|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Diocese of Wheeling-Charleston | | | | |
| Unit Planner (MS & HS Word Doc) | | | | |
| Name of Teacher: Sean Decker | | | Grade Level: 12 | |
| Subject Area: Government/History | | | Cross Curricular Opportunities: Religion (Catholic Social Thought/ Ethics/Morality, Science (Forensic Science) | |
| Unit Title: Civil Liberties: Protecting Individual Rights | | | Estimated Duration of Unit: 27 Days | |
| Overview of Unit: Students will examine and evaluate the ever evolving notions of Due Process, Individual rights related to freedom and security, the rights of the accused, and criminal punishment. Students will express their views on important laws and precedents set by the U.S. justice system throughout the course of its history | | | | |
| Forms of Text (non fiction/fiction): Magruder’s American Government | | | Teaching Strategies: Lecture/ class discussion / group activities / case studies | |
| Catholic Identity Connections: The Right of Privacy and opposition to Roe v. Wade, the issue of torture and Capital Punishment and the church's opposition to it. | | | | |
| Assessment (authentic/published - summative/formative): Quiz, test, assignments, | | | | |
| **Standards Addressed** | | | | |
| Standard Number | Standards | | | |
| SS C 10 | Analyze the protection of liberties in the BIll of Rights and their expansion through judicial review and the gradual incorporation of those rights by the 14th Amendment | | | |
| SS C 12 | Determine how conflicts between the rights of citizens and society’s need for order can be resolved while preserving both liberty and safety | | | |
| SS C 13 | Compare and contrast the original and appellate jurisdictions of local, state, and national judicial systems to show how America’s court addresses criminal and civil cases. | | | |
| SS C 14 | Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the U.S. Constitution by the Supreme Court and the impact of these decisions on American society. | | | |
| SS C 15 | Develop an understanding of the American legal system through examining existing ordinance, statutes and Federal acts, exploring the differences between criminal and civil law and determining the legal obligations and liabilities of American citizenship. | | | |
| SS C 22 | Compare and contrast the values, ideals, and principles that are the foundation of a democratic republic and the role citizens play in a constitutional democracy, to the theories and practices of non-democratic governments | | | |
| Description of Activity | | | Resources | Date of Completion |
| Students will assess their own prior knowledge by filling out a survey on the topic of due process and rate statements on a scale of “strongly agree” to “strongly disagree”. Students will evaluate the results by way of a class discussion. Students will demonstrate understanding of the Due Process and its related amendments by restating them in their own words | | | <https://docs.google.com/document/d/1I17GHhdTMTa9ohiI-fdYMQ7Orn9chbB3meoOkD5N5UI/edit?usp=sharing> | Days 1+ 2 |
| Students will identify key terms related to the concepts of due process, freedom and security of the person, rights of the accused, and punishment | | | Magruder   Chapter Outline WS | Day 3 |
| Students will identify the main ideas behind the concept of due Process and evaluate how due process has evolved and presently works in the United States. They will recognize the difference between Students will read Chapter 20, Section 1 and answer questions on Guided Reading WS and discuss concepts. | | | Magruder’s American Government  Guided Reading | Day 4 |
| Students will evaluate and predict the outcomes of scenarios related to Due Process to better understand how it is applied in the U.S. legal system | | | Magruder’s American Government Core Worksheet | Day 5 |
| Students will review all materials in preparation for a quiz. | | | Magruder’s American Government  Chp. 20 Section 1 Review | Day 6 |
| Students will assess their their understanding of the basics of Due Process. Students will then identify key concepts related to the Freedom and Security of the Person | | | Magruder’s American Government  Quiz  Reading Comprehension WS | Days 7+8 |
| Students will identify demonstrate understanding of the 13th Amendment to the U.S. Constitution. Students will devise their own definition of the clause that reads, “except as punishment for crime whereof the party shall have been duly convicted” Students will then view the documentary film “The 13th” and evaluate its content and debate the filmmaker’s conclusions on the criminal justice system | | | Magruder’s American Government  U.S. Constitution  “The 13th” Documentary film  movie questions | Days 9-13 |
| Students will identify and evaluate various cases revolving around the rights and limitations of citizens under the 4th Amendment and the process of search and seizure. | | | Magruder’s American Government  Core Worksheet | Day 14 |
| Students will evaluate and discuss the current rules of search and seizure by way of a presentation by a local attorney who specializes in such cases | | | Robert Gaudio - presentation  Teal Lab | Day 15 |
