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| DEPARTMENT: SOCIAL STUDIES | COURSE TITLE: CONSTITUTIONAL LAW HONORS 06 COURSE NUMBER: 127 |
| GRADE(S): 11-12 | PRE-REQUISITES (IF ANY): |

| UNIT | LENGTH | CONTENT | SKILLS | METHODS OF ASSESSMENT | FRAMEWORK STRAND(S) & STANDARD(S) |
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| 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 the 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 essay Do research to identify news and commentary resources, synthesize multiple sources. Prepare for an test | <ul style="list-style-type: none"> Small group and entire class discussion Oral presentation: justices and current issues Essay evaluating intents and achievements of Framers 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; landmark cases Hate speech—Skokie case, RAV v St Paul, Virginia v Black, ACLU First Amendment 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 interpretation. Write a formal essay, presenting and evaluating a controversy. | <ul style="list-style-type: none"> Small group and entire class discussion Formal essay: position on a hate speech controversy 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," right to 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. Participate in moderated panel discussion, present and defend personal interpretation. 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 |

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| 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. • 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 background outline and preliminary bibliography • 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. Fergusson, Bradwell vs. Illinois • Judicial activism — Houston and Road to Brown, NAACP, 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, right to marry | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss in small groups and entire class. • Take outline notes. • 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. • Write an informal reflection. • Prepare for a final exam. | <ul style="list-style-type: none"> • Small group and entire class discussion • Supreme Court Hearing simulation—small groups advocate and defend a position on current issues before a judge or bench • Informal response to hearings—affirmative action or school segregation • 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 | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss in small groups and entire | <ul style="list-style-type: none"> • Small group and entire class | History 3, 4 Civics and |

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| | | <p>upper houses</p> <ul style="list-style-type: none">• Advantages and disadvantages - proportional representation, stability, accountability• Current issues - nation building and constitutions in Afghanistan, Iraq | <p>class.</p> <ul style="list-style-type: none">• Take outline notes.• Create and present visual analogy• Prepare for a final exam. | <p>discussion</p> <ul style="list-style-type: none">• Parliamentary model visual analogy• Final exam | <p>Government 16, 17, 18, 19</p> |
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