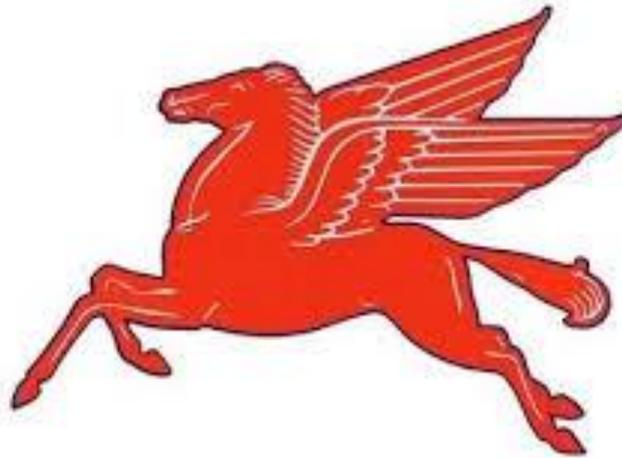


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Practical Law and Local History Research - Grades 11-12

UPDATED MARCH 2016

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: (4/25/16)

Table of Contents

<i>Paulsboro Public Schools Administration and Board of Education.....</i>	<i>2</i>
<i>Paulsboro Public Schools Mission Statement.....</i>	<i>3</i>
<i>National and State Standards.....</i>	<i>6</i>
<i>Scope and Sequence.....</i>	<i>7</i>
<i>Goals/Essential Questions/Objectives/Instructional Tools/Activities.....</i>	<i>15</i>
<i>Course Benchmarks.....</i>	<i>25</i>

Paulsboro Public Schools

Dr. Laurie Bandlow, Superintendent

Board of Education

Mr. Thomas Ridinger, President

Ms. Bonnie Eastlack, Vice President

Mrs. Barbara Dunn

Mr. Marvin E. Hamilton, Sr.

Mr. John Hughes *

Mr. Joseph L. Lisa

Mrs. Lisa L. Lozada-Shaw

Mrs. Lisa Priest

Mrs. Irma R. Stevenson

Mr. James J. Walter

* Greenwich Township Board of Education Representative

District Administration

Dr. Lucia Pollino, Director of Curriculum & Assessment

Ms. Jennifer Johnson, Business Administrator/Board Secretary

Mr. John Giovannitti, Director of Special Services

Mr. Paul Morina, Principal

Curriculum Writing Team

Mrs. Rebecca Richardson, District Literacy Coach

Mr. Michael A. Calabrese, Teacher of Social Studies

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The Paulsboro School District Technology Curriculum is designed to promote technological and information literacy as well as critical thinking, problem-solving, and decision-making skills that is necessary for students to compete in and connect with our constant-changing global community. The curriculum motivates, empowers and enhances students' conceptual understanding, procedural knowledge, and problem-solving skills in technology including its nature, impact, and social, ethical, and human aspects. Students learn how to use many technological tools to gather, interpret and share information and to choose appropriate technologies to complete their work.

Understanding that technology is multi-disciplinary by nature and has applications in any environment, our technology curriculum is designed to promote academic success by incorporating technological tools and applications into the teaching and learning process. A real-world approach to teaching technology allows for enhancement of the learning process, enrichment of academic experience, and bestows students with the skills necessary to succeed throughout life. The curriculum allows all students including those who are English Language Learners and those who have special needs to develop technological skills while simultaneously strengthening understanding of academic knowledge and skills. Students become active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Educational Goals (Taken From NJCCCS)

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design – All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

6.1 Social Studies (US History) - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Social Studies --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Scope and Sequence

Quarter 1 - Grades 11-12

Big Ideas: LOCAL HISTORY

0. Introduction to Local History Research

0.1 Settlement

Identify the first settlers to the area
Evaluate reasons for settling the area
Describe how land use has changed over the years
Explain why industry was attracted to the area
Analyze how industry has affected the area
Identify government and school facilities
List the various religious institutions that developed in the area
Describe how settlement affected commerce and trade

