

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: History, Law and Civil Rights

Course: Constitutional Law

Alignment: 2020 NJSLS

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Authored by

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Introduction

This course will focus on a study of the Supreme Court's rules on speech, press, privacy, and searches, including how the Constitution operates and how the 1st, 2nd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 13th, 14th, 15th and 19th amendments are protections for everyone. Students will understand how the decisions of the nation's highest court impact their own lives. Students will also examine the history of civil rights in the United States and how the law and courts have helped to shape history and pave the way for the nation's current protections, freedoms and challenges. Topics include race, gender, freedom of expression, and reproductive rights. The course will help students to develop their self-awareness, so that their individual viewpoints can be shared in classroom conversations and help peers understand issues on a deeper level, directly from one another

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

The most fundamental questions about the nature of our government and our society are derived from the Constitution. Even though complex at times, the way we interpret the Constitution reflects individual values, our political conflict and the progression of our nation's morals. As Constitutional Law is not always a clear determination of the law, it is important that we understand not only the "answers", but that we learn to make intelligent and potentially convincing arguments and make reasonable predictions about the success of our arguments in an actual case. Constitutional Law issues lend themselves strongly to students' individual preferences. For this reason, it is a highly beneficial course as students will be challenged to defend positions with which they disagree while also having to meet the challenges of others regarding the positions they do agree with. Teaching students about civil rights will also show them that injustice can indeed be overcome.

Scope and Sequence

Civil rights issues teach students how to recognize injustice and how active citizenship can be an important catalyst for collective change in four units that address key Amendments through legal analysis.

Unit 1: Structure of Constitution and First Amendment (8 weeks)

Unit 2: Second Amendment Right to Bear Arms (2 weeks)

Unit 3: Amendments Four-Eight (8-10 weeks)

Unit 4: Ninth and Tenth Amendments/Privacy Rights and Rights Reserved to States (4 weeks)

Unit V: Civil Rights Amendments and More (13,14,15,19) (12-14 weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSL-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSL, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of

Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Structure of Constitution and First Amendment (8 weeks)

Core Ideas	<p>Historical sources and evidence provide an understanding of different points of view about historical events</p> <p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p> <p>Social and political systems throughout our time have promoted and denied civic virtues and democratic principles</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p> <p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</p> <p>Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</p> <p>Complex interacting factors influence people's perspective.</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>To better understand the historical perspective, one must consider historical context.</p>		
Essential Questions	What is the significance of the U.S. Constitution and what freedoms and limitations does it provide us? Why may some say that the First Amendment is the most important amendment in the Bill of Rights?		
Enduring Understanding	To identify, describe and assess the basic Constitutional issues that effect us individually and as a country.		
Practice	Gathering and Evaluating Sources; Developing Questions and Planning Inquiry		
Performance Expectations	<ul style="list-style-type: none"> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools) Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties 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). Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.3.12.HistoryCA.1 6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b 6.1.12.CivicsDP.7.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsDP.14.a 6.1.12.HistoryCC.14.b 6.1.12.HistoryCC.14.e 6.1.12.HistorySE.15.b 6.1.12.HistoryUP.16.a	<ul style="list-style-type: none"> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools) Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution 	Constitution Storybook Writing Constitution Crash Course Video and discussion Freedom of Speech US Supreme Court cases/Case brief Shouting Fire HBO documentary and reflective paragraph Freedom of Religion Bremerton Case with interview viewing of Coach Kennedy Current event discussion on freedom of religion The Post viewing and analysis regarding the Pentagon Papers and New York Times/Washington Post freedom of the press issues; reflective paragraph	Crash Course Video Shouting Fire Documentary (HBO) U.S. Constitution The Post (purchased for viewing) Storybook Assignment

6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b	<ul style="list-style-type: none"> • Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties • 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). • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. • Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. • Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. • Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. • Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. • Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. 		
Key Vocabulary	Freedoms; speech, religion, powers of branches, separation of powers.		
Evidence of Learning	Draft storybook of the main ideas of the Constitution; debates; drafting case briefs on U.S. Supreme Court cases; class discussion and analysis		
Interdisciplinary Connections	Students read primary/secondary sources and draft case briefs and/or argumentative essays/reflective paragraphs that align to ELA writing and reading standards; analysis of material presented in the Unit; gather relevant information from multiple print and digital source, assess credibility of those sources and integrate information; evaluate speaker's points of view; determine or clarify meaning of unknown and multiple-meaning words		

