



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*(Course Name) (Level- if Honors, Advanced Studies, etc.)*

<b>Unit title</b>	<i>Unit 4- The Judicial Branch</i>	<b>MYP year</b>	<i>4</i>	<b>Unit duration (hrs)</b>	<i>12 hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Standards**

**SSCG7 Demonstrate knowledge of civil liberties and civil rights.**

- a. Define civil liberties as protections against government actions (e.g., First Amendment).
- b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)
- c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.
- d. Identify how amendments extend the right to vote.

**SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.**

- a. Describe the selection and approval process for federal judges.
- b. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- c. Examine how John Marshall established judicial review through his opinion in Marbury v. Madison and relate its impact.
- d. Describe how the Supreme Court selects and decides cases.
- e. Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)

**SSCG14 Demonstrate knowledge of the criminal justice process.**

- a. Explain an individual's due process rights (e.g., 4th, 5th, 6th, and 14th amendments).
- b. Categorize different types of crimes.
- c. Analyze the procedures in the criminal justice process.
- d. Examine the different types of sentences a convicted person can receive.
- e. Contrast the procedures related to civil suits with criminal proceedings.

**SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.**

- a. Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.

- b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.
- c. Explain the meaning and history of the Pledge of Allegiance.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills**

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. identify and use primary and secondary sources
- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams

**SS Reading Standards 6-8:**

- L9-10RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**SS Writing Standards 6-8:**

- L9-10WHST1:** Write arguments focused on discipline-specific content
- L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Key concept	Related concept(s)	Global context
Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences	Culture Significance Ideolog	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.
<b>Statement of inquiry</b>		
The distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.		

Inquiry questions		
<p><b>Factual</b>            What is ideology?            What is the role of the judicial branch?            What does significance mean?</p> <p><b>Conceptual</b>            How does the Supreme Court select and decide cases?            Why is the Supreme Court involved in the judicial review of legislation?            How is the distribution of judicial power a product of existing laws combined with significance and culture?</p> <p><b>Debatable</b>            Does judicial activism and judicial restraint reflect the beliefs and ideals of American society? Why or Why not?            Does American culture influence civic participation in the United States? How or How not?</p>		
MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Criterion A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Critical Thinking	<p><a href="#">Judicial Branch DBQ</a> students answer the following: What influenced the design of the Supreme Court and their power to interpret the Constitution?</p> <p>Our Judicial Branch DBQ assessment examines both MYP criterion B (ii. iv.) Investigating and criterion C (i. ii.) Communicating</p> <p>The summative includes the following:</p> <ul style="list-style-type: none"> <li>- students read the documents, discuss and scaffold as needed</li> <li>- answer the document based questions on their own before discussing responses</li> <li>- whole class discuss essential question and its relationship to the documents</li> <li>- students outline their responses based on the investigation of resources</li> <li>- students answer the following: <b>What influenced the design of the Supreme Court and their power to interpret the Constitution?</b></li> </ul>	<p><b><u>Formative Assessment(s):</u></b></p> <p>Quick check on content and concepts            Daily opening activities to check for understanding            Small group discussions &amp; feedback: participation in group discussion            Online web checks- Mentimeter, Padlet, Launchpad, Whiteboard fi.            Also <b>*See Lessons and Activities for various formatives*</b></p> <p><b><u>Summative Assessment(s):</u></b></p> <p>Judicial Branch Summative</p>

MCS MYP American Government Unit 4 Planner. Last Revised: October, 2022

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

		<ul style="list-style-type: none"> <li>Multiple choice assessment that assess all content standards of the unit.</li> </ul>
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**Approaches to learning (ATL)**

**Category:** Critical Thinking  
**Cluster:** Critical Thinking  
**Skill Indicator:** Throughout the unit, there is an intentional practice individually, with elbow partners and small group discussion to increase thinking. Critical thinking occurs throughout the unit by having students analyze complex concepts/court cases to help better understand the judicial process and its future impact

**Learning Experiences**  
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>SSCG7 Demonstrate knowledge of civil liberties and civil rights.</b>            b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)</p>	<p><b>Brown vs. Board of Education and the Story behind Prince Edward county school Lesson and Activity</b>  <b>SSCG7b</b>            This lesson provides students with an understanding of the what and why of the Brown vs. Board of education and an examination of the story behind Prince Edward county schools. The lesson includes:</p> <ul style="list-style-type: none"> <li>- Article about Brown’s life titles: “<a href="#">Linda Brown, central figure in school segregation case</a>”</li> <li>- A self reflection <a href="#">education questionnaire</a></li> <li>- 10 minute video clip titled “<a href="#">The story of human rights</a>”</li> <li>- An article titled: <a href="#">The story of Prince Edward County schools – Closing the schools</a></li> <li>- <a href="#">School comparison images</a></li> <li>- The story of Prince Edward County schools: <a href="#">Biography of Barbara Johns</a></li> <li>- The story of Prince Edward County schools: <a href="#">Robert F. Kennedy</a></li> <li>- The story of Prince Edward County schools <a href="#">Handout</a></li> <li>- Analysis <a href="#">Handout</a> of Prince Edward Schools closing</li> <li>- Youth reflect on MLK Dream <a href="#">video</a></li> </ul>	<p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension.</p> <p>We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course.</p>