0.2 Local Heroes

Research past graduates of Paulsboro High School and identify examples of successful and productive society members
Analyze Paulsboro's role during WWI and WWII
Show how Women and African-Americans have had a positive impact on the shaping of Paulsboro

0.3 Paulsboro High School Centennial

Show the evolution of Paulsboro Public Schools
Identify some of the first graduates and list their accomplishments
Describe how education has changed throughout the years at Paulsboro Public Schools

0.4 Paulsboro Today

Identify problems that Paulsboro faces today
Explain what we can do as citizens to make Paulsboro a better place

Big Ideas: LAW, CONFLICT, ADVOCACY

1. Introduction to Law and the Legal System

1.1 What is Law?

Define law and jurisprudence;

Big Ideas: CRIME, INTENT, DUE PROCESS

2. Criminal Law and Procedure

2.1 Crime in America

Identify types of crimes;
Evaluate the seriousness of various crimes;
Apply statistics to interpret the seriousness of crime in the U.S.;
Identify the relationship between crime and gender, substance abuse, age, time of day, and the type of area in which the crime takes place;
Evaluate causes of crime and methods to curbing it;
Define the terms: crime, incarceration, and community policing.
Assess the extent to which gangs are a problem in the U.S.;
Describe the characteristics of gangs including membership, illicit activities, rituals, and uses of symbols;
List reasons why people join gangs;
Identify successful community responses to gangs and delinquency;
Describe the relationship between guns and crime;
Interpret the Second Amendment to the Constitution;
Outline requirements of gun control legislation;
Identify social problems exacerbated by substance abuse;
Describe the relationship between alcohol and violent crimes;
Describe legal consequences and human costs of combining alcohol and automobiles;
Discuss legal consequences of sale or possession of illegal drugs;
Define the terms: drunk driving and implied consent law;
Describe demographic patterns and trends in crime victimization including age, race, gender, and socioeconomic background;
List ways of preventing crime;
State how to report a crime;
Define the terms: restitution, complaint, and testify.

2.2 Introduction to Criminal Law

Describe the relationship between crimes and state of mind;
Identify examples of strict liability offenses;
Define the terms: state of mind, motive, and strict liability;
Distinguish between elements of burglary and robbery;
Explain how a single act can be both a criminal and civil wrong;

Explain the need for rules in a society;
Evaluate society's methods of enforcing its laws;
Analyze the manner in which a society's moral, economic, political, and social values become its laws;
Explain how laws respond to changes in society's values;
Discuss the need for human rights and what they should consist of;
Research the occurrence of human rights violations around the world;
Formulate a list of human rights;
Debate the use of the death penalty in the U.S. as a violation of human rights;
Describe how human rights may become protected by laws;
Formulate examples (e.g., freedom of speech) for the saying "with every right there goes a responsibility";
Define the following criminal law terms: 1) felony, 2) misdemeanor, 3) prosecutor, and 4) beyond a reasonable doubt;
Define the following civil law terms: 1) civil action, 2) defendant, 3) plaintiff, and 4) preponderance of the evidence;
Explain the principles which form the foundation of the U.S. Constitution, including limited government, separation of powers, checks and balances, federalism, and Bill of Rights;
Define statute, veto, judicial review, unconstitutional, and supremacy clause;
Explain the manner in which the U.S. Constitution may be amended.

1.2 Lawmaking

Research a current bill and document its progress through the legislative and executive branches;
Compare and contrast the lawmaking process on the federal level with the state level;
Research how local laws are passed and enforced in Monroe Township;
Define the terms "bill" and "legislative intent";
Draft a hypothetical town ordinance which addresses a local problem;
Using OSHA as an example, explain how and in which instances government agencies draft laws;
Explain the difference between trial courts and appellate courts;
Discuss the importance of precedent to the courts system.

1.3 Citizen Advocacy

Describe the importance of citizens in making laws;

Define the term elements;
Identify crimes that are prosecuted only in state courts, federal courts, or either court;
Distinguish between felonies and misdemeanors;
Distinguish between a principal and an accomplice in a crime;
Distinguish between and give examples of an accessory before the fact and an accessory after the fact;
Give examples of crimes of omission;
Evaluate Good Samaritan laws;
Explain the purpose of or function of criminalizing certain behaviors that occur before a crime is committed;
State examples of solicitation, attempt, misprision of felony, and conspiracy.