Diversity, Equity, & Inclusion	Address, wherever relevant in the unit, the political, economic, and social contributions of persons with disabilities, and gay, lesbian, bisexual, and transgender people through inclusion and analysis of relevant current events, historical primary sources. Identify biases, societal views and contributions made by these persons in our history and today.
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints
Career Readiness, Life Literacies, and Key Skills	9.4.12.DC.3-social and economic implications of privacy in the context of safety, law or ethics 9.4.12.IML.2-evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.MIL.8-evaluate media sources for point of view, bias, and motivations
Social Emotional Learning	Self-Awareness; Social Awareness; Responsible Decision-Making; Self-Management

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

		<ul style="list-style-type: none">• Partner or group work on skill development• Assistance by instructional videos or curated videos online		
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Unit II: Second Amendment Right to Bear Arms (2 weeks)

Core Ideas	<p>Historical sources and evidence provide an understanding of different points of view about historical events</p> <p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> <p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p> <p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</p> <p>Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>		
Essential Questions	What is the historical analysis involving the right to bear arms and how do our Supreme Court cases and socio-economics play a role in the interpretation of those rights?		
Enduring Understanding	To understand the democratic principles of law and basic rights and to understand how the Supreme Court has an important role in the interpretation of the 2 nd Amendment via its court decisions.		
Practice	Presenting Arguments and Explanations; Gathering and Evaluating Sources		
Performance Expectations	<ul style="list-style-type: none"> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools) Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties Research multiple perspectives to explain the struggle to create an American identity. Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. 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. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.3.12.HistoryCA.1 6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b 6.1.12.HistoryCA.2.a 6.1.12.CivicsPI.3.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.HistoryCA.14.b 6.1.12.CivicsPR.16.a	<ul style="list-style-type: none"> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools) Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution 	What are arms then and now? Gun laws debate Current event discussions on school mass shootings Compare and contrast differences of gun laws in different states Teens on Guns in America documentary (NPR)	New York Times Gun Control Data Right to Bear Arms Then and Now NPR Video Teens with Guns NRAILA (NRA website with gun laws in all states)

6.1.12.HistoryCC.16.a	<ul style="list-style-type: none"> • Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties • Research multiple perspectives to explain the struggle to create an American identity. • Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. • Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. • 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. • Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. 		
Key Vocabulary	Right to bear arms, differing perspectives, interpretation of 2 nd Amendment, social, emotional and political viewpoints		
Evidence of Learning	Interpret the meaning of the Constitution by analyzing interpretation of the 2 nd Amendment today via debates and discussion; documentary viewing and reflective paragraph on teen views of guns and gun control; protest project using research regarding gun law issues in our country		





Interdisciplinary Connections	Students read primary/secondary sources and draft case briefs and/or argumentative essays/reflective paragraphs that align to ELA writing and reading standards; analysis of material presented in the Unit; gather relevant information from multiple print and digital source, assess credibility of those sources and integrate information; evaluate speaker's points of view; determine or clarify meaning of unknown and multiple-meaning words
Diversity, Equity, & Inclusion	Address, wherever relevant in the unit, the political, economic, and social contributions of persons with disabilities, and gay, lesbian, bisexual, and transgender people through inclusion and analysis of relevant current events, historical primary sources. Identify biases, societal views and contributions made by these persons in our history and today.
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints
Career Readiness, Life Literacies, and Key Skills	9.4.12.DC.3-social and economic implications of privacy in the context of safety, law or ethics 9.4.12.IML.2-evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.MIL.8-evaluate media sources for point of view, bias, and motivation
Social Emotional Learning	Self-Awareness; Self-Management; Responsible Decision Making



Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships,

		<ul style="list-style-type: none">• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online		internships, online courses, and independent study
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Unit III: Amendments Four-Eight (8-10 weeks)

Core Ideas	<p>Historical sources and evidence provide an understanding of different points of view about historical events</p> <p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p> <p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p> <p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</p> <p>Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> <p>Complex interacting factors influence people's perspective.</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>		
Essential Questions	<p>How does the Supreme Court interpret unreasonable searches and seizures and how does that analysis impact different parts of our society?</p> <p>What is society's understanding of pleading the 5th, right to a speedy trial, right to jury trial and excessive bail/punishment?</p> <p>How does that compare to the Supreme Court rulings on these issues?</p>		
Enduring Understanding	To demonstrate an understanding and ability to interpret and apply key terms and provisions of these amendments to hypothetical as well as real-life situations.		
Practice	Developing Questions and Planning Inquiry; Seeking Diverse Perspectives		
Performance Expectations	<ul style="list-style-type: none"> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools) Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Craft an argument as to 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 laws in eliminating segregation and discrimination. Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.3.12.HistoryCA.1 6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b 6.1.12.CivicsPR.10.a 6.1.12.CivicsPI.13.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsDP.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCC.16.b	<ul style="list-style-type: none"> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools) Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution Examine the emergence of early political parties and their views on centralized 	Mock Trial "Search Me" exercises to learn about searches in public, cars, schools and homes (skit, poem, song, gameboard, etc) TLO case brief and discussion Current events discussion NJ law specific research on illegal searches and seizures Sixth Amendment Rights Chart Central Park Five documentary viewing and reflective essay prompt Miranda Rights Fictional Scenario	<div>  Search Me At Home Handout.pdf  Search Me In Public Handout.pdf </div> <div>  Search Me In Cars Handout.pdf  Search Me At School Handout.pdf </div> <p>TLO Case Chart:</p>

	<p>government and foreign affairs and compare these positions with those of today's political parties</p> <ul style="list-style-type: none"> Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Craft an argument as to 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 laws in eliminating segregation and discrimination. Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. 	 <p>TLO Diagram.pdf</p> <p>TLO Case:</p>  <p>TLO Case.pdf</p> <p>4th Amendment Search Project</p> <p>Central Park Five Prompt</p>
Key Vocabulary	Unreasonable search and seizure, pleading the 5 th , right to speedy trial, probable cause, reasonable suspicion, excessive punishment/bail, trial by jury, right to counsel	
Evidence of Learning	Compare and contrast application of the 4 th Amendment in diverse settings, case briefs on Supreme Court cases discussing legality of searches and the exclusionary rule, current events regarding NJ law on searches, presentations (in their chosen medium) to explain U.S. and New Jersey law regarding searches; mock trial on 4 th Amendment issue of exclusionary rule	
Interdisciplinary Connections	Students read primary/secondary sources and draft case briefs and/or argumentative essays/reflective paragraphs that align to ELA writing and reading standards; analysis of material presented in the Unit; gather relevant information from multiple print and digital source, assess credibility of those sources and integrate information; evaluate speaker's points of view; determine or clarify meaning of unknown and multiple-meaning words	
Diversity, Equity, & Inclusion	Address, wherever relevant in the unit, the political, economic, and social contributions of persons with disabilities, and gay, lesbian, bisexual, and transgender people through inclusion and analysis of relevant current events, historical primary sources. Identify biases, societal views and contributions made by these persons in our history and today.	

Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints			
Career Readiness, Life Literacies, and Key Skills	9.4.12.DC.3-social and economic implications of privacy in the context of safety, law or ethics 9.4.12.IML.2-evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.MIL.8-evaluate media sources for point of view, bias, and motivations			
Social Emotional Learning	Self-Awareness; Self-Management; Social Awareness; Responsible Decision Making			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs• Rephrase of questions and directions• Partner or group work on skill development	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships, internships, online courses, and independent study

		<ul style="list-style-type: none">• Assistance by instructional videos or curated videos online		
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Unit IV: Ninth and Tenth Amendments/Privacy Rights and Rights Reserved to States (4 weeks)

