

**SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #6:  
Bill of Rights  
North Smithfield School Department**

**TITLE OF UNIT:** Bill of Rights

**COURSE:** American Government Grade 9

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks, quarter, semester

**OVERVIEW OF UNIT:**

Students will explore the rights that are essential to a free society. Students will examine the importance of the First Amendment and consider when rights can and should be restricted. Students will also explore the Fourth Amendment and consider the importance of the rights to privacy and when these rights can be breached by the government. Students will investigate student's rights in schools, including speech and privacy rights. Students will also explore the historical basis for the amendments and consider what changes still need to be made to the Constitution to achieve the founding principles of our nation.

**ESSENTIAL QUESTIONS**

*What rights are essential for a free society?  
When is it acceptable for our government to limit our rights?  
How many rights should students have in school?  
Why is due process considered to be so essential to a democracy? How has our understanding of due process changed over time?*

**STANDARDS:**

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions	Craft and Structure	Production and Distribution
G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 3: The study of history helps us understand the present and shape the future.	E3: Individuals, institutions and governments have roles in economic systems	G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Integration of Knowledge	Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

**FOCUS GSEs:**

**Civics and Government**

- Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
- Distinguishing between the rule of law and the "rule of men." **C&G 1 (11-12)- 1d**
- Identifying how actions of a government affect relationships involving the individual, society, government. **C&G 1 (9-10)-2 a**
- Evaluating, taking, defending positions on a current issue regarding the judicial protection **C&G 2 (11-12)- 1a**
- Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. **C&G 2 (11-12)- 1c**
- Critically examining the principles, traditions, and precedents of American constitutional government. **C&G 2(9-10)- 1d**
- Interpreting and analyzing the sources of the U.S. democratic tradition in the *Declaration of Independence, etc.* **C&G 2 (11-12)- 2a**
- Analyzing the inherent challenges involved in balancing majority rule and minority rights. **C&G 2 (11-12)- 2b**
- Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. **C&G 2 (11-12)- 2c**
- Discussing different historical understandings/ perspectives of democracy. **C&G 2 (11-**

**Historical Perspective**

- Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Creating narratives based on a particular historical point of view. **HP 2 (11-12)- 2a**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. **HP 3 (11-12)- 1b**
- Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. **HP 3 (11-12)- 2a**
- Analyzing how membership in particular cultural groups affected civic engagement. **HP 5 (11-12)- 2a**
- Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12)- 3a**

**Economics**

- Applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (11-12)- 1a**
- Applying the concept that personal choices often have long-run intended/ unintended

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## 12)- 2d

- Comparing and contrasting different perspective on provisions found in the *Bill of Rights*. **C&G 3 (11-12)- 1a**
- Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. **C&G 3 (11-12)- 1c**
- Analyzing the scope and limits of personal, cultural, economic, or political rights. **C&G 3 (11-12)- 1d**
- Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. **C&G 3 (11-12)- 2a**
- Participating in, reflecting on a decision-making experience as part of a group in your classroom, school, or community. **C&G 3 (11-12)- 2e**
- Analyzing multiple perspectives on an historical or current controversial issue. **C&G 4(9-10)- 1e**
- Using collaborative decision making/problem solving to consider multiple , etc. **G&G 4(9-10)- 2a**
- Working individually or others to identify, propose, and carry out a community/civic engagement project/initiative. **C&G 4(9-10)- 2b**
- Critically reflecting on their own civic dispositions. **C&G 4(9-10)- 3a**
- Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10)- 3b**
- Identifying and analyzing the conflicts that exist between public and private life. **C&G 4(9-10)- 3c**
- Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10)- 2a**
- Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**
- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**
- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**

consequences using historical examples. **E 1 (11-12)- 2a**

## Reading

### **Key Ideas and Details (RH)**

- **RH.9-10 .1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.9-10 .2** Determine the central ideas or information of a primary or secondary source.
- **RH.9-10 .3** Identify key steps in a text’s description of a process related to history/social studies
- **Craft and Structure (RH)**
- **RH.9-10 .4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- **RH.9-10 .5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.9-10 .6** Identify aspects of a text that reveal an author’s point of view or purpose .

### **Integration of Knowledge and Ideas (RH)**

- **RH.9-10 .7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.9-10 .8** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.9-10 .9** Analyze the relationship between a primary and secondary source on the same topic.