2.3 Crimes Against the Person

Describe the legal relationship between malice, premeditation, and first-degree murder;
Distinguish between first-degree murder and felony murder;
Define the terms: homicide, malice, first-degree murder, felony murder, second-degree murder, voluntary manslaughter, involuntary manslaughter, negligent homicide, and negligence;
Describe the consequences for those who assist others in committing suicide;
Distinguish between assault and battery;
Describe the impact of stalking on victims;
Distinguish between forcible rape and statutory rape;
Describe the relationship between consent and rape, citing examples of lack of consent;
Describe the proof that may be required for a rape conviction.

2.4 Crimes Against Property

Identify reasons why the number of property crimes has dropped in recent years;
Define the terms: arson, vandalism, robbery, and embezzlement;
Identify two classes of larceny;
Define the terms: vandalism, larceny, shoplifting, and concealment;
Distinguish between embezzlement and robbery;
Distinguish between robbery and larceny;
Define the terms: extortion, burglary, forgery, and uttering;

Define the term advocacy;
Describe problems and issues that may prompt citizens to seek change;
Identify authorities, agencies, or levels of government responsible for addressing specific problems;
Apply the “golden rules” for advocacy and devise a citizen advocacy campaign for a local issue or problem;
Define the term lobbying;
Describe methods lobbyists use as they seek to influence legislation.
Describe ways the law-making process can be influenced by lobbyists and constituents;
Define the terms: initiative, referendum, and recall;
Describe the basic qualifications to vote;
Develop hypotheses to explain low voter turn-out.

1.4 Settling Disputes

List, describe, and distinguish among three methods for settling disputes out of court;
Evaluate the merits of alternative methods of resolving disputes;
Define the terms: negotiation, settlement, arbitration, mediation, and ombudsperson;
Analyze disputes in order to determine which method the parties should use to resolve a conflict;
Identify steps taken to resolve a dispute through mediation.

1.5 The Court System

Define the terms: trial courts, parties, plaintiff, prosecutor, defendant, adversary system, inquisitional system, voir dire, removal for cause, and peremptory challenges;
Sequence steps in a trial;
Describe roles of judges, juries, defense attorneys, prosecutors, and plaintiffs in a trial;
Define the terms: appeals court, error of law, precedent, dissenting opinion, and concurring opinion;
Describe conditions under which a case can be appealed to higher courts, including the U.S. Supreme Court;
Distinguish between, and explain the functions of, concurring and dissenting opinions;
Compare structures of federal and state court systems;
Classify cases according to jurisdiction of specific courts;

Define the terms: receiving stolen property, unauthorized use of a vehicle, and carjacking;
Define the term hackers;
State the broad definition of computer crime.

2.5 Defenses

State what a prosecutor must prove for a conviction to occur in a criminal case;
Identify what a defendant is not required to do in a criminal case;
Cite two categories of evidence that can be used in the defense of “no crime has been committed”;
Describe how a defendant may prove that he/she did not commit a crime;
Define the term alibi;
Identify two categories of defenses which prove that a criminal act should be considered excusable or justified;
Describe circumstances in which the law recognizes the right of a person to use reasonable force in self-defense;
Define the terms: infancy defense, intoxication defense, insanity defense, entrapment defense, duress defense, and necessity defense.

2.6 The Criminal Justice Process: The Investigation Phase

Identify steps on a diagram of the criminal justice process;
Define the terms: arrest, arrest warrant, probable cause, drug courier profile, corroborate, and stop and frisk;
Describe the relationship between an arrest and the Fourth Amendment;
Describe factors used to determine probable cause;
Explain why the use of criminal profiles is controversial;
Describe what a person should and should not do when being arrested;
Weigh the comparative importance of an individual’s right to privacy and the government’s need to gather information;
State how the Fourth Amendment limits the power of the government;
Explain how the exclusionary rule protects individuals against the unreasonable use of police power;
Describe how a search warrant is obtained and what it must specify;
List and describe situations when searches are considered reasonable and may be conducted without a search warrant;
Evaluate situations to determine if evidence is admissible;

Describe the significance of precedents established by the Supreme Court;
Describe the process for appealing cases to the Supreme Court;
Define the terms: petitions for certiorari and due process of law;
Distinguish between cases which are likely to be granted certiorari and those which are typically rejected;
Relate the powers of Supreme Court justices to the controversies that accompany their nominations.

