

CONSTITUTIONAL LAW CURRICULUM MAP

Park East High School

Instructor: Ott

Course: Constitutional Law

Fall	Units	Exams	Skills/Projects	Standards
<p>MP 1</p> <p>9/12 – 10/21</p>	<ul style="list-style-type: none"> • Unit #1 – Formation of Popular Sovereignty Governments • Unit #2 – Conflict & Revolution • Unit #3 – America’s Founding Documents 	<ul style="list-style-type: none"> • DBQ Essay Geography of the United States • Multiple Choice 	<ul style="list-style-type: none"> • Primary & Secondary Document Analysis Skill • "The Patriot" - Film Questions & Paragraphs • MP1 Project – Argumentative Essay Pt1 • Compare & Contrast Analyzing Skill 	<p>Standard 1: History of the United States and New York</p> <p>Standard 2: World History</p> <p>Standard 3: Geography</p> <p>Standard 4: Economics</p> <p>Standard 5: Civics, Citizenship, and Government</p>
<p>MP 2</p> <p>10/24 – 12/2</p>	<ul style="list-style-type: none"> • Unit #4 – The Constitution & Bill of Rights • Unit #5 - The American Experiment in Practice 	<ul style="list-style-type: none"> • Multiple Choice • Thematic Essay - Constitutional Principles, Individual Rights • Thematic Essay - U.S. Constitution 	<ul style="list-style-type: none"> • MP2 Project – Argumentative Essay Pt2 • Cause & Effect Skill 	<p>Standard 1: History of the United States and New York</p> <p>Standard 3: Geography</p> <p>Standard 4: Economics</p> <p>Standard 5: Civics, Citizenship, and Government</p>
<p>MP 3</p> <p>12/5 – 1/20</p>	<ul style="list-style-type: none"> • Unit #6 – Supreme Court & Reform Movements • Unit #7 – North vs. South • Unit #8 – Political, Social, and Economic Changes in the Late 19th and 20th Centuries 	<ul style="list-style-type: none"> • Multiple Choice • DBQ Essay North vs South - Political, Social, Economic Issues • Thematic Essay - Reform Movements • Thematic Essay Change (Turning Points) • Thematic Essay Constitutional Change • DBQ Essay Progressive Reformers 	<ul style="list-style-type: none"> • MP3 Project - DBQ Essay Supreme Court Decisions: Dred Scott, Plessy, Brown, etc • Progress or Failure Skill 	<p>Standard 1: History of the United States and New York</p> <p>Standard 3: Geography</p> <p>Standard 4: Economics</p> <p>Standard 5: Civics, Citizenship, and Government</p>

DETAILED GLOBAL LITERATURE CURRICULUM MAP

Unit (Number of Days)	Knowledge/Content	Assessments Classwork & Homework	Transferrable Skills	Big Ideas	Common Core Standards
Unit #1 Formation of Popular Sovereignty Governments (11)	The Governments of Ancient Greece Roman Republic vs. American Government Magna Carta - Limited Government The Enlightenment - Locke & Jefferson Primary Sources - American vs. British Portraiture Teach skill: Compare & Contrast, Cause & Effect All Resources can be found at www.mysocialstudiesiteacher.com/wiki	Classwork & Homework: Classical Greece Government Worksheet Baseline: DBQ - Geography - Expansion of the U.S. between 19th & 20th Centuries Roman Republic vs. American Government Paragraph Magna Carta Overview Locke & Jefferson - Revolutionary Ideas Primary Sources: Venn Diagram Worksheet	Document Analysis Validity of Sources Point of View (POV) for historical events Cause & Effect Analysis Use of technology	Determining the validity of a source Interpreting Points of View of historical events. Analyzing Cause & Effect	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Unit (Number of Days)	Knowledge/Content	Assessments Classwork & Homework	Transferrable Skills	Big Ideas	Common Core Standards
Unit #4 The Constitution & Bill of Rights (18)	Constitution - Preamble Constitution - Principles Constitution - Review Constitution - Federalists vs Anti-Federalists Constitution - Convention & Compromises Constitution - Three Branches Bill of Rights Electoral College All Resources can be found at www.mysocialstudiesteacher.com/wiki	Classwork & Homework: Preamble Worksheet Principles of the Constitution Paragraph Writing Federalist & Anti- Federalist Paragraph Writing Compromises Writing - Thematic Essay - Constitutional Principles, Individual Rights Writing - Thematic Essay - U.S. Constitution	DBQ Document Strategies (Outside Information, Analysis, Inference) Thematic Essay Writing Strategy Introduction (DRL), Word Replacement Strategy (WRS), Body Paragraph Analysis, and Conclusion format. Critical Thinking Rubric Analysis Peer Review, Reflection, and Revision	Document analysis for a DBQ Essay which includes previously taught skills Thematic Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • CCSS.ELA-Literacy.WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented. • CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Continued...

