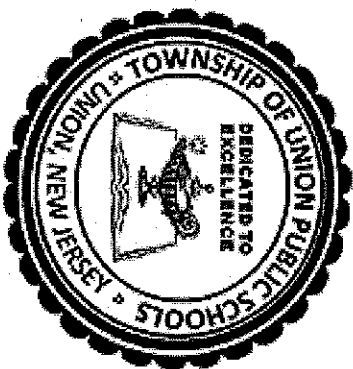


TOWNSHIP OF UNION PUBLIC SCHOOLS



Introduction to Law

July 21, 2020

Mission Statement

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

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.

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.

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

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Introduction to Law and the Legal Systems</p>	<p>6.1.12.A.2.c RH.9-10.1 RH.11-12.7 6.1.12.A.3.d 6.1.12.A.1.b 6.3.12.A.2 6.3.12.A.1 6.1.12.A.14.c</p>	<p>Define law and the various kinds of laws</p> <p>Explain the difference between laws made at the local, state, and federal levels.</p> <p>Assess the problems and issues that may prompt citizens to seek change.</p> <p>Compare the merits of alternative methods of resolving disputes.</p> <p>Describe the process of appealing to the Supreme Court.</p> <p>Establish how to find and retain suitable legal counsel.</p>	<ul style="list-style-type: none"> ● 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 ● Summary and Analysis of Videos/Documentaries/Films
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Textbook: STREET LAW: A COURSE IN PRACTICAL LAW https://www.streetlaw.org/programs/high-school-law-course https://heionline.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/ https://www.lawyeredu.org/types-of-law.html https://judiciallearningcenter.org/the-appeal-process/</p>		

<p>Unit 2 Criminal Law and Juvenile Justice</p>	<p>6.1.12.A.2.c RH.9-10.1 RH.11-12.7 6.1.12.D.2.b 6.1.12.A.14.b 6.1.12.D.3.a 6.1.12.A.2.e 6.1.12.D.15.d</p>	<p>Explain who determines what constitutes a crime and the goals for designating crimes. Describe the elements of a crime and the requirements that prosecutors face in proving guilt. Research how the law protects defendants accused of crimes from overly harsh penalties. Identify two broad crimes against property. Describe the Fourth Amendment rights a person has during an arrest. Identify two circumstances during preliminary proceedings that may result in no trial. Summarize the rights in which people accused of crimes are entitled. Analyze four theories behind the purpose of punishment and the assumptions on which each theory is based. Trace how the treatment of juveniles involved with law has evolved during American History. Debate the laws and policies for the war on terrorism.</p>	<ul style="list-style-type: none"> • Summary and analysis of guest speakers
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Textbook: <u>STREET LAW: A COURSE IN PRACTICAL LAW</u> https://www.streetlaw.org/programs/high-school-law-course https://heihonline.org</p>		

	<p>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://ilc.org/youth-justice-system-overview https://constitution.findlaw.com/amendment4.html</p>	
<p>Unit 3 Torts</p>	<p>6.1.12.A.1.a RH.9-10.1 RH.11-12.7 6.1.12.A.8.c 6.1.12.A.14.b</p>	<p>Explain the concept and purpose of tort liability. Differentiate between battery and assault. Explain the four elements that constitute negligence. Investigate how and why strict liability differs from negligence. Investigate how and why strict liability differs from negligence.</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>STREET LAW: A COURSE IN PRACTICAL LAW</u> 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/</p>	

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

<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Textbook: STREET LAW: A COURSE IN PRACTICAL LAW https://www.streetlaw.org/programs/high-school-law-course https://heionline.org http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</p>	
<p>Unit 5 Family Law</p>	<p>6.12.A.2.c RH.9-10.1 RH.11-12.7 6.12.A.14.b 6.12.A.14.e 6.1.12.A.14.c 6.1.12.A.10.b</p> <p>State examples of how state and federal laws affect individuals throughout their lives. Outline the steps involved in legally getting married. Identify three basic legal obligations parents have to their children. 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 name three benefits it provides.</p>	

	<p>https://www.edweek.org/topics/lawandcourts/index.html</p> <p>https://blogs.edweek.org/edweek/school_law/</p> <p>https://www.weddingwire.com/wedding-ideas/marriage-laws-by-state</p> <p>https://money.howstuffworks.com/personal-finance/financial-planning/social-security.htm</p>	
<p>Unit 6 Individual Rights and Liberties</p>	<p>6.12.A.16.b RH.9-10.1 RH.11-12.7 6.1.12.D.14.f 6.1.12.D.14.c 6.1.12.D.15.c 6.1.12.D.15.d 6.3.A.12.2.e 6.1.12.C.16.b</p>	<p>Explain how the Bill of Rights was designed to protect citizens.</p> <p>Evaluate why conflicts involving freedom of speech are among the most difficult cases courts are asked to resolve.</p> <p>Explain why an independent press is sometimes called the "fourth branch" of government.</p> <p>Describe the free expression issues raised by the case of <i>Tinker v. De Moines</i>.</p> <p>Summarize contrasting interpretations of the meaning of the establishment clause and the free exercise clause.</p> <p>Differentiate procedural due process and substantive due process.</p> <p>Describe two general circumstances when the right to privacy is protected.</p> <p>Explain how discrimination can harm all Americans, not just those who are its targets.</p>

