

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Law

Course: Law in Modern Society

Alignment: 2020 NJSL

BOE Born Date: September 2022

Authored by

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Introduction

This course provides practical information and problem-solving opportunities regarding the law in modern society. Students develop both knowledge of the law and skills necessary to participate fully in our law-based society. Students engage in active learning experiences such as mock trials, local courts, role play, case studies, simulations, and small group exercises. Students explore the definition of law, citizen rights and responsibilities under the law, learn methods of dispute resolution, as well as identify and analyze public issues. Exploration of legal careers will be a theme throughout the course.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

To guide students along their path to becoming informed citizens who are well versed in the principals within the modern legal system and provides the opportunity to develop knowledge and understanding of how law has developed and reformed in modern society. To achieve this vision students will learn key concepts that engage them in reasoning and critical thinking to problem solve, communicate effectively, work cooperatively, and use technology to work towards the goals of becoming lifelong learners and functioning in a global environment.

Scope and Sequence

Overall:

- Unit 1: Introduction to Law and the Legal System (9 Weeks)
- Unit 2: Criminal Law and Juvenile Justice (9 Weeks)
- Unit 3: Torts (9 Weeks)
- Unit 4: Consumer Law and Contemporary Issues in Law (9 Weeks)

Law in Modern Society is offered is offered as a full year course. The basic knowledge and appreciation of how law works have become elements of good citizenship in an era when informed evaluations of human rights, crimes, environmental problems, and applications of new technology are critical. The sequence also allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSL-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSL, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12. _Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 The standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. The standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (This will be modified based off of content)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Introduction to Law and the Legal System (9 Weeks)

Core Ideas	The laws that U.S. citizens are expected to obey come from many sources, including federal and state governments. Constitutions set forth laws and establish the structure of government.		
Essential Questions	<ul style="list-style-type: none"> • What is law? • How are laws made? • What roles can you play in influencing lawmakers? • How is our legal system organized? • How can you find and get help from a lawyer? 		
Enduring Understanding	Unit I explains how without laws, there would be confusion and disorder. This does not mean that all laws work towards the benefits of individuals, but without laws, individuals would be at an even greater advantage.		
Practice	Case studies examining law cases and finding solutions, City Council Meeting, Chapter tests, Dispute Resolutions: Methods of Dispute Resolution Project, Legal System Video quiz - Legal System Basics Video Quiz #1 (Web view) & Court System Video Quiz #2 (Web view)		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a variety of resources from multiple perspectives to analyze the responses from various governments to pressure from the people for self-government, reform, and revolution. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.CivicsDP.3a 6.3.12.CivicsPD.1 6.3.12.HistoryCA.1	Understand that the main goals of the legal system are to protect basic human rights, promote fairness, help resolve conflicts, promote order and stability, promote desirable social and economic behavior, represent the will of the majority, and protect the rights of minorities.	<ul style="list-style-type: none"> • Case studies found in www.streetlaw.glencoe.com. "Street Law," A Course in Practical Law, Seventh Edition, McGraw Hill/Glencoe, 2005 • The Case of the Shipwrecked Sailors – pg. 4 • The Apathetic Bystander – pg. 10 • Problem 1.7 questions - kinds of laws – pg. 11 • Problem 1.8 - determine which principles each statement represents – pg. 15 • Solving Dispute Situations – pg. 42 • Taking Action: Law and Democracy – preparing for mediation – pg. 43 • Legal System Basics – Episode 18 - Legal System Basics: Crash Course Government and Politics #18 • Adversarial vs. Inquisitorial systems problem 5.1 - pg. 46 • International case study – WebQuest – International Criminal Court - Web Quest Visit the website for the International Criminal Court (www.icc-cpi.int) and search out a current case involving war crimes and/or genocide (an example might be Darfur in Sudan). Choose one of the case links 	Texts: "Street Law," A Course in Practical Law, Seventh Edition, McGraw Hill/Glencoe, 2005. www.streetlaw.glencoe.com www.state.nj.us/nj/gov