					<ul style="list-style-type: none">• CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.• CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.• CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.• CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.• CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.• CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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Unit #5 The American Experiment in Practice (7)	Presidency of George Washington Jefferson vs. Hamilton Supreme Court U.S. Nationalism & Sectionalism	Classwork & Homework: Oath of Office Presidential Precedents Jefferson verses Hamilton Supreme Court Chart Era of Good Feeling Worksheet Writing - Compare & Contrast Washington, Jefferson, and Hamilton	DBQ Document Strategies (Outside Information, Analysis, Inference) DBQ Essay Writing Strategy Introduction (DRL), Word Replacement Strategy (WRS), Body Paragraph Analysis, and Conclusion format. Critical Thinking Rubric Analysis Peer Review, Reflection, and Revision	Document analysis for a DBQ Essay which includes previously taught skills (Primary & Secondary document analysis, POV, 5W's, Vocabulary, Geographic Determinism, Chronological Reasoning) Thematic Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • CCSS.ELA-Literacy.WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • CCSS.ELA-Literacy.WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented. • CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <p style="text-align: right;">Continued...</p>

					<ul style="list-style-type: none">• CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.• CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.• CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.• CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.• CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.• CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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Unit (Number of Days)	Knowledge/Content	Assessments Classwork & Homework	Transferrable Skills	Big Ideas	Common Core Standards
Unit #6 Supreme Court & Reform Movements (11)	U.S. Nationalism & Sectionalism Antebellum North & South Reform Movements	Classwork & Homework: Writing - DBQ Essay North vs South - Political, Social, Economic Issues Writing - Thematic Essay - Reform Movements	Study skills Recall vocabulary Cooperative learning Use of technology	Document analysis for a DBQ Essay which includes previously taught skills (Primary & Secondary document analysis, POV, 5W's, Vocabulary, Geographic Determinism, Chronological Reasoning) Thematic Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit (Number of Days)	Knowledge/Content	Assessments Classwork & Homework	Transferrable Skills	Big Ideas	Common Core Standards
Unit #7 North vs. South (7)	Causes of the Civil War Abolitionism & The Underground Railroad Supreme Court - Dred Scott Civil War - Gettysburg Address Reconstruction - Political, Social, Economic	Classwork & Homework: Writing - 5W's Paragraph Gettysburg Address Writing - DBQ Essay Supreme Court Decisions: Dred Scott, Plessy, Brown, etc	Study skills Recall vocabulary Cooperative learning Use of technology	Document analysis for a DBQ Essay which includes previously taught skills (Primary & Secondary document analysis, POV, 5W's, Vocabulary, Geographic Determinism, Chronological Reasoning) Thematic Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit (Number of Days)	Knowledge/Content	Assessments Classwork & Homework	Transferrable Skills	Big Ideas	Common Core Standards
<p>Unit #8 Political, Social, and Economic Changes in the Late 19th and 20th Centuries (4)</p>	<p>The Progressive Era - Economic & Social</p> <p>The New Deal - Political, Social, Economic</p> <p>Civil Rights Movement - Political, Social, Economic</p>	<p>Classwork & Homework:</p> <p>DBQ Essay North vs South Political, Social, Economic Issues</p> <p>Thematic Essay Reform Movements</p> <p>Thematic Essay Change (Turning Points)</p> <p>Thematic Essay Constitutional Change</p> <p>DBQ Essay Progressive Reformers</p>	<p>Study skills</p> <p>Recall vocabulary</p> <p>Cooperative learning</p> <p>Use of technology</p>	<p>Document analysis for a DBQ Essay which includes previously taught skills (Primary & Secondary document analysis, POV, 5W's, Vocabulary, Geographic Determinism, Chronological Reasoning)</p> <p>Thematic Essay writing strategy formula which includes DRL & WRS, with body paragraph analysis, and conclusion format.</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • CCSS.ELA-Literacy.WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • CCSS.ELA-Literacy.WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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Unit #9 Regents Review (10)	Scavenger Hunt Multiple Choice	Classwork & Homework: Scavenger Hunt	Study skills Recall vocabulary Cooperative learning Use of technology	Complete Review of US History for Regents	<ul style="list-style-type: none"> CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.