<p><b>SSCG7 Demonstrate knowledge of civil liberties and civil rights.</b></p> <p>c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.</p>	<p><b>Applying Due Process Lesson and Activity</b></p> <p>The teaching and learning experience allow students to consider what it means to have due process under the law as they work in small groups to examine the application of due process in various scenarios. The lesson includes:</p> <ul style="list-style-type: none"> <li>- <a href="#">Applying Due Process presentation</a></li> <li>- requirements for Due process <a href="#">handout</a></li> <li>- <a href="#">Due Process Scenarios</a></li> </ul>	<p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension.</p> <p>We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course.</p>
<p><b>SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.</b></p> <p>e. Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)</p>	<p><b><a href="#">Judicial Activism Reading</a></b></p> <p><b>Through using Britannica.com students will read and understand the following:</b></p> <ul style="list-style-type: none"> <li>- what is judicial activism</li> <li>- what is the significance of judicial activism in the United States</li> <li>- What are examples of judicial activism in U.S. Supreme Court decisions?</li> <li>- Why is the term judicial activism pejorative when used in political rhetoric?</li> <li>- How does judicial activism interpret the U.S. Constitution?</li> <li>- Is judicial activism the opposite of judicial restraint?</li> <li>- What is the difference between judicial activism and judicial restraint?</li> </ul>	<p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension.</p> <p>We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course.</p>
<p><b>SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.</b></p> <p>e. Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)</p>	<p><b><a href="#">Judicial Restraint Reading</a></b></p> <p><b>Through using Britannica.com students will read and understand the following:</b></p> <ul style="list-style-type: none"> <li>- What is judicial restraint?</li> <li>- What is the significance of judicial restraint in the United States?</li> <li>- How is judicial restraint used?</li> <li>- What are examples of judicial restraint in U.S. Supreme Court decisions?</li> <li>- Why is judicial restraint considered desirable in a democracy?</li> <li>- What are the effects of judicial restraint?</li> <li>- What is the difference between judicial activism and judicial restraint?</li> </ul>	<p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension.</p>

		We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course.
<p><b>SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.</b> e. Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)</p>	<p><a href="#">Greg V. Georgia Death Penalty Case</a> Through the use of the Bill of Rights institute resource, students will compare the philosophies of judicial activism and judicial restraint and provide an example of which this case falls under</p>	<p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension.</p> <p>We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course.</p>
<p><b>SSCG14 Demonstrate knowledge of the criminal justice process.</b> c. Analyze the procedures in the criminal justice process.</p>	<p><a href="#">Steps in the Federal Criminal Process Reading</a> Through the use of the justice.gov site, students will learn the steps in the federal criminal process and provide an analysis of the process.</p>	All 504 and IEP accommodations will be adhered to
<p><b>SSCG14 Demonstrate knowledge of the criminal justice process.</b>  c. Analyze the procedures in the criminal justice process. e. Contrast the procedures related to civil suits with criminal proceedings.</p>	<p> <b>Criminal and Civil Cases</b> Students will investigate different types of court cases. Each student will get one civil case and one criminal case. After the research is complete, students will present one of their cases to the class.</p>	All 504 and IEP accommodations will be adhered to
<b>Content Resources</b>		
<p><a href="#">GADOE Teacher Notes</a> <b>SSCG7</b> <a href="#">GADOE Teacher Notes</a></p>		

**SSCG13 and SSCG14**

[GADOE Teacher Notes](#)

**SSCG16**

**DOE The Judicial Branch**

While our PLC maintains many shared learning experiences, we do allow our members to embrace the learning activities and notes available to us from our Georgia American Government Framework.

**DOE Civic Duties Lessons and Activities**

While our PLC maintains many shared learning experiences, we do allow our members to embrace the learning activities and notes available to us from our Georgia American Government Framework.

**Curriculum Unit Approval Statement**

***Every team member is expected to read and review the unit planner and contents contained in the unit planner.***

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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**Common Formative and Summative Assessments**

<p><b>Assessment Title</b></p>	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> <li>3. <b>Aligned to learning experiences</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>
<p><b>Formative Assessment(s):</b></p>	<p>n/a</p>	<p>n/a</p>
<p><b>Summative Assessment(s)</b></p>	<p>n/a</p>	<p>n/a</p>
<p>Plan to address issues or concerns noted:</p>		

**Learning Experiences**

Add additional rows below as needed.

<b>Learning Experience Title</b>	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>LE 1:</b>	n/a	n/a	n/a
<b>LE 2:</b>	n/a	n/a	n/a
<b>LE 3:</b>	n/a	n/a	n/a
Plan to address issues or concerns noted:			

**Resources listed on unit planner**

Add additional rows below as needed.

Resources	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>Resource:</b>	n/a	n/a	n/a
Plan to address issues or concerns noted:			

***By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).***

Curriculum Team Signatures:

Josh Gazaway

Kelly Herrero Robert Holman

Beau Dominguez Joey Brunet

Brad Simmons Matt Lyons

Ken Sprague Jr.