		and follow up with some reading and research notes. Report back to the class with a summary of the case, its potential for conviction and the potential penalty for the offender(s). Alternatively use local news media or news magazines to research a war crimes trial for Uganda, Sudan, Republic of Congo or other country.	
Evidence of Learning	<ul style="list-style-type: none"> • Projects: Human Rights Square Activity - Human Rights in the News Project (Web view) • Group collaboration and discussions of topics • Scores on locally designed multiple choice and/or essay tests such as chapter examinations • Observations of student behavior (e.g., presentations, group discussions) • "Think-a-louds" - case studies and problems from activities above - scoring rubric - Case study scoring rubric.docx • Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the chapter • Assignment grades, if not accompanied by a rubric or scoring guide 		
Key Vocabulary	Human rights, Reservation, Jurisprudence, Civil law, Defendant, Plaintiff, Prosecutor, Statutes, Ordinances, Supremacy clause, Bills Legislative intent		
Interdisciplinary Connections	History of Human Rights https://www.youtube.com/watch?v=6XXGF_V8_7M Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ELA NJLSA.R4 The following mandated topics will be discussed within our case studies and class discussions: LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 & Amistad Law: N.J.S.A. 18A 52:16A-88.		
Diversity, Equity, & Inclusion	This curriculum program creates a two-way dialogue that builds understanding, awareness, empathy, and respect. The program and its curriculum ensure it is sensitive and inclusive of the needs and concerns of young people and communities of color. Diversity, Equity, & Inclusion is discussed throughout the course with case studies, projects, and discussions. Political, economic, and social contributions from people with disabilities and/or who identify with the LGBTQ+ community. Curriculum to include instruction on diversity and inclusion.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas, 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving . 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.		
Computer Science and Design Thinking	8.1.12.NI.3: Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing. 8.1.12.NI.2: Evaluate security measures to address various common security threats 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.		
Social Emotional Learning	<ul style="list-style-type: none"> • Self-management: support for student self-management, including asking students to "Cooperate (rather than compete) with one another. • Social awareness: Students will "listen carefully," "encourage others to speak," and "remain engaged and respectful when controversy arises." All readings present a balanced view of a contested topic, with logical arguments for multiple sides. Participants are asked to present resonant arguments for multiple sides of the topic and reinforce the resonant arguments that their peers present. • Relationship skills: Students must communicate clearly, listen well, and negotiate conflict constructively and peacefully. Like the other SEL competencies, this process starts with introducing students to norms to support this behavior. Relationship skills are then fostered, as participants work in pairs or groups to discuss the contested political issues. 		

- **Responsible decision-making:** Topics are always about current, relevant contested political topics; topics that students will confront in their own lives in one way or another. By providing students with the content knowledge and skills to discuss these topics, students engage in a process for making responsible decisions.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Video with close captions • Word banks • Assignments or • Case studies answers • Bilingual dictionaries • Provide pre-lesson notes • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Develop activities that match each student's developmental level and culture-based learning needs. • Help students identify college and career goals that are consistent with their interests and strengths. • Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development. • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit II: Criminal Law and Juvenile Justice (9 Weeks)

