TOWNSHIP OF UNION PUBLIC SCHOOLS



Introduction to Law

July 21, 2020

Mission Statement

and knowledge, our students can achieve academically and socially, and contribute as and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills supportive learning environment where every student is challenged, inspired, empowered, responsible and productive citizens of our global community. honesty, excellence, integrity, strong family, and community partnerships. We promote a The mission of the Township of Union Public Schools is to build on the foundations of

Philosophy Statement

community ideals and concepts through its educational practices. It is the belief of the Board of therein for individual differences. The school operates as a partner with the home and formulate a learning climate conducive to the needs of all students in general, providing The Township of Union Public School District, as a societal agency, reflects democratic Education that a primary function of the Township of Union Public School System is to

Course Description

as possible about the law as they move from high school to adult standing. This course offers The law and our legal system are significant elements of our society and our history. It is law; its role in our society, its philosophical basis, its impact on individual, group, or organization, the role of government, liability, court procedures, the student an opportunity to explore many facets of the important for any young person to be as knowledgeable career opportunities, and other elements.

This course will provide the students with a hands-on, authentic, and practical, investigation of the aforementioned concepts to prepare them to become productive and knowledgeable citizens.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Introduction to Law and the Legal System	15
Unit 2: Criminal Law and Juvenile Justice	60
Unit 3: Torts	10
Unit 4: Consumer and Housing Law	45
Unit 5: Family Law	15
Unit 6: Individual Rights and Liberties	30

Unit Standards Overview

 Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentari es/Films 	http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.edweek.org/topics/lawandcourts/index.html https://blogs.edweek.org/edweek/school_law/ https://www.lawyeredu.org/types-of-law.html https://judiciallearningcenter.org/the-appeal-process/	http://s https://s https://s https://s https://s https://s https://s rvources/ activities
terms and concepts Individual/Group	Textbook: STREET LAW: A COURSE IN PRACTICAL LAW https://www.streetlaw.org/programs/high-school-law-course https://heinonline.org	Textboo https:/// https:///
 Class Trips to applicable historical sites/monuments Definitions of key 	Establish how to find and retain suitable legal counsel.	
 Teacher and student led PowerPoint Presentations 	Describe the process of appealing to the Supreme Court.	
organizers and notes Annotated Timelines	Compare the merits of alternative methods of 1.14.c resolving disputes.	Unit 1 Introduction to Law and the Legal Systems 6.1.12.A.14.c
Debates Analysis of graphic	A.1.b Assess the problems and issues that may prompt citizens to seek change.	6.1.12.A.1.b 6.3.12.A.2
close reading activities Classroom Discussions, Socratic	Explain the difference between laws made at the local, state, and federal levels.	RH.9-10.1 RH.11-12.7 6.1.12.A.3.d
 Annotations and 	1.2.c Define law and the various kinds of laws	6.1.12.A.2.c

Suggested Resources Provide Inte: to spesific resources/activities					Unit 2 Criminal Law and Juvenile Justice					
Textbook: STREET L https://www.streetlaw https://heinonline.org						6.1.12.A.2.e 6.1.12.D.15.d	6.1.12.D.3.a	6.1.12.0.2.b 6.1.12.A.14.b	RH11-12.7	6.1.12.A.2.c RH.9-10.1
Textbook: STREET LAW:: A COURSE IN PRACTICAL LAW. https://www.streetlaw.org/programs/high-school-law-course https://heinonline.org	Debate the laws and policies for the war on terrorism.	Trace how the treatment of juveniles involved with law has evolved during American History.	Analyze four theories behind the purpose of punishment and the assumptions on which each theory is based.	Summarize the rights in which people accused of crimes are entitled.	Identify two circumstances during preliminary proceedings that may result in no trial.	Describe the Fourth Amendment rights a person has during an arrest.	Identify two broad crimes against property.	Research how the law protects defendants accused of crimes from overly harsh penalties.	Describe the elements of a crime and the requirements that prosecutors face in proving guilt.	Explain who determines what constitutes a crime and the goals for designating crimes.