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

Curricular Units

Unit 1: Introduction to Law and Legal Systems

Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.1.12.A.2.c</p> <p>Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p style="text-align: center;">RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p style="text-align: center;">RH.11-12.7</p> <p>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.</p> <p>6.1.12.A.3.d</p> <p>Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p>6.1.12.A.1.b</p> <p>Analyze how gender, property ownership, religion, and legal</p>	<p>Define law and the various kinds of laws</p> <p>Explain the difference between laws made at the local, state, and federal levels.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Creating own legal system Essay</p> <p>Instructional Strategies: Analyze and evaluate various sources of law from the viewpoint of historical cultures and civilizations.</p> <p>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</p>
<p>6.1.12.A.1.b</p> <p>Analyze how gender, property ownership, religion, and legal</p>	<p>Assess the problems and issues that may prompt citizens to seek change.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p>	<p>Synthesize the essential elements of law and create a framework for the creation of law and the application of law</p> <p>Recognize the essential components of the American Legal System, and analyze the source of those</p>

<p>status affected political rights.</p> <p>6.3.12.A.2</p> <p>Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p>	<p>Compare the merits of alternative methods of resolving disputes.</p>	<p>Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>components</p>
<p>6.3.12.A.1</p> <p>Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.1.12.A.14.c</p> <p>Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p>	<p>Describe the process of appealing to the Supreme Court.</p> <p>Establish how to find and retain suitable legal counsel.</p>	<p>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 Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Analyze cases regarding individual rights and the role of government</p> <p>Recognize the roles of various courts and government in law and crime</p>

Unit 1 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>a. Read written instructions/ Google translate</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. https://blogs.edweek.org/edweek/school_law/</p>
Unit 1 Connections		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>English: Written summaries of court decisions.</p>
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i>		
<p>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</p>		

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

Unit 2: Criminal Law and Juvenile Justice

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/ etc.</i>
<p>6.1.12.A.2.c</p> <p>Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.11-12.7</p> <p>Integrate and evaluate multiple sources of</p>	<p>Explain who determines what constitutes a crime and the goals for designating crimes.</p> <p>Describe the elements of a crime and the requirements that prosecutors face in proving guilt.</p> <p>Research how the law protects defendants accused of crimes from overly harsh penalties.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Instructional Strategies:</p> <p>Determine why certain actions are considered harmful to the public welfare and safety.</p>

<p>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.</p>	<p>Identify two broad crimes against property.</p>	<p>Summary and analysis of guest speakers</p>	
<p>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. 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.</p>	<p>Describe the Fourth Amendment rights a person has during an arrest. Identify two circumstances during preliminary proceedings that may result in no trial. Summarize the rights in which people accused of crimes are entitled.</p>	<p>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 Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Class discussions/Case studies Evaluate the fairness and effectiveness of various penal codes.</p>
<p>6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. 6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of</p>	<p>Analyze four theories behind the purpose of punishment and the assumptions on which each theory is based. Trace how the treatment of juveniles involved with law has evolved during American History.</p>	<p>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</p>	<p>Use case studies to determine the Constitutionality of investigative actions Interpret cases and evaluate court decisions</p>

today's political parties. 6.1.12.D.15.d 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.	Debate the laws and policies for the war on terrorism.	Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	
---	--	---	--

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/ Challenge Questions c. Provide Assessments at a Higher Level of Thinking d.https://blogs.edweek.org/edweek/school_law/

Unit 2 Connections	
NJSIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
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. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of
8.1.12.A.2: Produce and edit a multi-page digital document for a	

<p>commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>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.</p> <p>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.</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written summaries of court decisions.</p> <p>Technology/Media: PowerPoint Presentations on Court Cases.</p>

Unit 3: Torts			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to)
6.1.12.A.1.a Explain how British North		Annotations and close reading activities	

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

	Summary and analysis of guest speakers
--	--

Unit 3 Assessment Plan		
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

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

Unit 3 Connections		
NJSIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards		Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ 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. 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.		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. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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.
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		

<p>worksheets to convey the results.</p> <p>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.</p>	<p>CRP11. Use technology to enhance productivity.</p>
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century: Life and Skills</i></p> <p>21st Century Skills</p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Interdisciplinary Connections</p> <p>English: Written summaries of court decisions.</p> <p>Technology/Media: PowerPoint Presentations on Court Cases.</p>

<h3 style="text-align: center;">Unit 4: Consumer and Housing Law</h3>			
<p>Content Standards</p>	<p>Critical Knowledge & Skills (“Unpacked” Standards)</p>	<p>Content-Specific Practices (when applicable)</p>	<p>Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>6.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business</p>	<p>List and describe the elements of a legally binding contract.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines</p>	<p>Analyze/ evaluate contracts</p>