### **Range of Reading (RH)**

- **RH.9-10 .10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

## Writing

- Text Types and Purposes: argument and informational (**WHST**)
- Production and Distribution (**WHST**)
- **Research**
- Range of Writing (**WHST**)

### **Applied Learning Standards:**

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

### **Expectations for Student Learning (High School only):**

#### **ENDURING UNDERSTANDING:**

- Major Supreme Court Decisions
- Freedoms and Protections of Bill of Rights – Religion, Speech, unreasonable searches and seizures, due process, capital punishments, etc.
- Limits and freedoms in public education venues
- History behind amendments 11-27
- Amendment Process

#### **PRIOR KNOWLEDGE:**

- Middle School Understanding of Bill of Rights

#### **STUDENT OBJECTIVES and/or NEW KNOWLEDGE:**

#### **HISTORICAL PERSPECTIVES**

##### **C&G 1 (11-12)- 1a**

- Evaluate, take, and defend positions on the importance of civic virtue for American democracy today (**II.D. 2. ALL**)

##### **C&G 1 (11-12)- 1d**

- Explain the difference between the rule of law and the "rule of men"
- Explain why the rule of law means more than simply having laws
- Explain alternative ideas about the purposes and functions of law such as
  - regulating relationships among people and between people and their government
  - providing order, predictability, security, and established procedures for the management of conflict
  - specifying the allocation of rights and responsibilities and of benefits and burdens
  - providing the ultimate source of authority in a political community
  - regulating social and economic relationships in civil society

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- Explain how the rule of law can be used to restrict the actions of private citizens and government officials alike in order to protect the rights of individuals and to promote the common good (I, B, 2, ALL)
- Explain how constitutions can be vehicles for change and for resolving social issues, e.g., use of the fourteenth amendment to the united states constitution in the civil rights movement of the 1950s and 1960s; establishment of the Japanese constitution after world war ii, which provided women the right to vote (I, C, 2, 5)

**C&G 1 (9-10)-2 a**

- Describe government as the formal institutions with authority to make and implement binding decisions of resources, the allocation of benefits, and the management of conflicts (I,A,1,3)
- Explain considerations and criteria commonly used in determining what limits should be placed on specific rights (V,B,5,3)

**C&G 2 (11-12)- 1a**

- Explain the importance of the right to due process of law for individuals accused of crimes, e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal
- Describe historical and contemporary instances in which judicial protections have not been extended to all persons
- Describe historical and contemporary instances in which judicial protections have been extended to those deprived of them in the past
- Explain why due process rights in administrative and legislative procedures are essential for the protection of individual rights and the maintenance of limited government
- Explain how the state and federal courts' power of judicial review reflects the American idea of constitutional government, i.e., limited government

**C&G 2 (11-12)- 1c**

- Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses
- Identify the major documentary statements of political rights--the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, civil rights legislation, court decisions
- Explain the importance to the individual and society of such political rights as
  - freedom of speech, press, assembly, petition
  - right to vote and run for public office
- Explain how political rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry
- Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (v, b, 2, all)
- Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the united states is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others
- Evaluate the argument that all rights have limits
- Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.,
  - clear and present danger
  - compelling government interest
  - national security
  - chilling effect on the exercise of rights
  - libel or slander
  - public safety
  - equal opportunity
- Evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard
- Evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment

**C&G 2(9-10)- 1d**

- Explain how various provisions of the Constitution and principles of the constitutional system are devices to insure an effective government that will not exceed its limits
- Explain how the design of the institutions of government and the federal system channels and limits governmental power in order to serve the purposes of American constitutional democracy (II, A, 1, ALL)

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- Explain ways in which belief in limited government has influenced American society
- Explain ways in which the Constitution has encouraged Americans to engage in commercial and other productive activities
- Explain how major features of the Constitution, such as federalism and the Bill of Rights, have helped to shape American society
- Describe, giving historical and contemporary examples, how Americans have attempted to make the values and principles of the Constitution a reality (II, A, 2, ALL)

**C&G 2 (11-12)- 2a**

- Explain the shared ideas and values of American political culture as set forth in
  - basic documents such as the Declaration of Independence, the United States Constitution and Bill of Rights
  - other sources such as The Federalist and Anti-federalist writings, the Declaration of Sentiments of the Seneca Falls Convention of 1848, Abraham Lincoln's "Gettysburg Address," Woodrow Wilson's "Fourteen Points," Franklin Roosevelt's "Four Freedoms," Martin Luther King's "Letter from the Birmingham Jail," and many landmark decisions of the Supreme Court of the United States (II, C, 1, 2)