1.6 Lawyers

Name at least five common situations in which a person may wish to consult an attorney;
Analyze a situation in order to determine whether or not legal counsel should be sought;
Define the terms: litigator and bar association;
Explain how to find and retain suitable legal counsel as well as how to handle problems that may occur in the lawyer-client relationship;
Define the terms: retainer and contingency fee;
Define the terms: privilege, disbarred, and legal malpractice;
Describe an effective and ethical attorney-client relationship;
Analyze situations involving a lawyer's professional ethics to determine what is proper.

Define the terms: exclusionary rule, search warrant, affidavit, plain view, hot pursuit, and contraband;
Identify rights of an individual being interrogated that are stated in the Fifth and Sixth Amendments;
Define the terms: interrogate and self-incrimination.

2.7 The Criminal Justice Process: Proceedings Before Trial

Define the terms booking and arraignment;
Identify two circumstances which may result in no trial at the stage of preliminary proceedings;
List steps police take when the accused is first brought to a police station;
Identify the four steps that may occur when the accused first comes before a judicial officer;
Describe how the process of bail works;
State the relationship between bail and the Eighth Amendment;
Weigh merits of arguments for and against pretrial release;
Define the terms bail and personal recognizance;
Define the term preliminary hearing;
Define purpose of a grand jury;
Identify how steps differ following a guilty or not guilty plea at the felony arraignment;
Define the terms: grand jury, indictment, and information;
Describe types of pretrial motions the defense may file;
Describe how *Mapp v. Ohio* affected rights of the accused in cases at the state level;
Identify the "good faith" exception to the exclusionary rule and the reason for its existence;
Weigh the merits of arguments for and against the exclusionary rule and judicial integrity and deference;
Define the terms: nolo contendere, pretrial motion, and motion to suppress evidence;
Define the term plea bargaining and evaluate arguments for and against its use.

2.8 The Criminal Justice Process: The Trial

Identify the relationship between the Sixth Amendment and the right to a jury trial;
State how jury panels are selected;

State how the Supreme Court has ruled in cases in which attorneys attempted to exclude jurors because of their race;
Define the term waive;
List criteria that would be considered in deciding if a case should be dismissed because a trial was not speedy;
Define the terms: subpoena, contempt of court, and immunity;
Explain why being able to subpoena witnesses and the ability to confront witnesses are important to people accused of crimes;
Explain the meaning and importance of the right against self-incrimination;
Describe the meaning and importance of the right to counsel;
State why the public defender system is controversial.

2.9 The Criminal Justice Process: Sentencing and Corrections

List and explain options judges may exercise in determining a sentence;

Describe factors that are weighed in sentencing decisions;

Define the terms: suspended sentence, probation, home confinement, fine, restitution, work release, imprisonment, and pre-sentence report;

Describe four theories regarding the purposes of punishment and the assumptions on which each theory is based;

Explain why Congress passed the *Truth in Sentencing Act* and what the law requires;

Summarize how views on capital punishment have evolved during American history;

State how the Supreme Court rulings have influenced imposition of the death penalty;

Compare the use of the death penalty in the U.S. to its use in other countries;

Describe how due process applies to persons given death sentences;

Define the terms: capital punishment, aggravating circumstances, and mitigating circumstances;

Describe how views of prisoners' rights have evolved;

Identify reasons for prison overcrowding;

Scope and Sequence

Quarter 2 - Grades 11-12

Big Ideas: TORT, NEGLIGENCE & STRICT LIABILITY

3. Torts

3.1 Torts: A Civil Wrong

Define tort, plaintiff, judgment, defendant, damages, liable, remedy, liability, and settlement;