Core Ideas		Historical sources and evidence provide an understanding of different points of view about historical events Social and political systems throughout time have promoted and denied civic virtues and democratic principles. Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights. Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	
Essential Questions		What is the historical analysis involving the right to bear arms and how do our Supreme Court cases and socio-economics play a role in the interpretation of those rights?	
Enduring Understanding		To understand the democratic principles of law and basic rights and to understand how the Supreme Court has an important role in the interpretation of the 2 nd Amendment via its court decisions.	
Practice		Presenting Arguments and Explanations; Gathering and Evaluating Sources	
Performance Expectations		<ul style="list-style-type: none">Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools)Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).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.Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.Craft an argument as to 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 laws in eliminating segregation and discrimination.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).Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.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.Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.3.12.HistoryCA.1 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.10.a 6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.HistorySE.13.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsDP.14.a	<ul style="list-style-type: none">Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools)Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government	Breakdown of meaning of Ninth and Tenth Amendments Masterpiece Cakeshop Colorado Case analysis and chart on current events comparison/contrast Snowden viewing and Right to Privacy essay Reading and analysis of case summaries for right to privacy cases and interpretation questions The Abortion Divide: Frontline; viewing and discussion on religion and right to privacy under the Constitution Federalism discussion and Dobbs U.S. Supreme Court case	Frontline: The Abortion Divide documentary Privacy Essay Prompt Griswold and Planned Parenthood Case Questions 9th and 10th Amendment Background Packet

<p>6.1.12.EconET.14.a 6.1.12.HistoryCA.14.b 6.1.12.CivicsPR.16.a 6.1.12.HistoryCC.16.b</p>	<p>policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).</p> <ul style="list-style-type: none"> • 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. • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Craft an argument as to 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 laws in eliminating segregation and discrimination. • 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). • Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure. • Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. • Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. 		
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	<ul style="list-style-type: none">Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.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.Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.			
Key Vocabulary	Federalism; powers reserved to states; Right to Privacy; Same-Sex Marriage laws; Abortion laws			
Evidence of Learning	Compare and contrast Roe v. Wade to Dobbs case; case brief on Obergefell case regarding same-sex marriage; debates regarding which rights should be reserved to states/federal government; current events presentations and discussion on whether right to privacy is protected by the Constitution.			
Interdisciplinary Connections	Students read primary/secondary sources and draft case briefs and/or argumentative essays/reflective paragraphs that align to ELA writing and reading standards; analysis of material presented in the Unit; gather relevant information from multiple print and digital source, assess credibility of those sources and integrate information; evaluate speaker’s points of view; determine or clarify meaning of unknown and multiple-meaning words			
Diversity, Equity, & Inclusion	Address, wherever relevant in the unit, the political, economic, and social contributions of persons with disabilities, and gay, lesbian, bisexual, and transgender people through inclusion and analysis of relevant current events, historical primary sources. Identify biases, societal views and contributions made by these persons in our history and today.			
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints			
Career Readiness, Life Literacies, and Key Skills	9.4.12.DC.3-social and economic implications of privacy in the context of safety, law or ethics 9.4.12.IML.2-evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.MIL.8-evaluate media sources for point of view, bias, and motivations			
Social Emotional Learning	Self-Awareness; Self-Management; Social Awareness; Responsible Decision Making; Relationship Skills			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problemsGraphic organizersMatched sentences or procedures with pictures	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizer	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demo	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanationProvide opportunities for students to set personal goals,

	<ul style="list-style-type: none"> • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<p>keep records and monitor their own learning progress</p> <ul style="list-style-type: none"> • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit V: Civil Rights Amendments and More (13,14,15,19) (12-14 weeks)