**C&G 2 (11-12)- 2b**

- Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (v, b, 1, 5)
- Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (V, B, 2, 5)

**C&G 2 (11-12)- 2c**

- Describe historical and contemporary events and practices that illustrate the central place of the rule of law, e.g.,
  - events, e.g., U.S. supreme court cases such as Marbury v. Madison, brown v. Board of education, U.S. v. Nixon
  - practices, e.g., submitting bills to legal counsel to insure congressional compliance with constitutional limitations, higher court review of lower court compliance with the law, executive branch compliance with laws enacted by congress (iii, d, 1, 2)
- Describe historical and contemporary events and practices that illustrate the absence or breakdown of the rule of law, e.g.,
  - events, e.g., vigilantism in the early west, Ku Klux Klan attacks, urban riots, corruption in government and business, police corruption, organized crime
  - practices, e.g., illegal searches and seizures, bribery, interfering with the right to vote, perjury (iii, d, 1, 3)
- Explain, using historical and contemporary examples, the meaning and significance of the idea of equal protection of the laws for all persons, e.g., the fourteenth amendments, Americans with disabilities act, equal opportunity legislation

**C&G 2 (11-12)- 2d**

- Explain the central ideas of American constitutional government such as
  - popular sovereignty, i.e., the people as the ultimate source of the power to create, alter, or abolish governments
  - the necessity for a written constitution to set forth the organization of government and to grant and distribute its powers, e.g., among different branches of the national government, between the national government and the states, and between the people and the government
  - the Constitution as a "higher law" that authorizes and legitimizes an "energetic" and effective government of limited powers
  - the Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals (II, A, 1, 4)

**C&G 3 (11-12)- 1a**

- Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others (V, B, 5, 1)
- Evaluate the argument that all rights have limits (V, B, 5, 2)
- Evaluate the Supreme Court's interpretation of freedom of religion. ERA 9, 4C, 3

**C&G 3 (11-12)- 1c**

- Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them
- Evaluate the importance for the individual and society of
  - taking care of one's self
  - supporting one's family and caring for, nurturing, and educating one's children
  - accepting responsibility for the consequences of one's actions
  - adhering to moral principles
  - considering the rights and interests of others

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- behaving in a civil manner (V, C, 1, ALL)
- Evaluate the importance of each citizen reflecting on, criticizing, and reaffirming basic constitutional principles
- Evaluate the importance for the individual and society of
  - obeying the law
  - being informed and attentive to public issues
  - monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
  - assuming leadership when appropriate
  - paying taxes
  - registering to vote and voting
  - knowledgeably on candidates and issues
  - serving as a juror
  - serving in the armed forces
  - performing public service
- Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good
- Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities

**C&G 3 (11-12)- 1d**

- Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good (V, C, 2, 3)
- Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities

**C&G 3 (11-12)- 2a**

- Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances (v, b, 1, 1)
- Identify major documentary statements of personal rights, e.g., the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights (v, b, 1, 2)
- Explain the importance to the individual and to society of such personal rights as
  - freedom of thought and conscience
  - privacy and personal autonomy (V, B, 1, 3)
- Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses (v, b, 2, 1)
- Identify the major documentary statements of political rights--the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights, civil rights legislation, court decisions (v, b, 2, 2)
- Explain the importance to the individual and society of such political rights as
  - freedom of speech, press, assembly, petition
  - right to vote and run for public office (V, B, 2, 3)
- Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (v, b, 2, 5)
- Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the united states is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others
- Evaluate the argument that all rights have limits
- Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.,
  - clear and present danger
  - compelling government interest
  - national security
  - chilling effect on the exercise of rights
  - libel or slander
  - public safety
  - equal opportunity
- Evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard
- Evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment (V, B, 5, ALL)

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**C&G 3 (11-12)- 2e**

- Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs
  - civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument
  - respect for the rights of other individuals--having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views
  - respect for law--willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust
  - honesty--willingness to seek and express the truth
  - open mindedness--considering others' points of view
  - critical mindedness--having the inclination to question the validity of various positions, including one's own
  - negotiation and compromise--making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so
  - persistence--being willing to attempt again and again to accomplish worthwhile goals
  - civic mindedness--paying attention to and having concern for public affairs
  - compassion--having concern for the well-being of others, especially for the less fortunate
  - patriotism--being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism
  - courage--the strength to stand up for one's convictions, when conscience demands
  - tolerance of ambiguity--the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles (V, D, 4, ALL)