Summary and analysis of guest speakers

	http://www.lgbtghistory.org/course/high-school-lesson-plans-general-lgbtg/
	https://www.edweek.org/topics/lawandcourts/index.html
	https://blogs.edweek.org/edweek/school_law/
	https://constitution.findlaw.com/amendment4.html
	6.1.12-A.1.a Explain the concept and purpose of tort liability.
	RH.9-10.1 Differentiate between battery and assault.
	6.1.12.A.8.c Explain the four elements that constitute negligence.
Torts	Investigate how and why strict liability differs from negligence.
	Investigate how and why strict liability differs from negligence.
Suggested Resources Provide links to specific	Textbook: STREET LAW: A COURSE IN PRACTICAL LAW
resources/activities	https://www.streetlaw.org/programs/high-school-law-course
	https://heinonline.org
	http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.edweek.org/topics/lawandcourts/index.html
	https://blogs.edweek.org/edweek/school_law/

6.12.A.16.b RH.9-10.1 RH.9-10.1 6.1.12.B.16.c 6.1.12.A.14b 6.1.2.C.16.a 6.1.12.A.14b https://www.streetlahinttps://www.streetlahinttps://www.lgbtqhinttps://www.ftc.govhttps://www.ftc.g			
		6.12.A.16.b RH.9-10.1	List and describe the elements of a legally binding contract.
		RH.11-12.7	List and analyze three important questions warranties should answer for consumers.
		6.1.12.8.16 <i>c</i>	Explain what it means to use credit.
	Unit 4 Consumer and Housing Law	6.12.C.16.a	Summarize how state laws and two federal agencies (FCC, FTC) protect consumers.
			Describe what smart consumers use to select and purchase their products.
			Explain how each of the following relates to financing a car monthly payment, total finance charge, interest, credit, penalty.
https://www.streetlaw.org/programs/high-school-law-course https://heinonline.org https://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq https://www.edweek.org/topics/lawandcourts/index.html https://blogs.edweek.org/edweek/school_law/ https://www.ftc.gov/ https://www.thebalance.com/how-to-use-credit-the-right-way-960107	Suggested Resources Provide links to specific		ET LAW: A COURSE IN PRACTICAL LAW
http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtqhttps://www.edweek.org/topics/lawandcourts/index.html https://blogs.edweek.org/edweek/school_law/ https://www.ftc.gov/ https://www.thebalance.com/how-to-use-credit-the-right-way-960107	resources attributes	https://www.stre	ettaw.org/programs/high-school-law-course e.org
https://blogs.edweek.org/edweek/school_law/ https://www.ftc.gov/ https://www.thebalance.com/how-to-use-credit-the-right-way-960107		http://www.lgb https://www.edv	.qhistory.org/course/high-school-lesson-plans-general-lgbtq/ /eek.org/topics/lawandcourts/index.html
https://www.thebalance.com/how-to-use-credit-the-right-way-960107		https://blogs.ed	week.org/edweek/school law/
		https://www.ftc	

	Provide links to specific resources/activities	Suggested Resources							Unit 5 Family Law							
http://www.lgbto	https://www.streetlaw	Textbook: STREI								6.1.12.A.10.b	6.1.12.A.14.c	6.12.A.14.e	6.12.A.14.b	RH.11-12.7	RH.9-10.1	6.12.A.2.C
http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/	https://www.streetlaw.org/programs/high-school-law-course https://heinonline.org	Textbook: STREET LAW: A COURSE IN PRACTICAL LAW	three benefits it provides.	Analyze the Social Security system and name	marriage and sources of help.	Research the most common problems in	adoption.	parents as well as the legal steps involved in	Describe the roles and responsibilities of foster	have to their children.	Identify three basic legal obligations parents		married.	Outline the steps involved in legally getting	affect individuals throughout their lives.	State examples of how state and federal laws

case of Tinker v. De Moines.			
	Summarize contrasting interpretations of the meaning of the establishment clause and the free exercise clause.	trasting interpretations of the establishment clause and the recedural due process and process.	trasting interpretations of the establishment clause and the incedural due process and process. The process is protected.