Core Ideas	<p>Historical sources and evidence provide an understanding of different points of view about historical events</p> <p>Governments around the world support universal human rights to varying degrees</p> <p>Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p> <p>Historical sources and evidence provide an understanding of different points of view about historical events.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> <p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p> <p>Complex interacting factors influence people's perspective.</p> <p>Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p> <p>To better understand the historical perspective, one must consider historical context.</p> <p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p> <p>Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</p> <p>Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>
Essential Questions	<p>What is the interpretation of Supreme Court cases involving slavery, voting rights based on race, color and gender and how were the actions in the Civil Rights Movement catalysts for change in our society?</p>
Enduring Understanding	<p>The Civil Rights Movement utilized the promises of equality found in the Constitution to fight for political and social equality among citizens, thereby causing dynamic changes in U.S. culture, politics and the laws of our nation.</p>
Practice	<p>Seekings Diverse Perspectives and Taking Informed Actions</p>
Performance Expectations	<ul style="list-style-type: none"> Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools) Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance. Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today. Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. Research multiple perspectives to explain the struggle to create an American identity. Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance). Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). 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.

	<ul style="list-style-type: none">Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.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.Craft an argument as to 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 laws in eliminating segregation and discrimination.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).Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.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.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.Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.3.12.HistoryCA.1 6.3.12.CivicsHR.1 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.HistorySE.2.a 6.1.12.HistoryCA.2.a 6.1.12.CivicsDP.3.a 6.1.12.CivicsDP.3.c 6.1.12.HistoryUP.3.b 6.1.12.CivicsDP.4.a 6.1.12.HistoryUP.4.a 6.1.12.HistoryCA.4.c 6.1.12.HistoryCA.5.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.HistoryCC.6.d 6.1.12.CivicsPR.10.a 6.1.12.HistoryCC.11.c 6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.EconEM.13.a 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.CivicsDP.14.a	<ul style="list-style-type: none">Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g. immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in shools)Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problemCompare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.Construct responses to arguments in support of new rights and roles for women and for	13 th Documentary and Questions/Discussion Civil Rights Movement Newspaper Project Civil Rights Chronology/Reconstruction Amendments Annotations and discussion for Martin Luther King, Jr’s Letter from Birmingham Jail	13th Documentary Questions Civil Rights Movement Assignment Reconstruction Amendment Assignment Letter from Birmingham Jail

<p>6.1.12.HistoryCA.14.b 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b</p>	<p>arguments explaining the reasons against them.</p> <ul style="list-style-type: none"> • Research multiple perspectives to explain the struggle to create an American identity. • Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance). • Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement • Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. • Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American’s ability to participate in influencing governmental policies. • Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states • Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals. • Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations • Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement). • 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. • Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone). • Analyze how the Supreme Court has interpreted the Constitution to define and 		
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	<p>expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <ul style="list-style-type: none"> • 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. • Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and New Jersey's laws in eliminating segregation and discrimination. • 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, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>). • Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). • Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. • 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. • 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. • Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special 		
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	<ul style="list-style-type: none">interest groups, third party political groups, and the media affect public policy.Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.			
Key Vocabulary	Voting rights, effect of gender/race on voting rights, involuntary solitude, slavery, Civil Rights Movement			
Evidence of Learning	Presentations using their chosen medium for phases of the Civil Rights Movement; review and discussion of the voting rights acts, affirmative action, history of slavery and involuntary servitude via primary source readings and comprehension questions			
Interdisciplinary Connections	Students read primary/secondary sources and draft case briefs and/or argumentative essays/reflective paragraphs that align to ELA writing and reading standards; analysis of material presented in the Unit; gather relevant information from multiple print and digital source, assess credibility of those sources and integrate information; evaluate speaker’s points of view; determine or clarify meaning of unknown and multiple-meaning words			
Diversity, Equity, & Inclusion	Address, wherever relevant in the unit, the political, economic, and social contributions of persons with disabilities, and gay, lesbian, bisexual, and transgender people through inclusion and analysis of relevant current events, historical primary sources. Identify biases, societal views and contributions made by these persons in our history and today.			
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints			
Career Readiness, Life Literacies, and Key Skills	9.4.12.DC.3-social and economic implications of privacy in the context of safety, law or ethics 9.4.12.IML.2-evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.MIL.8-evaluate media sources for point of view, bias, and motivations			
Social Emotional Learning	Self-Awareness; Self-Management; Social Awarenes; Responsible Decision Making; Relationship Skills			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problemsGraphic organizers	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizer	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errors	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanation

	<ul style="list-style-type: none"> • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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