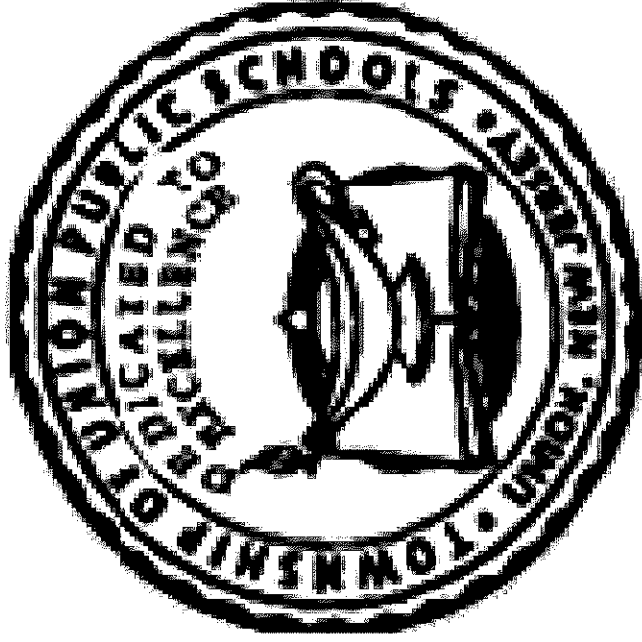
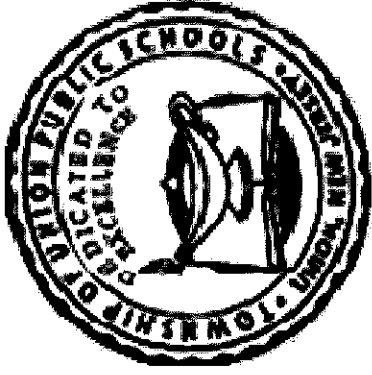


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TOWNSHIP OF UNION PUBLIC SCHOOLS



SS360 Introduction To Law
Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

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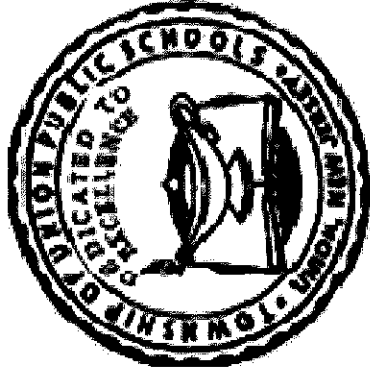
Lois Jackson

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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent **Mr. Martin Tatum**

Assistant Superintendent **Dr. Noreen Lishak**

Director of Curriculum K-12 **Dr. Noreen Lishak**

Director of Student Information/Technology **Ms. Ann M. Hart**

Director of Athletics, Health, Physical Education and Nurses **Ms. Linda Ionta**

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 Mr. Robert Ghiretti

Mathematics/Science 3-5 Ms. Terri Mathews

Elementary Pre K-2 (All Subjects)Ms. Maureen Corbett

Guidance K-12/SACMs. Nicole Ahern

Language Arts/Library Services 6-12Ms. Mary Malyska

Math 6-12.....Mr. Jason Mauriello

Science 6-12.....Ms. Maureen Guilfoyle

Social Studies/Business 6-12.....Ms. Libby Galante

World Language/ESL/Career Education/G&T/Technology.....Ms. Yvonne Lorenzo

Art/MusicMr. Ronald Rago

Curriculum Committee

Mr. Antonio Dino DeBellonia

**Introduction to Law
SS: 360**

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

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

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

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

Recommended Textbooks

STREET LAW: A COURSE IN PRACTICAL LAW (8th Ed.)

Published by GLENCOE

Course Proficiencies

Students will be able to...

Define law.

Explain how laws are made.

Understand the role one can play in influencing lawmakers.

Explain how our legal system is organized as well as the differences between trials and appeals and between the state and federal court systems.

Find and get help from a lawyer.

Identify problems in one's community, state, and country through advocacy.

Resolve disputes outside of court and make smart decisions when encountering conflict.

Explain the nature and causes of crime by looking at the relationship between gangs, guns, alcohol, and drugs.

Describe the rules the police must follow when conducting arrests, searches, or interrogations.

Explain the proceedings that occur before a trial and the Bill of Rights protections that shape the trial itself, as well as issues dealing with sentencing and corrections.