Describe the purpose of tort law;

Analyze a series of situations in order to determine whether the actions of the persons involved are reasonable or unreasonable;

Discuss how the nature of tort law has changed as technology and social values have changed;

Describe how tort law was derived from common law;

Distinguish among the three main categories of torts: intentional, negligent, and strict liability;

Explain the differences between the standard used to determine guilt in a criminal prosecution and the standard used to determine liability in a tort suit;

Explain the term *deep pockets*;

Describe the characteristics of class action suits;

List and analyze the different ways that lawyers can charge clients for services required to pursue civil suits;

Explain the purpose of liability insurance and its role in American life;

Describe why doctors and other professionals purchase malpractice insurance and why the premiums can be so costly;

Describe how the workers' compensation system operates.

3.2 Intentional Torts

Describe the three types of damages a plaintiff can recover in an intentional tort lawsuit;

Define the terms: intentionally, compensatory damages, nominal damages, punitive damages, and legal defense;

Given case scenarios, determine whether or not the tort of assault and/or battery occurred;

Describe the appropriate defense for torts of mental distress and false imprisonment;

Big Ideas: CONTRACT, WARRANTY & CREDIT

4. Consumer Law

4.1 Contracts

Define the terms: *caveat emptor*, consumer, contract, and breach;

Describe the general rights and responsibilities of consumers;

Explain the general functions of consumer law;

Describe the elements of a legally binding contract: offer, acceptance, and consideration;

Compare and contrast contractual obligations of adults and minors;

Cite an example of when a minor may inadvertently ratify a contract;

Define the terms: consign and ratify;

Compare and contrast written and oral contracts;

Identify contracts which must be written if they are to be enforceable;

Cite two reasons why written contracts are more desirable than oral contracts;

Define the terms: unconscionable and fraud;

Describe characteristics of contracts that are considered unconscionable.

4.2 Warranties

Define the terms: warranty, breach, express warranty, limited warranty, and puffing;

Explain why warranties are important;

Describe the characteristics of express warranties;

Identify what creates an express warranty;

List three requirements of the *Magnuson-Moss Warranty Act*;

Distinguish between full and limited warranties;

Distinguish among three types of implied warranties;

Explain how consumers can seek remedies if they are harmed by products;

Explain why consumers should carefully inspect cars and other products before making a purchase;

<p>Analyze cases to determine the validity of defamation claims; Define battery, assault, infliction of mental distress, false imprisonment, defamation, slander, libel, and malice; Explain the difference between real and personal property, and describe how tort law protects both; Analyze the amount of force that may be used to protect property and/or to protect an individual; Define the terms: real property, personal property, intellectual property, trespass, nuisance, injunction, attractive nuisance, conversion, intellectual property, patent, copyright, infringement, novel, monopoly, public domain, derivative works, first sale, fair use, consent, privilege, legal authority, self-defense, and defense of property; Identify various forms of intellectual property.</p> <p><u>3.3 Negligence</u> Explain the process of standard of care; Define the terms: negligence, elements, duty, breach of duty, breached, causation, damages and breaches; List the four elements that constitute negligence; Identify defenses in negligence cases; Identify the duty of care/breach of duty in a given situation Explain the reasonable person standard and its special applications for minors and experts; Apply the reasonable person standard to cases; Define the terms: cause in fact, proximate cause, and foreseeable; Analyze a situation in order to determine whether or not a given harm was foreseeable; Explain what a plaintiff must prove to recover damages in a negligence action; Cite examples of losses for which courts allow plaintiffs to recover; Define the terms: contributory negligence, comparative negligence, counterclaim, and assumption of the risk.</p> <p><u>3.4 Strict Liability</u> Define the term strict liability and explain how it differs from negligence; Cite examples of situations and activities in which strict liability applies; Explain why applying the standards of strict liability to certain activities creates an incentive for careful and safe practices; Discuss possible defenses in a strict liability suit; Summarize how courts have decided liability for harm caused by untamed animals and household pets;</p>	<p>Define the terms: implied warranty, warranty of merchantability, warranty of fitness for a particular purpose, warranty of title, and disclaimer; Explain how sellers can disclaim the implied warranty of merchantability of an item for sale; Explain how sellers use disclaimers to limit consumers' remedies.</p> <p><u>4.3 Credit</u> Explain what it means to use credit; Describe the roles of creditors and debtors; Describe the costs of using credit to make purchases; Distinguish among types of credit; Define the terms: credit; creditors; debtors, finance charge, interest, unsecured credit, secured credit, collateral, and default; Explain the functions of credit cards to consumers and sellers; Describe how interest is calculated; Explain why consumers should be aware of the APR of their credit cards; Define the terms: annual percentage rate (APR) and debit card; Describe the consequences of lenders who are guilty of usury; Describe what the <i>Truth in Lending Act</i> requires of creditors; Define the terms: usury, variable interest rates, credit property insurance, credit life/disability insurance, service charge, loan sharking, balloon payment, acceleration clause, and bill consolidation; Describe how creditors evaluate borrowers to create credit reports; Identify rights the <i>Equal Credit Opportunity Act</i> and the <i>Fair Credit Reporting Act</i> guarantee to borrowers; Define bankruptcy and explain its consequences; Define the terms: bankruptcy, repossession, default judgment, garnishment, and attachment.</p>
--	--