Core Ideas	The criminal justice process includes everything that happens to a person from arrest through prosecution and conviction to release from control by the state. This unit outlines the constitutional rights of suspects during the investigation phase, including how the U.S. Constitution limits what police can do. The unit also explores the juvenile justice system and the debate over whether juveniles should be treated differently than adults.		
Essential Questions	<ul style="list-style-type: none"> • What defines criminal law? • What are the differences between criminal vs juvenile laws and justice? • What is the nature of a crime? • What are current issues in criminal law? • What is the process of criminal law? • Should Juveniles be treated differently than adults? 		
Enduring Understanding	Unit II provides an overview of criminal law. It explores the nature of crime; current issues in criminal law, including gangs, guns, and computer crimes; and a variety of crimes and defenses.		
Practice	Case studies examining criminal law cases and finding solutions, Chapter tests, Criminal investigation with Oradell Police Department		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a variety of resources from multiple perspectives to analyze the responses from various governments to pressure from the people for self-government, reform, and revolution. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.CivicsDP.3a 6.3.12.CivicsPD.1 6.3.12.HistoryCA.1	Understand how criminal law is processed within the United States Justice System and what constitutes a criminal crime. Identify steps on a diagram of the criminal justice process	<ul style="list-style-type: none"> • Case studies found in www.streetlaw.glencoe.com. "Street Law," A Course in Practical Law, Seventh Edition, McGraw Hill/Glencoe, 2005 • The Case of Weapons on Campus – pg. 75 • The Case of The Graduation Party – pg. 84 • Guest Speakers worksheet – Oradell Detective & Prosecutor Guest Speaker Worksheet.docx • The Case of The Drowning Girl – pg. 97 • Criminal investigation project - Criminal Project Ideas.docx • Criminal vs. Civil worksheet - Criminal vs. Civil ws.doc.docx 	<p>Texts: "Street Law," A Course in Practical Law, Seventh Edition, McGraw Hill/Glencoe, 2005.</p> <p>www.streetlaw.glencoe.com</p> <p>www.state.nj.us/nj/gov</p>
Evidence of Learning	<ul style="list-style-type: none"> • Group collaboration and discussions of topics • Scores on locally designed multiple choice and/or essay tests such as chapter examinations • Observations of student behavior (e.g., presentations, group discussions) • "Think-a-louds" - case studies and problems from activities above - scoring rubric - Case study scoring rubric.docx • Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the chapter • Assignment grades, if not accompanied by a rubric or scoring guide 		
Key Vocabulary	Incarceration, Implied consent, Mensrea, Strict liability, Felony, Misdemeanor, Principal, Accomplice, Accessory before the fact, Crime of omission, Inchoate crimes, Solicitation, Attempt, Overt, Alibi, DNA evidence, Infancy, Insanity defense, Entrapment, Duress, Necessity, Probable cause, Drug courier profile, Exclusionary rule, Bona fide, Affidavit, Contraband, Interrogate, Self-incrimination, Miranda warnings, Custodial interrogation, Arraignment, Personal recognizance, Preliminary hearing, Grand jury, Indictment, Nolo contendere, Exclusionary rule, Judicial integrity, Deterrence, Plea bargaining, Parents patriae, Statutory exclusion, Direct file, Adjudicatory hearing.		

Interdisciplinary Connections	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ELA NJLSA.R3 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Science WHST.9-12.7 The following mandated topics will be discussed within our case studies and class discussions: LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 & Amistad Law: N.J.S.A. 18A 52:16A-88.			
Diversity, Equity, & Inclusion	This curriculum program creates a two-way dialogue that builds understanding, awareness, empathy, and respect. The program and its curriculum ensure it is sensitive and inclusive of the needs and concerns of young people and communities of color. Diversity, Equity, & Inclusion is discussed throughout the course with case studies, projects, and discussions. Political, economic, and social contributions from people with disabilities and/or who identify with the LGBTQ+ community. Curriculum to include instruction on diversity and inclusion.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas, 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving . 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.			
Computer Science and Design Thinking	8.1.12.NI.3: Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing. 8.1.12.NI.2: Evaluate security measures to address various common security threats 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.			
Social Emotional Learning	<ul style="list-style-type: none">• Self-management: support for student self-management, including asking students to “Cooperate (rather than compete) with one another.• Social awareness: Students will “listen carefully,” “encourage others to speak,” and “remain engaged and respectful when controversy arises.” All readings present a balanced view of a contested topic, with logical arguments for multiple sides. Participants are asked to present resonant arguments for multiple sides of the topic and reinforce the resonant arguments that their peers present.• Relationship skills: Students must communicate clearly, listen well, and negotiate conflict constructively and peacefully. Like the other SEL competencies, this process starts with introducing students to norms to support this behavior. Relationship skills are then fostered, as participants work in pairs or groups to discuss the contested political issues.• Responsible decision-making: Topics are always about current, relevant contested political topics; topics that students will confront in their own lives in one way or another. By providing students with the content knowledge and skills to discuss these topics, students engage in a process for making responsible decisions.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Video with close captions• Word banks• Assignments or• Case studies answers• Bilingual dictionaries• Provide pre-lesson notes• Provide translated notes and key vocabulary terms	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments	<ul style="list-style-type: none">• Develop activities that match each student’s developmental level and culture-based learning needs.• Help students identify college and career goals that are consistent with their interests and strengths.