- Understand the operation of the juvenile justice system and the special challenges it faces in dealing with young people who commit serious and violent offenses.
- Apply certain laws to terrorism.
- Summarize one's obligations as a babysitter.
- Distinguish the various types of insurance one requires.
- Recognize one's rights if injured on the job.
- Determine if money damages can be recovered if injured in certain situations: bitten by a neighbor's dog, consumer product injury, etc..
- Explain how the law can enforce agreements, including those implied as well as those spoken or written.
- Summarize the steps to be taken to protect one's rights regarding an invention.
- Describe the legal requirements for getting married.
- Understand the rights and responsibilities of both husbands and wives, as well as parents and children.
- Relate divorce to child custody, support, and division of property.
- Compare government programs that provide support for families and individuals.
- Define Constitutional law and federal civil rights.

Appreciate the following freedoms: expression, speech, religion, press and understand how the government can regulate them.

Analyze due process and its correlation to both fair procedures and protection from government interference with certain rights.

Verify how civil rights laws prevent companies and individuals from discriminating unlawfully.

Explain how the U.S. Constitution functions as the “floor” for basic rights that cannot be taken away by federal, state, and local governments.

Connect school and the world of work emphasizing rights and responsibilities in the work place.

Curriculum Units

Unit 1: Introduction to Law and the Legal System

Unit 2: Criminal Law and Juvenile Justice

Unit 3: Torts

Unit 4: Consumer and Housing Law

Unit 5: Family Law

Unit 6: Individual Rights and Liberties

Pacing Guide – Introduction to Law

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

Unit 1: Introduction to Law and the Legal System

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define law and the various kinds of laws.	<i>Text, chapter 1</i>	6.1.12.A.2.C CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-RH.11-12.7
2.	Explain the difference between laws made at the local, state, and federal	<i>Text, chapter 2</i>	6.1.12.A.3.d; .g; A.14.e CCSS same
3.	Assess the problems and issues that may prompt citizens to seek change	<i>Text, chapter 3</i>	6.1.12.A.1.b; 6.3.A.12.2 CCSS same
4.	Compare the merits of alternative methods of resolving disputes,	<i>Text, chapter 4</i>	6.3.A.12.1; A.15.C CCSS same
5.	Describe the process of appealing cases to the Supreme Court	<i>Text, chapter 5</i>	6.1.12.A.2.e; A.14.a CCSS same
6.	Establish how to find and retain suitable legal counsel	<i>Text, chapter 6</i>	6.1.12.A.14.c CCSS same

Unit 2: Criminal Law & Juvenile Justice

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Explain who determines what constitutes a crime and the goals for designating crimes	<i>Text, chapter 7</i>	6.1.12.A.2.c CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-RH.11-12.7
2.	Describe the elements of a crime and the requirements that prosecutors face in proving guilt	<i>Text, chapter 8</i>	6.1.12.D.2.b CCSS same
3.	Research how the law protects defendants accused of crimes from overly harsh penalties	<i>Text, chapter 9</i>	6.1.12.A.14.b CCSS same
4.	Identify two broad crimes against property	<i>Text, chapter 10</i>	6.1.12.D.3.a CCSS same
5.	Describe the Fourth Amendment rights a person has during an arrest	<i>Text, chapter 11</i>	6.1.12.A.14.b CCSS same
6.	Identify two circumstances during preliminary proceedings that may result in a no trial	<i>Text, chapter 12</i>	6.1.12.A.2.e CCSS same

Unit 2:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
7.	Summarize the rights in which people accused of crimes are entitled	<i>Text, chapter 13</i>	6.1.12.A.14.b; 13.b CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-RH.11-12.7
8.	Analyze four theories behind the purpose of punishment and the assumptions on which each theory is based	<i>Text, chapter 14</i>	6.1.12.A.7.b CCSS same
9.	Trace how the treatment of juveniles involved with the law has evolved during American history	<i>Text, chapter 16</i>	6.1.12.D.9.b CCSS same
10.	Debate the laws and policies put into place for the war on terrorism	<i>Text, chapter 17</i>	6.1.12.D.15.d CCSS same

