

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.3 Students will explain how the Constitution organizes the government of the United States.	
<b>Grade Level/Band Standard:</b>	9-12.C.3.4 Cite historical evidence justifying the power of judicial review.	
<b>Student Friendly Language:</b>	I can explain, through historical documents, the significance of judicial review.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● The concept of judicial review is related to the U.S. Supreme Court.</li> <li>● The U.S. Constitution provides for an independent judiciary, a significant departure from the English tradition of formally placing judicial power in the legislative branch.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>● About important historical events that led to the creation of Article III of the U.S. Constitution and the concept of judicial review.</li> </ul>	<ul style="list-style-type: none"> <li>● Judicial review is an implied power of the judicial branch.</li> <li>● Judicial review was established in the Supreme Court Case Marbury vs. Madison.</li> <li>● There are pros and cons to the process of judicial review that continue to draw debate and criticism.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the impact of judicial review within the concept of American checks and balances.</li> <li>● Identify historical documents related to the process of judicial review.</li> <li>● Cite historical examples that justified the use of judicial review.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>● Judicial Review</li> <li>● Original and Appellate Jurisdiction</li> <li>● Majority, Dissenting, and Concurring decisions</li> <li>● Landmark Decision</li> <li>● Unconstitutional</li> <li>● Inferior Court</li> </ul>	<ul style="list-style-type: none"> <li>● A decision is permanent. Instead, a Supreme Court Decision is final until a similar issue is brought before the court again (Slavery, Abortion, civil liberties).</li> <li>● Decisions of the Supreme Court do not impact students' lives.</li> <li>● The nomination and confirmation is not political. Recent elections and nominations have proved otherwise.</li> <li>● Every case is heard in the Supreme court. Rather very few cases make it to the Superior Court.</li> </ul>	

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<ul style="list-style-type: none"> <li>● Dual Court System: Federal and State</li> <li>● Marbury v. Madison</li> <li>● Precedent</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● No examples of previous learning could be found. This may be the first time students are exposed to this.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Use historical evidence to understand the power of judicial review and its impact.</li> <li>● Draw connections to novels or readings that are being addressed in other courses.</li> <li>● High school U.S. History class.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Real-life Application.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>		
<b><i>Additional Information</i></b>		

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***Example strategies to reach depth and intention of the standard***

- Evaluate a case from the circuit court and determine if the Supreme Court will issue a writ of certiorari.
- Identify Supreme Court cases, research them and present them to groups or to a whole class.
- List and discuss Landmark Decisions
- Identify movies that are based on Supreme Court Decisions.

***Possible Civic Engagement Activities***

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Write a newspaper editorial</li> <li>● Create and circulate an infographic</li> </ul>	<ul style="list-style-type: none"> <li>● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards.</li> <li>● Your class could create an infographic that details the historical grounds for judicial review. This could showcase the length of time and depth of impact of judicial review in our nation.</li> <li>● Additionally, a student could also write an editorial piece that advocates for or against judicial review and utilize historical references to it from our nation’s history.</li> </ul>