	<ul style="list-style-type: none"> • Provide images of key vocabulary terms and concepts • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development. • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit III: Torts (9 Weeks)	
Core Ideas	When people think about the law, they often think about the police and about criminal law. Most law, however, is not criminal law but civil law. Tort law—the largest area of civil law—deals with some of society’s most controversial issues. Tort law encourages people to act responsibly by awarding money or damages to victims who are harmed by wrongdoers.
Essential Questions	<ul style="list-style-type: none"> • What defines tort law? • Which crimes are considered a tort? • What parties are involved in a civil lawsuit? • What are two general types of intentional torts? • What are the legal elements of negligence? • How does the tort law system function relate to public policy?

Enduring Understanding	Unit III highlights the differences between tort law and criminal law; describes how torts developed historically; presents various circumstances under which a person can sue or be sued; outlines the processes by which torts are adjudicated; and discusses the role of insurance in tort law.		
Practice	Case study problems, online database research, chapter review worksheets		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use a variety of resources from multiple perspectives to analyze the responses from various governments to pressure from the people for self-government, reform, and revolution. Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.CivicsDP.3a 6.3.12.CivicsPD.1 6.3.12.HistoryCA.1	Understand that tort law is not a considered criminal law and is the largest area of civil law. It deals with some of society's most controversial issues.	<ul style="list-style-type: none"> Case studies found in www.streetlaw.glencoe.com. "Street Law," A Course in Practical Law, Seventh Edition, McGraw Hill/Glencoe, 2005 The Case of The Spilled Coffee – pg. 229 Court Visitation - Guest Speaker Worksheet.docx Mini-Tort Trials: Assign students to groups and have them select a story that illustrates a situation that could result in a tort. (For example, could the three bears sue Goldilocks? Should Chicken Little be liable for the emotional distress he caused his neighbors when he repeatedly claimed the sky was falling?) Ask students to identify potential plaintiffs and defendants, whether the defendant can show the required elements of that tort claim, and the defenses that might apply to the defendant. Finally, have students act out a brief mock trial featuring their "tort stories," with representatives from other groups serving as the jury. The jury should determine what damages, if any, should be awarded to the plaintiff. 	<p>Texts: "Street Law," A Course in Practical Law, Seventh Edition, McGraw Hill/Glencoe, 2005.</p> <p>www.streetlaw.glencoe.com</p> <p>www.state.nj.us/nj/gov</p>
Evidence of Learning	<ul style="list-style-type: none"> Group collaboration and discussions of topics Scores on locally designed multiple choice and/or essay tests such as chapter examinations Observations of student behavior (e.g., presentations, group discussions) "Think-a-louds" - case studies and problems from activities above - scoring rubric - Case study scoring rubric.docx Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the chapter Assignment grades, if not accompanied by a rubric or scoring guide 		
Key Vocabulary	Tort, Remedy, Liability, Settlement, Common law, Precedents, Statutes, Civil law, Standard of proof, Preponderance of the evidence, Deep pockets, Minor, Immune, Waive, Class action, Contingency fee, Intentional torts, Compensatory damages, Nominal damages, Punitive damages, Defamation, Libel, Injunction, Conversion, Proximate cause, Strict liability, Statute of limitations, Frivolous lawsuits.		
Interdisciplinary Connections	<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ELA NJSLSA.R8</p> <p>Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Science HS-PS2-3</p>		