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https://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-tinker-v-des-moineshttps://teachinghistory.org/history-content/ask-a-historian/23821	https://blogs.edweek.org/edweek/school_law/	http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/http://www.lgbtqhistory.org/lesson/to-what-extent-was-the-movement-for-lgbt-rights-part-of-the-broader-movement-for-civil-rights/https://www.npr.org/2020/06/15/863498848/supreme-court-delivers-major-victory-to-lgbtq-employees https://www.edweek.org/topics/lawandcourts/index.html	https://heinonline.org	https://www.streetlaw.org/programs/high-school-law-course	Textbook: STREET LAW: A COURSE IN PRACTICAL LAW	Compare appropriate and inappropriate question that an employer may ask in a job interview.

Curricular Units

Recognize the essential components of the American Legal System, and	Teacher and student led PowerPoint Presentations Class Trips to applicable historical		6.1.12.A.1.b Analyze how gender, property ownership religion and legal
law and create a framework for the creation of law and the application of law		Assess the problems and issues that may prompt citizens to seek change.	b.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
Compare and contrast the content and purposes of specific legal systems including, but not limited to, the Laws of Hammurabi, Justinian Code, Napoleonic Code, Sharia Law	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Explain the difference between laws made at the local, state, and federal levels.	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. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Creating own legal system Essay Instructional Strategies: Analyze and evaluate various sources of law from the viewpoint of historical cultures and civilizations.	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	Define law and the various kinds of laws	6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
Standard Mastery Examples (The Student will be able to)	Content-Specific Practices	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
	Law and Legal systems	Office: Inconnection to have and begans	

s/Films of guest	Videos/Documentaries/Films Summary and analysis of guest speakers		
ueries of	and essays Written responses to queries Summary and Analysis of		d. c. pos
entations stion analysis	concepts Individual/Group Presentations Document Based Question analy		health, welfare, and citizenship status of individuals and
is and	sites/monuments Definitions of key terms and		effectiveness of recent
ons le historical	PowerPoint Presentations Class Trips to applicable historical	anabic legal coal soci	6.1.12.A.14.c Assess the merit and
<u>.</u>	notes Annotated Timelines Teacher and student led	Establish how to find and retain	plan with appropriate government officials.
anizers and	seminars, and Debates Analysis of graphic organizers and	and Capitality Coals	in government related to a particular issue(s) and share the
reading , Socratic	Annotations and close reading activities Classroom Discussions, Socratic	Describe the process of appealing to the Supreme Court	6.3.12.A.1 Develop a plan for public accountability and transparency
of guest	Summary and analysis of guest speakers		the extent to which such problems are universal.
ueries of s/Films	Written responses to queries Summary and Analysis of Videos/Documentaries/Films		or other unfair labor practices in the United States with those of other nations, and evaluate
tion analysis	Document Based Question analysis		Compare current case studies
entations	concepts Individual/Group Presentations	methods of resolving disputes.	6.3.12.A.2
is and	Definitions of key terms and	Compare the merits of alternative	status affected political rights.

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Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Formative Ass When possible, provide links to specific san	
guides,	izers, Class Participation, Exit	ve Assessment cific samples/ documents/ assignments/ etc.	malify and the second s
	Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/ etc.	sssessment Plan

Jnit 1 Su	Unit I Suggested Modifications/Accommodations/Extension Activ	ion Activities
English Language Learnets (ELL) When possible, provide links to specific samples/discensess/ assignments/dis	Special Education / 504 When possible, provide links to pecific samples/ documents/ assignments/etc.	Gifted and Talented When possible, provide links to spatfic samples! documents! assignments! as.
a. Read written instructions/Google translate	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of
c. Model and provide examples	c. Preferred seating to be determined by student and	Thinking
d. Extended time on assessments when needed.	d. Extended time on assessments when needed. I teacher.	d.https://blogs.edweek.org/edweek/school_law/
when not on task.		

NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc.	Career Readiness Practices When possible provide links to speigle samples! documents! assignments! ass. Refer to the NIC direct Readiness Practices.
ts	CRP1. Act as a responsible and contributing citizen and employee.
personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.
8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific EILA/Math/Ssi/SS standard: as will as samples! documents! assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Written summaries of court decisions.

career.	Technology/Media: PowerPoint Presentations on Court Cases.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Unit 2: Criminal Law and Juvenile Justice	nd Juvenile Justice	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/ etc.
6.1.12.A.2.c Compare and contrast the		Annotations and close reading activities	
arguments of Federalists and Anti-Federalists during the	Explain who determines what	Classroom Discussions, Socratic seminars, and Debates	
ratification debates, and	constitutes a crime and the goals	Analysis of graphic organizers and	Instructional Strategies:
relevance.	G G	Annotated Timelines	considered harmful to the public
, 14,444444		Teacher and student led	welfare and safety.
RH.9-10.1		PowerPoint Presentations	,
Cite specific textual evidence		Class Trips to applicable historical	
to support analysis of primary	Describe the elements of a crime	sites/monuments Definitions of key terms and	
attending to such features as	prosecutors face in proving guilt.	concepts	
the date and origin of the	-	Individual/Group Presentations	
information.		Document Based Question analysis	
	Research how the law protects	and essays	
RH.11-12.7	defendants accused of crimes from	Summariand Analysis of	
Integrate and evaluate	overly harsh penalties.	Videos/Documentaries/Films	
multiple sources of		i recool so occurrentatives) y minor	

Interpret cases and evaluate court decisions	rowerrount rresentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations	Trace how the treatment of juveniles involved with law has evolved during American History.	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these
	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	Analyze four theories behind the purpose of punishment and the assumptions on which each theory is based.	considering multiple perspectives. 6.1.12.A.2.e
Use case studies to determine the Constitutionality of investigative actions	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates		6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by
Evaluate the fairness and effectiveness of various penal codes.	sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Summarize the rights in which people accused of crimes are entitled.	6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
Class discussions/Case studies	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical	Describe the Fourth Amendment rights a person has during an arrest. Identify two circumstances during preliminary proceedings that may result in no trial.	6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
	Summary and analysis of guest speakers	Identify two broad crimes against property.	information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

	- Application of the state of t	With the commence of the comme	
today's political parties.		Document Based Question analysis	
		and essays	
6.1.12.D.15.d	Debate the laws and policies for	Written responses to queries	
Analyze the reasons for	the war on terrorism.	Summary and Analysis of	
terrorism and the impact that		Videos/Documentaries/Films	
terrorism has had on		Summary and analysis of guest	
individuals and government		speakers	
policies, and assess the			,
effectiveness of actions taken			
by the United States and other			
nations to prevent terrorism.			

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NJSLS - Technology When possible, provide lines in specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible, provide links to specific samples (documents) assignments as: Refer to the N Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of

commercial or professional audience and present it to peers and/or professionals in that related area for review.	decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to sporfic samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific EL-4/Math/Sci/SS standards as well as samples/ documents/ assignments/esc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Written summaries of court decisions.
career.	Technology/Media: PowerPoint Presentations on Court Cases.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	
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6.1.12.A.1.a Explain how British North	Content Standards	
Annotations and close reading activities	Critical Knowledge & Skills Content-Specific Practices ("Unpacked" Standards) (when applicable)	Unit 3: Torts
	Standard Mastery Examples (The Student will be able in:)	