Unit 3: Torts

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explain the concept and purpose of tort liability	Text, chapter 18	6.1.12.A.1.a CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-RH.11-12.7
2.	Differentiate between battery and assault	Text, chapter 19	6.1.12.A.8.c CCSS same
3.	Explain the four elements that constitute negligence	Text, chapter 20	6.1.12.A.14.b CCSS same
4.	Investigate how and why strict liability differs from negligence	Text, chapter 21	6.1.12.A.14.b CCSS same
5.	Evaluate the criticisms of tort law in general and medical malpractice in particular	Text, chapter 22	6.1.12.A.14.b CCSS same

Unit 4: Consumer and Housing Law

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	List and describe the elements of a legally binding contract.	Text, chapter 23	6.1.12.A.16.b; 9.2.12.E.5 CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-RH.11-12.7
2.	List and analyze three important questions warranties should answer for consumers	Text, chapter 24	6.1.12.B.16.c; 9.2.12.C.1 CCSS same
3.	Explain what it means to use credit	Text, chapter 25	6.1.12.A.14.b; 9.2.12.C.1 CCSS same
4.	Summarize how state laws and two federal agencies (FCC,FTC) protect consumers	Text, chapter 26	6.1.12.A.16.b; 9.2.12.E.6 CCSS same
5.	Describe what smart consumers use to select and purchase their products	Text, chapter 27	6.1.12.C.16.a; 9.2.12.B.4 CCSS same
6.	Explain how each of the following relates to financing a car: monthly payment, total finance charge, interest, credit, penalty,	Text, chapter 28	6.1.12.C.16.a; 9.2.12.C.3

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late payments.

Unit 5: Family Law

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	State examples of how state and federal laws affect individuals throughout their lives	<i>Text, chapter 30</i>	6.1.12.A.2.c CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-RH.11-12.7
2.	Outline the steps involved in legally getting married	<i>Text, chapter 31</i>	6.1.12.A.14.b CCSS same
3.	Identify three basic legal obligations parents have to their children	<i>Text, chapter 32</i>	6.1.12.A.14.e CCSS same
4.	Describe the roles and responsibilities of foster parents as well as the legal steps involved in adoption	<i>Text, chapter 33</i>	6.1.12.A.14.e CCSS same
5.	Research the most common problems in marriage and sources of help	<i>Text, chapter 34</i>	6.1.12.A.14.c CCSS same
6.	Analyze the Social Security system and name three benefits it provides	<i>Text, chapter 35</i>	6.1.12.A.10.b CCSS same

Unit 6: Individual Rights and Liberties

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Explain what the Bill of Rights was designed to protect citizens from	Text, chapter 36	6.1.12.A.16.b CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-RH.11-12.7
2.	Evaluate why conflicts involving freedom of speech are among the most difficult cases courts are asked to resolve	Text, chapter 37	6.1.12.D.14.f CCSS same
3.	Explain why an independent press is sometimes called "the fourth branch" of government	Text, chapter 38	6.1.12.A.14.f CCSS same
4.	Describe the free expression issues raised by the case of Tinker v. DeMoines	Text, chapter 39	6.1.12.D.14.c CCSS same
5.	Summarize contrasting interpretations of the meaning of the establishment clause and the free exercise clause	Text, chapter 40	6.1.12.D.15.c CCSS same
6.	DIFFERENTIATE PROCEDURAL DUE PROCESS AND SUBSTANTIVE DUE PROCESS AND GIVE EXAMPLES OF EACH	Text, chapter 41	6.1.12.D.15.d CCSS same

7.	DESCRIBE TWO GENERAL CIRCUMSTANCES WHEN THE RIGHT TO PRIVACY IS PROTECTED	Text, chapter 42	6.1.12.D.15.d CCSS same
8.	EXPLAIN HOW DISCRIMINATION CAN HARM ALL AMERICANS- NOT JUST THOSE WHO ARE ITS TARGETS	Text, chapter 43	6.3.A.12.2 CCSS same
9.	COMPARE APPROPRIATE AND INAPPROPRIATE QUESTIONS THAT AN EMPLOYER MAY ASK IN A JOB INTERVIEW	Text, chapter 44	6.1.12.C.16.b CCSS same

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
Content and Organization	May lack opening and/ or closing	May lack opening and/ or closing	May lack opening and/ or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus	Single, distinct focus
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Moderately fluent	Fluent, cohesive
Usage	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
	Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.		
		OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.		
		NE	Not English	Student wrote in a language other than English.		
WF		Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
Content/ Organization		Usage		Sentence Construction		Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 		<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 		<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.