**C&G 4(9-10)- 1e**

- Explain why certain provisions of the Constitution result in tensions among the three branches of government, e.g., the power of the purse, the power of impeachment, advice and consent, veto power, judicial review (III, B, 1, 3)
- Explain how and why beliefs about the purposes and functions of the national government have changed over time (III, B, 1, 4)

**C&G 4(9-10)- 2a**

- Evaluate positions on contemporary conflicts between rights
- Evaluate positions on a contemporary conflict between rights and the social values and interests (V, B, 5 ALL)

**C&G 4(9-10)- 2b**

- Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment (III, E, 6, ALL)

**C&G 4(9-10)- 3a**

- Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs (V, D, 4, 1)

**C&G 4(9-10)- 3b**

- Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, individual citizens (III, E, 1, 2)

**C&G 4(9-10)- 3c**

- Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved
  - liberty and equality
  - liberty and authority
  - individual rights and the common good
  - explain why people may agree on values or principles in the abstract but disagree when they are applied to specific issues, e.g., the right to life and capital punishment (II, D, 4, ALL)
- Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances (v, b, 1, 1)
- Identify major documentary statements of personal rights, e.g., the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights (v, b, 1, 2)
- Explain the importance to the individual and to society of such personal rights as

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- freedom of thought and conscience
- privacy and personal autonomy
- freedom of expression and association
- freedom of movement and residence
- right to due process of law and equal protection of the law (V, B, 1, 3)
- Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (v, b, 1, 5)
- Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses (v, b, 2, 1)
- Identify the major documentary statements of political rights--the declaration of independence, the northwest ordinance, the united states constitution including the bill of rights, state constitutions and bills of rights, civil rights legislation, court decisions (v, b, 2, 2)
- Explain the importance to the individual and society of such political rights as
  - freedom of speech, press, assembly, petition
  - right to vote and run for public office (V, B, 2, 3)

**C&G 5(9-10)- 2a**

- Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved (II,D,4,ALL )

**C&G 5(9-10)- 2b**

- Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved (II,D,4,ALL )

**C&G 5(9-10)- 3a**

- Describe historical and contemporary issues which involve conflicts among fundamental values and principles and explain how these conflicts might be resolved (II,D,4,ALL )

**C&G 5(9-10)- 3b**

- Analyze the expansion of due process rights in such cases as Gideon v. Wainwright and Miranda v. Arizona and evaluate criticism of the extension of these rights for the accused. ERA 9, 4A,1

**HISTORICAL PERSPECTIVES**

**HP 1 (11-12)- 1a**

- Analyze the significance of the Bill of Rights and its specific guarantees. ERA 3, 3B,2

**HP 2 (11-12)- 2a**

Apply understanding of freedom of speech and religion

**HP2(9-10)- 2b**

Incorporate information from multiple sources to complete DBQ assessments and draft common task.

**HP 3 (11-12)- 1a**

- Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. ERA 10, 2E,2
- Explain the evolution of government support for the assertion of rights by the disabled. ERA 10, 2E,3

**HP 3 (11-12)- 1b**

- Explain why conflicts about values, principles, and interests may make agreement difficult or impossible on certain issues of public policy, e.g., affirmative action, abortion, environment, gun control, capital punishment (III, E, 6, ALL)

**HP 3 (11-12)- 2a**

- Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (v, b, 1, 5)
- Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts (V, B, 2, 5)

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**HP 3 (9-12) – 2b**

- Evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights (V, B, 4, 4)
- Evaluate the argument that personal, political, and economic rights reinforce each other (V, B, 4, 5)

**HP 4 (9-12) –1c**

- Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (iii, b, 1, 5)

**HP 5 (11-12)- 2a**

- Explain the impact on American politics, both historically and at present, of the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society (II, B, 4, 2)

**HP 5 (11-12)- 3a**

- Evaluate the contemporary issues of personal rights. (V, B, 1,5)

**ECONOMICS**

**E 1 (11-12)- 1a**

- Explain the major responsibilities of the national government for domestic policy and how domestic policies affect their everyday lives and their community (III, B, 2, 1)

**E 1 (11-12)- 2a**

- Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (V, B, 1, 5)
- Explain why there is often a tension between citizens' desire for government services and benefits and their unwillingness to pay taxes for them (III, B, 3, 5)

**READING**

**RH.9-10 .1**

- Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.9-10 .2**

- Determine the central ideas or information of a primary or secondary source.