	Written responses to queries Summary and Analysis of Videos/Documentaries/Films		- Continued to the cont
	Individual/Group Presentations Document Based Question analysis		individual, and evaluate the impact on public policies.
	concepts	liability differs from negligence.	has interpreted the Constitution to define the rights of the
	sites/monuments	Investigate how and why strict	Analyze how the Supreme Court
	Class Trips to applicable historical		6.1.12.A.14.b
circumstances	PowerPoint Presentations		
and analyze the necessity for	Annotated Timelines Teacher and student led		organizations.
civil and criminal responsibility	notes		advocacy, and labor
Evaluate actions that have both	Analysis of graphic organizers and	liability differs from negligence.	policies restricting immigration,
	seminars, and Debates	Investigate how and why strict	anarchists to government
	Classroom Discussions, Socratic		xenophobia, and fear of
Class discussions/Case studies	activities		Relate social intolerance,
	Annotations and close reading		6.1.12.A.8.c
			problem.
		33333333	address a question or solve a
	speakers		well as in words) in order to
	Summary and analysis of guest		(e.g., visually, quantitatively, as
	Videos/Documentaries/Films		in diverse formats and media
(Summary and Analysis of		sources of information presented
behavior of wrongdoers in society.	Written responses to queries		Integrate and evaluate multiple
punitive damages to shape	and essays	1	RH.11-12.7
evaluate the effectiveness of	Document Based Question analysis	constitute negligence.	'
additional punitive damages, and	Individual/Group Presentations	Explain the four elements that	origin of the information.
Analyze civil actions that warrant	concepts		such features as the date and
	Definitions of key terms and		secondary sources, attending to
	sites/monuments		support analysis of primary and
Garage of Contract	Class Trips to applicable historical		Cite specific textual evidence to
based upon a civil wrongdoing	PowerPoint Presentations	and assault.	RH.9-10.1
and evaluate the value of damages	Teacher and student led	Differentiate between battery	
damages required in a civil matter	Annotated Timelines		participatory government.
Recognize the elements of	notes		rights, economic growth, and
	Analysis of graphic organizers and		fit their ideas of individual
	seminars, and Debates	of tort liability.	British governance structure to
Class discussions/Case studies	Classroom Discussions, Socratic	Explain the concept and purpose	American colonies adapted the

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Hormative Assessment When possible, provide links to specific samples (documents) assignments (etc.		
çuides,	ers, Class Participation, Exit	sment sj documents/ assignments/etc.	Unit 3 Asses	
	Tests, Quizzes, Projects	When possible, provide links to specific sam	Unit 3 Assessment Plan	Summary and analysis of guest speakers
	Projects	e Assessment fu samples/ documents/ assignments/ etc		

Unit 3 Su	Unit 3 Suggested Modifications/Accommodations/Extension Activities	
English Language Learnets (ELL) When possible, provide lanks to specific samples! documents!	Special Education / 504 When possible, provide links to specific samples/ documents/	Giffed and Talented When possible provide links to speafic samples documents assemments etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 c. Preferred seating to be determined by student and 	d.https://blogs.edweek.org/edweek/school_law/
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	e. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

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8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	Unit 3 When possible, provide links to specific samples! documents! assignments! etc. Refer to the NJ Technology, Standards
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Unit 3 Connections Career Readiness Practices When passible provide links to specific samples documents assignments ec. Refer to the NI Career Readiness Practices

worksheets to convey the results.	CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible provide links to spenife samples / documents / assignments / etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, previde links to specific BLA(Math/Sci/SS standards as well as samples/ decuments/ assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Written summaries of court decisions.
career.	Technology/Media: PowerPoint Presentations on Court Cases.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Content Standards	Unit 4: Consun Cdical Knowledge & Skills ("Unpacked" Standards)	Unit 4: Consumer and Housing Law Law Content-Specific Practices (when applicable) Annotations and close reading	Standard Mastery Examples When possible, provide links to specific samples/
6.12.A.16.b Analyze government	List and describe the elements of	Annotations and close reading activities	Analyze/evaluate contracts
efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business	a legally binding contract.	Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	

	States.
interest, credit, penalty.	Jersey and the United
payment, total finance charge,	reform movements in New
relates to financing a car: monthly	to social and economic
Explain how each of the following	suburbanization have led

6.12.C.16.a
Evaluate the economic,
political, and social impact
of new and emerging
technologies on
individuals and nations.