| Students will debate the outcome of the TLO v. New Jersey case as a way of better understanding the nuanced nature of search and seizure in the public school system. Students will also prepare for an assessment | | | Magruder’s American Government  Extend Worksheet Activity  Study for quiz | Day 16 |
| Student will view and evaluate a video on the realities of forensic science used in criminal investigations. Student will assess their understanding of amendments and cases related to the Freedom and Security of the Person. Students will identify key concepts related to the Rights of the Accused | | | Magruder’s American Government  Quiz  Reading Comprehension Chp 20 Sec 3  <https://www.youtube.com/watch?v=h3-Pj-zbEq8> | Day 17 |
| Students will demonstrate their understanding of rights of the accused and discuss the implications of the 5th and 6th amendments. Students will likewise discuss and evaluate habeas corpus, ex post facto laws, etc. Students will then look at Supreme Court court case that have called into question the rights of the accused and discuss and debate the the rulings and precedents set forth by the court. | | | Magruder's American Government  Reading Comprehension Chap 20 Sec 3  Core Worksheet Chp 20 Sec 3 | Days 18-19 |
| Students will assess their understanding of key concepts related to the rights of the accused. Students will identify key concepts related the concept of punishment in the U.S. justice system. | | | Magruder’s American Government  Quiz  Reading Comprehension Chp 20 Sec 1 | Days 20-21 |
| Students will examine and debate the ethical repercussions of Cruel and Unusual Punishment (focusing on torture as an interrogation method and Capital Punishment) by comparing and contrasting the views of the federal government, states and the Catechism of the Catholic Church. | | | Magruder’s American Government  <http://www.vatican.va/archive/ENG0015/_P7Z.HTM>  Core Worksheets A + B | Days 22-24 |
| Students will review and assess their understanding of the all of the material from the unit by way of a review game, and then a test. | | | Magruder's American Government  Study Guide  Review questions  Chapter 20 Test | Days 25-27 |
| Differentiated Instruction Opportunities/Overview: Students who struggle with established processing issues will be given modified tests and quizzes. Students can be paired up or put into groups to complete certain assignments if needed. | | | | |
| Cross Curricular Opportunities: Religion, Science | | | | |
| Standard Number | Standard Description | | Resources | Date |
| S.HS.FS.1 | identify evdience which encompaases materials establish a link between a crime and its victim and its perpetrator | | <https://www.youtube.com/watch?v=h3-Pj-zbEq8> | Day 17 |
| S.HS.FS.1 | distinguish between types of evidence | | <https://www.youtube.com/watch?v=h3-Pj-zbEq8> | Day 17 |
|  |  | |  |  |
| **Checklist** | | | | |
| Writing | | | | |
| x | Paragraph | | | |
| x | Essay (narratives, fairy tales, realistic fiction) | | | |
| x | Summary | | | |
| x | Research | | | |
| x | Detailed answers (text supported) | | | |
| x | Notes (note taking skills, outlines) | | | |
| x | Complete sentences | | | |
| Reading | | | | |
| x | Informational text | | | |
|  | Lexile | | | |
|  | Complex literature |  |  |  |
| x | Speaking | | | |
| x | Listening | | | |
| x | Varied strategies and instructional methods | | | |
| x | Critical thinking in whole class discussion | | | |
| x | Student led activities | | | |
|  | common core standards (literature circles) | | | |
| Technology | | | | |
| x | Smartboard | | | |
| x | Computers | | | |
|  | iPads | | | |
| x | Powerpoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
| x | Used multiple resources | | | |
| x | Domain Vocabulary | | | |
| x | Cross-Curricular | | | |
| x | Collaborative engagement (meaningful feedback) | | | |
| x | Higher level learning and teaching | | | |
| Assessment | | | | |
|  | Project based | | | |
| x | Writing prompt | | | |
|  | Portfolio | | | |
| x | Observation | | | |
| x | Quiz | | | |
| x | Technology based | | | |
| x | Test | | | |
|  | Student created test | | | |
|  | Presentation | | | |
|  | Journal | | | |
|  | Think, pair, share | | | |
|  | Summary | | | |
| x | Oral questioning | | | |
|  | Analogy | | | |
| x | Powerpoint, or movie maker | | | |
| Authenticity | | | | |
| x | Various activities | | | |
| x | Inquiry, research and evidence | | | |
| x | Evidence of time management and planning | | | |
| x | Problem solving strategies | | | |
| Summary of Unit: | | | | |
| Students will investigate and demonstrate an understanding of what personal rights citizens of the country have, how our criminal justice system operates in most cases, and how the Constitution protects the rights of those going through the system. Students will be given the opportunity to express their views on controversial issues such as abortion , capital punishment, and torture as interrogation. Students will evaluate and express their opinions on the mass incarceration issue currently impacting American society by viewing “The 13th” and discussing its contents. Students will compare and contrast the reality and the television fantasy of forensic science. Numerous concepts will be addressed throughout the course of the unit; however, special focus will be given to search and seizure, the 13th amendment, capital punishment, | | | | |
|
|
|
|
|