	The following mandated topics will be discussed within our case studies and class discussions: LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 & Amistad Law: N.J.S.A. 18A 52:16A-88.			
Diversity, Equity, & Inclusion	<p>This curriculum program creates a two-way dialogue that builds understanding, awareness, empathy, and respect. The program and its curriculum ensure it is sensitive and inclusive of the needs and concerns of young people and communities of color. Diversity, Equity, & Inclusion is discussed throughout the course with case studies, projects, and discussions.</p> <p>Political, economic, and social contributions from people with disabilities and/or who identify with the LGBTQ+ community.</p> <p>Curriculum to include instruction on diversity and inclusion.</p>			
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas,</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving .</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.</p>			
Computer Science and Design Thinking	<p>8.1.12.NI.3: Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing. 8.1.12.NI.2: Evaluate security measures to address various common security threats</p> <p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.</p> <p>8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p>			
Social Emotional Learning	<ul style="list-style-type: none">• Self-management: support for student self-management, including asking students to “Cooperate (rather than compete) with one another.• Social awareness: Students will “listen carefully,” “encourage others to speak,” and “remain engaged and respectful when controversy arises.” All readings present a balanced view of a contested topic, with logical arguments for multiple sides. Participants are asked to present resonant arguments for multiple sides of the topic and reinforce the resonant arguments that their peers present.• Relationship skills: Students must communicate clearly, listen well, and negotiate conflict constructively and peacefully. Like the other SEL competencies, this process starts with introducing students to norms to support this behavior. Relationship skills are then fostered, as participants work in pairs or groups to discuss the contested political issues.• Responsible decision-making: Topics are always about current, relevant contested political topics; topics that students will confront in their own lives in one way or another. By providing students with the content knowledge and skills to discuss these topics, students engage in a process for making responsible decisions.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Video with close captions• Word banks• Assignments or• Case studies answers• Bilingual dictionaries• Provide pre-lesson notes• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Bilingual dictionaries• Assistive translator technology• Sentence frames	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo	<ul style="list-style-type: none">• Develop activities that match each student’s developmental level and culture-based learning needs.• Help students identify college and career goals that are consistent with their interests and strengths.• Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.

	<ul style="list-style-type: none"> • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit IV: Consumer Law and Contemporary Issues in Law (9 Weeks)	
Core Ideas	Consumer law establishes a variety of rights and responsibilities to make the marketplace fair for both buyers and sellers. The unit emphasizes both the rights and responsibilities of consumers, giving students the tools, they need to protect themselves and to manage their finances effectively. The five topics including immigration law, intellectual property, law and terrorism, rights and responsibilities in the workplace, and environmental law- have been adapted with much greater focus on practicality, skill development, and civic engagement.
Essential Questions	<ul style="list-style-type: none"> • What are the practicalities of consumer and housing law? • How do contracts, consumer protection laws, and credit affect students directly in their daily lives? • What tools can be given to students to protect themselves and to manage their finances effectively? • What are the five topics of contemporary law? • How had immigration law changed over time? • What is intellectual property? • How can students protect themselves and know their rights within the workplace?
Enduring Understanding	Unit IV introduces students to the practicalities of consumer and housing law. It covers a host of topics—such as contracts, consumer protection laws, and credit—that will inevitably affect students directly in their daily lives. Contemporary Issues in law content have been adapted for high school students with a much greater focus on practicality, skill development, and civic engagement.
Practice	Case studies examining both consumer and contemporary law, basic concept worksheets

Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use a variety of resources from multiple perspectives to analyze the responses from various governments to pressure from the people for self-government, reform, and revolution. Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.CivicsDP.3a 6.3.12.CivicsPD.1 6.3.12.HistoryCA.1	Understand what is involved in becoming a smart consumer and elements of a contract Understand the complex and contested issues in the five topics of contemporary issues in law	<ul style="list-style-type: none"> Contracts Word Puzzle Activity Contracts Word Puzzle Activity .docx Analyzing a warranty Analyzing a Warranty Worksheet.docx Employment Research Group Activity Employment Research Group Activity .docx Survey on Controversial Issues: Students survey other students, parents, or community residents for their opinions on the issues in the unit. Students collaborate to come up with questions for the survey. 	Texts: "Street Law," A Course in Practical Law, Seventh Edition, McGraw Hill/Glencoe, 2005. www.streetlaw.glencoe.com www.state.nj.us/nj/gov
Evidence of Learning	<ul style="list-style-type: none"> Group collaboration and discussions of topics Scores on locally designed multiple choice and/or essay tests such as chapter examinations Observations of student behavior (e.g., presentations, group discussions) "Think-a-louds" - case studies and problems from activities above - scoring rubric - Case study scoring rubric.docx Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the chapter Assignment grades, if not accompanied by a rubric or scoring guide 		
Key Vocabulary	Contract, Breached, Consideration, Cosign, Unconscionable, Expectation damages, Rescission, Restitution, Specific performance, Duty to mitigate, Warranty, Puffing, Disclaimer, Substantiated, Escrow, Lien, Revoke.		
Interdisciplinary Connections	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ELA: NJSLSA.R1 The following mandated topics will be discussed within our case studies and class discussions: LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 & Amistad Law: N.J.S.A. 18A 52:16A-88.		
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