Written responses to queries
Summary and Analysis of
Videos/Documentaries/Films
Summary and analysis of guest
speakers

		Presentations
		g. Pair Visual Prompts with Verbal
	setting when requested.	 Students may use a bilingual dictionary.
	E. Student may complete assessments in alternate	when not on task.
	d. Provide modified assessments when necessary.	e. Establish a non-verbal cue to redirect student
	teacher.	d. Extended time on assessments when needed.
d.https://blogs.edweek.org/edweek/school_law/	 Preferred seating to be determined by student and 	c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	 b. Extended time on assessments when needed. 	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions
When possible, provide links to specific samples/ documents/ assignments/etc.	When possible, provide links to specific samples! documents! assignments! etc.	When possible, provide links to spesjic samples/ documents/ assignments/eta.
Gifted and Talented	Special Education / 504	English Language Learners (ELL)
ion Activities	Unit 4 Suggested Modifications/Accommodations/Extension Activities	Unit 4 Su

8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Unit 4 Connections NJSLS - Technology When possible, provide links to specific samples / documents / assignments / atc. When possible, provide links to specific samples / documents / assignments / atc. Refer to the NJ Technology Standards.	
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professionals in that related area for review.	decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and	
use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When pactible, provide links to specific samples documents assignments stc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When passible, provide links: to spaific BLA!/Math/Sci/SS: trandards at well at samples! documents! assignments! etc. Refer to the MI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Written summaries of court decisions.
career.	Technology/Media: PowerPoint Presentations on Court Cases.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	,
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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State examples of how state and federal laws affect individuals throughout their		Critical Knowledge & Skills ("Unpacked" Standards)	
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activities Classroom Discussions, Socratic	Annotations and close reading	Content-Specific Practices (when applicable)	ori mili estigli toʻsilik ero mundidhiye toʻl
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6.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. 6.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues	relevance. 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. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	arguments of Federalists and Anti-Federalists during the ratification debates, and
Describe the roles and responsibilities of foster parents as well as the legal steps involved in adoption. Research the most common problems in marriage and sources of help. Analyze the Social Security system and	Outline the steps involved in legally getting married. Identify three basic legal obligations parents have to their children.	lives.
Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis	Annotated Limelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	seminars, and Debates Analysis of graphic organizers and notes
Assess the various responsibilities and evaluate the purposes of the responsibilities of individuals toward minors, and evaluate the extent of those responsibilities based upon the various levels of connection with the minor. Distinguish between the legal relationships of marriage and civil union in New Jersey, and other state jurisdiction, and recognize	Analyze the legal response to various domestic relationships to certain facts and events, and evaluate and predict the anticipated legal actions.	distinguish the consequences, rights and responsibilities of the partners to those relationships.

of public concern.	name three benefits it provides.	and essays Written responses to queries	the justification and the progress of the growing movement of full
6.1.12.A.14.c		Summary and Analysis of	recognition of marital rights to
Assess the merit and		Videos/Documentaries/Films	same gender couples
effectiveness of recent		Summary and analysis of guest	
legislation in addressing the		speakers	
health, welfare, and			
citizenship status of			
individuals and groups.			
6.1.12.A.10.b			
Assess the effectiveness of			
governmental policies			
enacted during the New			
Deal period (i.e., the FDIC,			
NLRB, and Social Security)			
in protecting the welfare of			
individuals.			

Summative Assessment When possible, provide links to specific samples [documents] assignments [etc. Tests, Quizzes, Projects	Formative Assessment When possible provide links to specific samples! documents! assignments! etc. Group Discussions, Graphic Organizetts, Class Participation, Exit Ticketts, Study guides
5 Assessment Plan	

individuals.		
	Unit 5 Assessment Plan	
Formative Assessment When positible prainde links to specify tambles documents assignments as		Summative Assessment When possible, provide links in spenfic samples/ documents/ assignments/ etc.
Group Discussions, Graphic Organizers, Class Participation, Exit		Tests, Quizzes, Projects
Tickets, Study guides		
THOU THE	Unit 5 Suggested Modifications/Accommodations/Extension Activities	Activities
English Language Learners (ELL) When passible, provide links to specific samples! documents	Special Education / 504 When possible provide links to specific samples / documents / accomment / etc.	Gifted and Talented When possible, provide lasks to specific samples), documents/ assignments etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
 Students may be provided with note 	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student and 	d.https://blogs.edweek.org/edweek/school_law/
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		
h. Highlight Key Words & Phrases		

