

# Civics Unit 6: Constitutional Freedoms and Civil Rights

<b>Unit #:</b>	APSDO-00061115	<b>Duration:</b>	3.0 Week(s)	<b>Date(s):</b>	
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**Team:**  
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**Grades:**  
12

**Subjects:**  
Social Studies

**Approaches:**  
Problem Based Learning

## Unit Focus

In this unit, students will learn about the extent and/or limitations of their Constitutional freedoms and civil rights, as well as the key landmark court cases that served to interpret /define these rights and liberties. Students will also explore judicial philosophy, as well as compare judicial activism vs. judicial restraint and how these approaches to court decisions influenced the rights and liberties we exercise today. The summative assessment for this unit will take the form of a case brief in which students will analyze relevant landmark cases. Primary instructional materials for this course include textbook, primary, and contemporary sources.

## Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Connecticut Goals and Standards</b> <i>Social Studies : 12</i></p> <ul style="list-style-type: none"> <li>Analyze how public policies promote changes, intended and unintended, in society. <i>CIV.9-12.18</i></li> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. <i>INQ.9-12.17</i></li> <li>Apply civic virtues and democratic principles when working with others.</li> </ul>	<p><b>T1</b> (T6) Evaluate how individuals and groups influence or change society. <b>T2</b> (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U101) Governments use of power benefits or harms its citizens in varying degrees. <b>U2</b> (U103) Governments allow individuals and groups varying access to participation</p>	<p><b>Q1</b> (Q101) Are rules there to limit or protect rights? <b>Q2</b> (Q103) How do individuals participate in government? <b>Q3</b> (Q804) How and when do we</p>

<p><i>CIV.9-12.9</i></p> <ul style="list-style-type: none"> <li>• Critique relationships among governments, civil societies and economic markets. <i>CIV.9-12.6</i></li> <li>• Distinguish the powers and responsibilities of local, state, tribal, national and international civic and political institutions. <i>CIV.9-12.1</i></li> <li>• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. <i>CIV.9-12.5</i></li> <li>• Evaluate the credibility of a source by examining how experts value the sources. <i>INQ.9-12.7</i></li> <li>• Evaluate the effectiveness of citizens and institutions in solving social and political problems. <i>CIV.9-12.8</i></li> <li>• Explain how a question reflects an enduring issue in the field. <i>INQ.9-12.1</i></li> <li>• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <i>INQ.9-12.4</i></li> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <i>INQ.9-12.2</i></li> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <i>INQ.9-12.3</i></li> <li>• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen</li> </ul>	<p>and power.</p> <p><b>U3</b> (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity.</p>	<p>protect/defend against persecution or discrimination?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skills</b>
<p><b>K1</b></p> <p>Being a citizen of the U.S. entitles one to certain rights and liberties</p> <p><b>K2</b></p> <p>The Bill of Rights outlines fundamental American rights and liberties</p> <p><b>K3</b></p> <p>There are varying interpretations of the Bill of Rights depending upon the situation</p> <p><b>K4</b></p> <p>The judicial system helps to define the limits and extent of rights and liberties in America</p> <p><b>K5</b></p> <p>The government must balance issues of national security and individual rights and liberties</p>	<p><b>S1</b></p> <p>Debate the extent to which civil liberties can be restricted in the interest of national security</p> <p><b>S2</b></p> <p>Research and analyze court cases related to our rights and liberties</p> <p><b>S3</b></p> <p>Contextualize when examining the background leading up to landmark court decisions</p> <p><b>S4</b></p> <p>Connect outcomes of landmark cases to judicial philosophy and approaches (activism vs. restraint)</p>	

<p>claims. <i>INQ.9-12.8</i></p> <ul style="list-style-type: none"><li>• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary). <i>INQ.9-12.12</i></li></ul>		
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