<p>that arise from the global use of new technologies.</p> <p>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.</p> <p>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.</p>	<p>List and analyze three important questions warranties should answer for consumers.</p> <p>Explain what it means to use credit.</p>	<p>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</p>	<p>Class Discussions/Case Studies</p> <p>Written responses</p>
<p>6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p> <p>6.1.12.A.14.b Analyze how regionalization, urbanization, and</p>	<p>Summarize how state laws and two federal agencies (FCC, FTC) protect consumers.</p> <p>Describe what smart consumers use to select and purchase their products.</p>	<p>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</p>	<p>Analyze/evaluate contracts</p> <p>Class Discussions/Case Studies</p> <p>Written responses</p>

<p>suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.12.C.16.a</p> <p>Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p>	<p>Explain how each of the following relates to financing a car: monthly payment, total finance charge, interest, credit, penalty.</p>	<p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	
---	--	---	--

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

Unit 4 Connections		Unit 4 Connections	
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p>	<p>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.</p> <p>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</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of</p>

<p>professionals in that related area for review.</p> <p>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.</p> <p>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.</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written summaries of court decisions.</p> <p>Technology/Media: PowerPoint Presentations on Court Cases.</p>

Unit 5: Family Law			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
6.12.A.2.C	State examples of how state and federal laws affect individuals throughout their	Annotations and close reading activities Classroom Discussions, Socratic	Recognize various relationships that are recognized by law, and
Compare and contrast the			

<p>arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.11-12.7</p> <p>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.</p>	<p>lives.</p> <p>Outline the steps involved in legally getting married.</p> <p>Identify three basic legal obligations parents have to their children.</p>	<p>seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>distinguish the consequences, rights and responsibilities of the partners to those relationships.</p> <p>Analyze the legal response to various domestic relationships to certain facts and events, and evaluate and predict the anticipated legal actions.</p>
<p>6.12.A.14b</p> <p>Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.12.A.14e</p> <p>Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues</p>	<p>Describe the roles and responsibilities of foster parents as well as the legal steps involved in adoption.</p> <p>Research the most common problems in marriage and sources of help.</p> <p>Analyze the Social Security system and</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis</p>	<p>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.</p> <p>Distinguish between the legal relationships of marriage and civil union in New Jersey, and other state jurisdiction, and recognize</p>

<p>of public concern.</p> <p>6.1.12.A.14.c</p> <p>Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.10.b</p> <p>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.</p>	<p>name three benefits it provides.</p>	<p>and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>the justification and the progress of the growing movement of full recognition of marital rights to same gender couples</p>
--	---	---	--

Unit 5 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides</p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 5 Suggested Modifications/ Accommodations/ Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>F. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. https://blogs.edweek.org/edweek/school_law/</p>

Unit 5: Connections

<p align="center">NIJSI.S - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written summaries of court decisions.</p> <p>Technology/Media: PowerPoint Presentations on Court Cases.</p>

Unit 6: Individual Rights and Liberties			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.12.A.16.b</p> <p>Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.11-12.7</p> <p>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.</p>	<p>Explain how the Bill of Rights was designed to protect citizens.</p> <p>Evaluate why conflicts involving freedom of speech are among the most difficult cases courts are asked to resolve.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class discussions/Case studies</p> <p>Mock Trials</p> <p>Predictions/written summaries of court cases</p>
<p>6.1.12.D.14.f</p> <p>Determine the influence of</p>	<p>Explain why an independent press is sometimes called the “fourth branch” of government.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic</p>	<p>Class discussions/Case studies</p>

<p>multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.D.14.c</p> <p>Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.</p>	<p>Describe the free expression issues raised by the case of <i>Tinker v. De Moines</i>.</p>	<p>seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Mock Trials</p> <p>Predictions/written summaries of court cases</p>
<p>6.1.12.D.15.c</p> <p>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.</p>	<p>Summarize contrasting interpretations of the meaning of the establishment clause and the free exercise clause.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p>	<p>Class discussions/Case studies</p> <p>Mock Trials</p> <p>Predictions/written summaries of court cases</p>
<p>6.1.12.D.15.d</p> <p>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.</p> <p>6.3.A.12.2.e</p> <p>the role that media played in bringing information to</p>	<p>Differentiate procedural due process and substantive due process.</p> <p>Describe two general circumstances when the right to privacy is protected.</p> <p>Explain how discrimination can harm all Americans, not just those who are its targets.</p> <p>Compare appropriate and inappropriate questions that an employer may ask in a job interview.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p>	<p>Class discussions/Case studies</p> <p>Mock Trials</p> <p>Predictions/written summaries of court cases</p>

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

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

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

Unit 6 Connections	
<p>NJSIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>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.</p>	<p>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. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.</p>
<p>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</p>	

<p>professionals in that related area for review.</p> <p>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.</p> <p>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.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Written summaries of court decisions.</p> <p>Technology/Media: PowerPoint Presentations on Court Cases.</p>

