

**SUPREME COURT DECISIONS**  
Social Science and English/Language Arts

Grades: 9-12

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**Acceleration Approach**

Standard has been accelerated by moving grade level 9 up to the standard used for grade levels 11-12 PASS.

6	7	8	9	CIM	CRLS/ CAM	PASS
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**Overarching Concept**

Justice as a reflection of the social/societal values of the time period (cause/effect; patterns of change)

**Organizing Higher Order Skills (e.g., Bloom’s, Paul’s Model of Reasoning)**

Taba’s model of Conceptual Development “History as the study of change over time”

Paul’s model of Reasoning “Historical Analysis”

**Differentiation Features -Students**

- Clustered by higher order thinking
- Have additional variables to study

**Diagnostic/Prescriptive:**

**Students should already know:**

- Judicial Review
- Basic understanding of how the Supreme Court operates
- Basic understanding of how Supreme Court justices are appointed
- Basic understanding of the checks and balances of government

**COMMON CURRICULUM GOAL**

**Social Science - Civics and Government**

Understand the origins, purposes and functions of U.S. government, including the structure and meaning of the U.S. Constitution.

**Social Science - Historical Skills**

Interpret and reconstruct chronological relationships.

**Social Science - Analysis**

Explain various perspectives on an event or issue and the reasoning behind it.

Identify and analyze an issue.

**Language Arts/English-Reading**

Develop an interpretation when reading informational text.

Demonstrate a critical stance when reading informational text.

**Language Arts/English-Writing**

Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details appropriate audience and purpose.

Structure information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs.

Investigate topics of interest and importance, selecting appropriate media sources and using effective research processes; demonstrate ethical use of resources and materials (e.g., copyright, citations of sources).

**CONTENT STANDARDS**

**Social Science-Civics and Government**

Understand the purpose of government and the basic constitutional principles of the United States republican form of government.

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#### Archetypal Model

Use primary and secondary sources to analyze Supreme Court decisions.

#### TASK DEMAND

##### Sample Task Activity

- Students will read, listen to and/or discuss sections of the following Supreme Court decisions: “Dred Scott,” “Plessy v. Ferguson,” “Brown v. the Board of Education.” Each of these decisions deals with segregation/civil rights.
- Students may view films such as: “Gone with the Wind,” “To Kill a Mockingbird,” and “Mississippi Burning.”
- Students will focus on a societal attitude towards race.
- Students will write on the changing face of justice. Their opinions must be supported by their readings. They do not have to agree with the statement, but they must support their conclusions.

#### Questions

1. Is the Supreme Court immune from the influences of current/changing societal values?
2. Read sections of the Dred Scott decision. Discuss the decision as a reflection of values of the time-period. Would the current Supreme Court make a similar decision? What values, if any, have changed over time?
3. Based on your knowledge of the current political climate, how would these cases have been decided? What influences would drive these decisions. What were the driving forces behind the actual decisions?
4. One could argue that these decisions are conservative and/or liberal for the times. What would make the difference? (Think of how Justices are appointed and who appoints them.)
5. Based on the study of the court cases, how would you define justice?
6. What affects our society’s concept of justice as reflected in United States Supreme Court decisions on:
  - Segregation Civil Rights,
  - Judicial review,
  - Abortion/family planning,
  - Church and state/school prayer,
  - States rights?

#### Social Science-History

Understand, represent, and interpret chronological relationships in history.

#### Social Science-Analysis

Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.

Understand an event, issue, problem, or phenomenon from multiple perspectives.

#### BENCHMARKS

##### Social Science-Civics and Government

CIM Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.

##### Social Science-History

CIM Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from the U.S. history.

##### Social Science-Analysis

CIM Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short-and-long term effects.

CIM Analyze an event, issue, problem, or phenomenon from a varied or opposed perspectives or points of view.

##### Language Arts/English-Reading

CIM—Use text features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used).

CIM—Evaluate the logic of documents examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

CIM—Determine the soundness of an author’s argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the author’s intent or bias affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

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**Assessment Scoring Guide**

The six-point writing-scoring guide will be used to assess the manner in which students are able to present their ideas in essay form. See Standards and Assessments Section VII for Writing Scoring Guide.

**Implementation Time**

- 3 weeks

**Resources**

Find Magazine Articles at [www.findarticles.com](http://www.findarticles.com)  
Oregon School Library [www.oslis.k12.or.us](http://www.oslis.k12.or.us)  
Social Studies Resources <http://www.ed.gov/free/s-social.html>  
Social Studies Government Resources <http://www.ed.gov/free/s-social2.html#usgov>  
Textbook: Adopted social studies textbook.

CIM—Extend ideas presented in primary or secondary sources through analysis and elaboration.

**Language Arts/English-Writing**

**CIM—Persuasive**

Establish a focused thesis that conveys a clear perspective on the subject.

Write a coherent and focused essay that convey well-defined perspective and tightly reasoned argument demonstrating awareness of the audience and purpose.

**CIM—Persuasive compositions:**

Structure ideas and arguments in a sustained and logical sequence.

Use specific rhetorical devices to support assertions (e.g., appeal to emotion or ethical beliefs; relate a personal anecdote, case study, or analogy).

Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

Address readers' concerns, counterclaims, biases, and expectations.

Maintain a consistent tone and focus throughout the composition.

Construct a well supported conclusion.

**CIM—Research and Documentation**

Use clear research questions and suitable research methods (e.g., library, electronic media, interview) to obtain information from primary and secondary sources.

Synthesize information from multiple sources and identify complexities, discrepancies, and different perspectives found in each (e.g., almanacs, internet sites, news sources, in-depth field studies, speeches, journals, and technical documents).

Integrate quotations and citations into a written text while maintaining the flow of ideas.

Use appropriate format for documentation in the text, notes, and bibliographies.

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Reflect manuscript requirements, including title page presentation, pagination, spacing, and margins.

Design and publish documents by using publishing software and graphics programs.

**PASS**

**History**

Analyze cause and effect relationships, multiple causation, and patterns of change or continuity through U.S. history.

**English**

**Write for Varied Purposes**

Write clearly, coherently, and effectively in a range of modes to discover and convey meaning.

**Quality of Thinking (Ideas and Content)**

Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.

**Organization and Coherence (Organization)** Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.

**Style and Technique (Sentence Fluency and Word Choice)**

Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.

**Conventions and Format (Conventions and Citing Sources)**

Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations.

**Purposes, Modes, and Forms**

Write for varied purposes in a variety of modes and forms.

**Writing Process**

Use effective processes to generate, compose, organize, revise and present writing.

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**TAG NEEDS ADDRESSED**

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENGLA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Soc Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input type="checkbox"/> Challenging Soc Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input checked="" type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p><b>English/LA:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p><b>Social Science:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p style="text-align: center;">* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>				
<p><b>Student</b> _____ <b>Grade</b> _____</p>				
<p><b>Teacher</b> _____ <b>School</b> _____</p>				
<p><b>Date Initiated</b> _____ <b>Date Completed</b> _____</p>				
<p style="text-align: center;"><b>Check TAG Identification category:</b>   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>				