.4.4.5 | Develop personal criteria for gauging how effectively own ideas are expressed. |
| AAAA.K-12.4.4.6 | Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs. |

LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

This unit will show students that through the U.S. Constitution, and primarily through the Bill of Rights and the 14th Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights essential to ordered liberty and from denying equal protection under the law. It will also show that it has sometimes been argued that these legal protections have been used to block reforms and restrict freedoms of others in the name of social order.

Meaning

Essential Questions

Essential Questions

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.
- Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.
- The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.
- Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.
- The Supreme Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.
- Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.
- The application of the Bill of Rights is continuously interpreted by the courts.
- The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.
- The interpretation and application of the First Amendment's establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religions practice and free exercise, as represented by such cases as:
 - Engel v. Vitale (1962), which declared school sponsorship of religious activities violates the establishment clause
 - Wisconsin v. Yoder (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause
- The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by Tinker v. Des Moines Independent Community School District (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.
- Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including:
 - Time, place, and manner regulations
 - Defamatory, offensive, and obscene statements and gestures

- That which creates a “clear and present danger” based on the ruling in *Schenck v. United States* (1919)
- In *New York Times Co. v. United States* (1971), the Supreme Court bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security.
- The Supreme Court’s decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty
- Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes over time.
- The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights.
- The doctrine of selective incorporation has imposed on state regulation of civil rights and liberties as represented by:
 - *McDonald v. Chicago* (2010), which ruled the Second Amendment’s right to keep and bear arms for self-defense in one’s home is applicable to the states through the Fourteenth Amendment
- The Supreme Court has on occasion ruled in favor of states’ power to restrict individual liberty; for example, when speech can be shown to increase the danger to public safety.
- The *Miranda* rule involves the interpretation and application of accused persons’ due process rights as protected by the Fifth and Sixth Amendments, yet the Supreme Court has sanctioned a public safety exception that allows unwarned interrogation to stand as direct evidence in court.
- Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security, including:
 - The right to legal counsel, a speedy and public trial, and an impartial jury
 - Protection against warrantless searches of cell phone data under the Fourth Amendment
 - Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts)
- The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by:
 - *Gideon v. Wainwright* (1963), which guaranteed the right to an attorney for the poor or indigent
 - The exclusionary rule, which stipulates that evidence illegally seized by law enforcement officers in violation of the suspect’s Fourth Amendment right to be free from unreasonable searches and seizures cannot be used against that suspect in criminal prosecution
- While a right to privacy is not explicitly named in the Constitution, the Supreme Court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy, such as has resulted from:
 - *Roe v. Wade* (1973), which extended the right of privacy to a woman’s decision to have an abortion while recognizing compelling state interests in potential life and maternal health
- Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.
- The leadership and events associated with civil, women’s, and LGBTQ rights are evidence of how the equal protection clause can support and motivate social movements, as represented by:
 - Dr. Martin Luther King’s “Letter from a Birmingham Jail” and the civil rights movement of the 1960s
 - The National Organization for Women and the women’s rights movement
 - The pro-life (anti-abortion) movement
- The government can respond to social movements through court rulings and/or policies, as in:
 - *Brown v. Board of Education* (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause
 - The Civil Rights Act of 1964
 - Title IX of the Education Amendments Act of 1972
 - The Voting Rights Act of 1965
- Decisions demonstrating that minority rights have been restricted at times and protected at other times include:
 - State laws and Supreme Court holdings restricting African American access to the same restaurants, hotels, schools, etc., as the majority white population based on the “separate but equal” doctrine
 - *Brown v. Board of Education* (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause
 - The Supreme Court upholding the rights of the majority in cases that limit and prohibit majority-minority districting
- The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.

Skills

Skills

Student will be skilled at ...

- Explain how the U.S. Constitution protects individual liberties and rights.
- Describe the rights protected in the Bill of Rights.
- Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty
- Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
- Explain the implications of the doctrine of selective incorporation.
- Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
- Explain how constitutional provisions have supported and motivated social movements.
- Explain how the government has responded to social movements.
- Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Edwards, George C., Martin P. Wattenberg, and Robert L. Lineberry, eds. Government in America: People, Politics and Policy 2016 Presidential Election Edition
- Various outside readings including the Supreme Court cases and foundational documents required by College Board
- <http://www.constitutioncenter.org/>
- <http://www.gilderlehrman.org/>
- <http://www.annenbergclassroom.org/>

Formative Assessment Strategies

Formative Assessment Strategies

- Stimulus based multiple choice questions
- FRQ (Free Response Question) essay utilizing one required Supreme Court case and one non-required case
- Teacher observation during class discussion and debates
- Peer graded assignments

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Identify Key Terms
- Lecture with discussion and notes
- Interpret and analyze current events in a by-weekly journal
- Summarize then evaluate the significance of specific Supreme Court Cases
- Analyze Foundational Documents
- Demonstrate understanding of the Bill of Rights by writing five hypothetical scenarios regarding civil liberties.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

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

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the 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.

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 book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the 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. Class work 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, to apply acquired knowledge, and/or to 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 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 the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this 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 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.

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 needing some additional support. A few minutes here and there will go a long way to intervene as the 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 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 need be. 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.