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	career.	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	21st Century Skills When possible provide links to specific samples! documents! assignments! etc. Refer to the 21st Century Life and Skills	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	STREET, CONTROL
			Technology/Media: PowerPoint Presentations on Court Cases.	English: Written summaries of court decisions.	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sil/SS standards as well as samples/ documents/ assignments/esc. Refer to the NJ Student Learning Standards		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Career Readiness Practices When passible, provide links to specific sumples/ documents/ assignments/ etc. Refer to the NI Career Readiness Practices

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Critical Knowledge & Skills Critical Knowledge & Skills ("Unpacked" Standards) (when applicable)	Standard Mastery Examples When possible, provide links to spesific samples!
6.12.A.16.b Analyze government		Annotations and close reading activities	
efforts to address intellectual property rights,	Explain how the Bill of Rights was	m Discussions, Socra , and Debates of graphic organizers	Class discussions/Case studies
personal privacy, and other ethical issues in science,	designed to protect citizens.	Analysis of graphic organizers and notes Appropriated Timelines	
medicine, and business		Teacher and student led	Mock Trials
use of new technologies.		PowerPoint Presentations Class Trips to applicable historical	
RH.9-10.1	Evaluate why conflicts involving	sites/monuments Definitions of key terms and	
evidence to support analysis of primary and	freedom of speech are among the most difficult cases courts are asked	concepts Individual/Group Presentations	Predictions/written summaries of court cases
secondary sources, attending to such features	to resolve.	and essays	
as the date and origin of		Written responses to queries Summary and Analysis of	
the information.		Videos/Documentaries/Films	
RH.11-12.7 Integrate and evaluate		speakers	
multiple sources of information presented in	Explain why an independent press is		
diverse formats and media	sometimes called the "fourth branch"		
(e.g., visually,	of government.		
quantitatively, as well as in words) in order to address			
a question or solve a problem.			1,000
6.1.12.D.14.f		Annotations and close reading activities Classroom Discussions Socratic	Class discussions/Case studies

Class discussions/Case studies Mock Trials Mock Trials Predictions/written summaries of court cases	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries	Differentiate procedural due process and substantive due process. Describe two general circumstances when the right to privacy is protected. Explain how discrimination can harm all Americans, not just those who are its targets. Compare appropriate and inappropriate questions that an employer may ask in a job interview.	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. 6.3.A.12.2.e the role that media played in bringing information to
Predictions/written summaries of court cases	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Summarize contrasting interpretations of the meaning of the establishment clause and the free exercise clause.	culture. 6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employeremployee relationships. 6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
Mock Trials	seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	Describe the free expression issues raised by the case of Tinker v. De Moines.	multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American

	entrepreneurship.
	workforce and on
	technology on the global
	Predict the impact of
speakers	6.1.12.C.16.b
Summary and analysis of guest	toward the Vietnam War.
Videos/Documentaries/Films	shaping public attitudes
Summary and Analysis of	the American public and

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Formative Assessment When possible, provide links to specific samples documents assignments etc.	गणित
	Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/ac.	6 Assessment Plan

Cpi	Unit 6 Suggested Modifications/Accommodations/Extension Activitie	Xairhe
English Langnage Learners (BLL) When possible, provide links to specific samples/ documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.	Gifted and Talented When possible, provide links to specific samples! documents! assignments etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student and 	d.https://blogs.edweek.org/edweek/school_law/
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.	E. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

Ont	Unit 6 Connections
NJSLS - Technology When possible, provide limbs to spasfic ramples/ discussions/ assignments/atc. Refer to the NJ Technology Standards	Carcer Readiness Practices When passible, provide links to specific samples [documents [ausginnents] etc. Refer to the NI Carcer Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee.
personal and academic interests, achievements, and career	CRP2. Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2: Produce and edit a muiti-page digital document for a	CRP5. Consider the environmental, social and economic impacts of
commercial or professional audience and present it to peers and or	decisions.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	21st Century Skills When possible, provide linkes to specific samples/ documents/ assignments/est. Refer to the 21st Century Life and Skills	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	professionals in that related area for review. CR 8.1.12.A.4: Construct a spreadsheet workbook with multiple in worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
				Interdisciplinary Connections When passible, provide links to specific ELA/Math/Sa/SS standards as well as samples/ documents/ assignments/etc. Refer to the NI Student Learning Standards		CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.

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