**RH.9-10 .3**

- Identify key steps in a text's description of a process related to history/social studies

**RH.9-10 .4**

- Determine the meaning of words and phrases as they are used in a text, including vocabulary

**RH.9-10 .5**

- Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.9-10 .6**

- Identify aspects of a text that reveal an author's point of view or purpose .

**RH.9-10 .7**

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.9-10 .8**

- Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.9-10 .9**

- Analyze the relationship between a primary and secondary source on the same topic.

**RH.9-10 .10**

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band



**SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #6:  
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**WRITING W.9-10**

- Text Types and Purposes: argument and informational (WHST)
- Production and Distribution (WHST)
- Research
- Range of Writing (WHST)

**SUGGESTED WORKS:**

LITERARY TEXTS

**STORIES**

**POETRY**

**DRAMA**

**OTHER**

INFORMATIONAL TEXT

**NONFICTION**

**BIOGRAPHIES**

**MEMOIRS**

**SPEECHES, PUBLIC DOCUMENTS**

- Magruder’s American Government textbook
- We the People Textbook
- Case Briefs – Background readings
- DBQ – Student rights in school and Warrant Procedure
- Newspaper Articles

Supreme Court opinions

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum introduction

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 15. Oral presentation    |
| 2. Class discussion           | 7. Informative writing         | 12. Narrative writing               | 16. Research project     |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 18. Writer’s notebook    |
| 5. Graphic organizers         | 10. Media appreciation         |                                     | 19. Word Study           |

**ASSESSMENT**

**Develop and convey understanding**

- Short answer questions
- Graphic Organizers
- Non-linguistic representation
- Reading Comprehension Questions
- Critical Thinking responses
- Response to presentation
- 28<sup>th</sup> Amendment proposal

**Focus on arguments**

- Argument paragraph on “Do students have rights in school?” DBQ
- Argument paragraph on “How far does the right to privacy extend?” DBQ

**Focus on inform and explain**

- 28<sup>th</sup> Amendment five paragraph essay

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**HIGHER ORDER THINKING SKILLS:** Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

**Web's Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

**Bloom's Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate

**ADDITIONAL RESOURCES:** see curriculum for specifics

**VOCABULARY**

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Amendment Process</li> <li>• Amendments 11-27</li> <li>• <i>Barber v. Dearborn</i></li> <li>• <i>Bethel School District v. Fraser</i></li> <li>• Bill of Rights</li> <li>• Clear and Present Danger Test</li> <li>• Compelling State Interest</li> <li>• Defamatory Speech</li> <li>• <i>Engle v. Vitale</i></li> <li>• Establishment Clause</li> <li>• Exclusionary Rule</li> <li>• Federalism</li> </ul> | <ul style="list-style-type: none"> <li>• Free Exercise Clause</li> <li>• Judicial Activism</li> <li>• Judicial Restraint</li> <li>• Judicial Review</li> <li>• Lemon Test</li> <li>• <i>Lemon v. Kurtzman</i></li> <li>• Libel</li> <li>• <i>Lynch v. Donnelly</i></li> <li>• <i>Morse v. Frederick</i></li> <li>• <i>New Jersey v. TLO</i></li> <li>• Pure Speech</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Safford v. Redding</i></li> <li>• Slander</li> <li>• Speech Plus</li> <li>• Student speech in schools</li> <li>• <i>Sultana Freeman</i> case</li> <li>• Symbolic Speech</li> <li>• Time, Place, Manner Restrictions</li> <li>• <i>Tinker v. Des Moines</i></li> <li>• Undue Burden</li> <li>• Unreasonable Search and Seizure</li> <li>• Warrant</li> </ul> |
|---|---|---|

**VOCABULARY – ELA**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Central ideas</li> <li>• Claim</li> <li>• Cohesion</li> <li>• Compare</li> <li>• Concluding statement</li> </ul> | <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Counter claim</li> <li>• Domain-specific vocabulary</li> <li>• Event</li> <li>• Evidence</li> <li>• Formal style</li> </ul> | <ul style="list-style-type: none"> <li>• Objective tone</li> <li>• Primary and secondary sources</li> <li>• Textual evidence</li> <li>• Transition and sentence structure</li> </ul> |
|---|--|--|

**SOCIAL STUDIES CURRICULUM GRADE 9 AMERICAN GOVERNMENT UNIT #6:  
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**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**