

UNIT OVERVIEW

STAGE ONE: Identify Desired Results		
<p>12. G2 Foundations of American Democracy: The United States Constitution aims to protect individual freedoms and rights that have been debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.</p> <p>CCSL: 3 Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.</p> <p>CCSL: 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgement in a text.</p> <p>CCSW: 6 Craft and Structures Write arguments focused on discipline-specific content. Introduce precise, knowledgeable</p>	<p><i>Students will critically understand that that the road to equal opportunity and protection (civil rights) applies to all groups of people and is a constant source of debate.</i></p>	
	Meaning	
	<p>Enduring Understandings <i>Students will understand that...</i></p> <p><i>U1-the function of the legal system is to uphold the values of equality before the law through due process</i></p> <p><i>U2- rights are not absolute and they vary with legal status, location and circumstance.</i></p> <p><i>U3- freedom of the press allows citizens to receive and interpret information.</i></p> <p><i>U4- the definition of civil rights has expanded and extended to more groups of people and groups.</i></p>	<p>Essential Questions <i>Students will consider such questions as...</i></p> <p><i>E1: Do all citizens receive equal treatment and due process under the law?</i></p> <p><i>E2: To what extent should safety and protection be balanced with individual rights?</i></p> <p><i>E3: What is your responsibility as an informed citizen in understanding the speaker's point of view?</i></p> <p><i>E4: How is the road to civil rights long and wide?</i></p>
	Acquisition	
	<p><i>What knowledge will students learn as part of this unit?</i></p> <p><i>K1: The legal system is designed to provide due process to citizens. This process has expanded over time to include more citizens.</i></p> <p><i>K2: There are limits on free speech and varies according to legal status and location.</i></p> <p><i>K3: 4There are limits on free press which protects the rights of individual. The press can be biased.</i></p> <p><i>K4: The Civil Rights movement has a long history and encompasses many groups of people. The 14th amendment is interpreted in many ways.</i></p>	<p><i>What skills will students learn as part of this unit?</i></p> <p><i>Gathering, Interpreting, and using evidence. Identify, describe and evaluate evidence about events from diverse written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources</i></p> <p><i>Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</i></p>

<p>claim(s), establish the significance of the claim(s), distinguish the claims(s) from alternative or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence.</p> <p>CCSS: 1a Comprehension and Collaboration</p> <p>Come to discussions prepared, having read and researched material under study to explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>		
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STAGE TWO: Determine Acceptable Evidence		
	Assessment Evidence	
T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
A & M	<p>Learning Events:</p> <p>E1: <i>Do all citizens have equal treatment and due process under the law?</i></p> <p><i>Complete Bill's Bad day to introduce the protections of due process.</i></p> <p><i>Complete graphic organize regarding due process and the 5th and 14th amendment</i></p> <p><i>Discuss court cases and scenarios dealing with the expansion of due process</i></p> <p><i>Formative assessment: Evidence/Claim paragraph agreeing and disagreeing with the EQ.</i></p>	

A	<p><i>E2: To what extent should safety and protection be balanced with individual rights?</i></p> <p><i>Schneck v United States</i> <i>Patriot Act</i></p>	
A	<p><i>E3 What is your responsibility as an informed citizen in understanding the speaker's point of view?</i></p> <p><i>Point of view and bias in reporting</i></p> <p><i>E4: How is the road to civil rights long and wide?</i></p> <p><i>Analysis of the Rosa Parks story with primary and secondary documents that illustrate how point of view varies with the teller of the story</i></p>	
M	<p><i>Gallery walk prepared by students of other groups that have struggled to achieve equal opportunity and protection under the law.</i></p>	