Describe the relationship between pet-owner negligence and liability;
Describe the role of the Consumer Product Safety Commission in protecting consumers from defective products;
Define product liability and describe its relationship to strict liability;
Describe defenses to strict liability cases;
Describe the relationship between duty and breach and strict liability;
Explain the relationship between causation and damages in strict liability cases.

3.5 Torts and Public Policy

Describe the relationship between public safety and tort law;
Articulate reasons why tort law contributes to increases in cost of goods and services;
Weigh costs and benefits in analyzing tort law;
Devise a plan which improves safety in the school or community;
Identify purposes of tort law;
Evaluate criticisms of tort law in general and medical malpractice law in particular;
Define the term tort reform;
Provide examples of ways some states are implementing tort reform.

QUARTER 1 -
Big Idea: Local History
Topic: Introduction to Local History Research

Standards:

SOC.6.1.12.A.1.a - Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

SOC.6.1.12.C.1.b - Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

SOC.6.1.12.D.2.e -- Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

SOC.6.1.12.A.3.g -- Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

SOC.6.1.12.C.3.a - Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

SOC.6.1.12.C.3.b -- Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

SOC.6.1.12.D.3.d - Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

SOC.6.1.12.B.5.b - Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

SOC.6.1.12.C.5.c -Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

SOC.6.1.12.D.5.a -- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

SOC.6.1.12.A.6.b -Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

GOAL

6.1 Social Studies (US History) - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Social Studies (Citizenship) --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

How did Paulsboro develop?
 What are some Paulsboro Alumni doing today?
 What was Paulsboro's role during World War I and World War II?
 How have women and African-Americans had a positive impact on the shaping of the community of Paulsboro?
 How does local government work?
 What struggles does Paulsboro face today?
 How can we make Paulsboro better?

Assessments

Verbal and/or written questions
Graphic organizers
Tests and quizzes
Projects
Presentations
Booklets
Essays
Oral class discussions and debates

<p>SOC.6.1.12.D.6.a -Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.</p> <p>SOC.6.1.12.C.7.b - Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p>SOC.6.1.12.C.8.a - Analyze the push-pull factors that led to the Great Migration.</p> <p>SOC.6.1.12.C.8.b --Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>SOC.6.1.12.B.13.a -- Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>SOC.6.1.12.D.14.c - [<i>Cumulative Progress Indicator</i>] - Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.</p> <p>SOC.6.3.12.D.1 - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p>	<p>Enduring Understanding</p> <p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Resources</p> <p>Textbook: <i>Street Law: A Course in Practical Law</i>, 6th edition – Chapters 1 through 6</p> <p>Various Internet resources including: History.com Youtube.com USHistory.org</p> <p>Maps (current day and historical) Various school library resources Old High School Yearbooks</p>
--	---	---

QUARTER 1 -
Big Idea: LAW, CONFLICT, and ADVOCACY
Topic: Introduction to Law and the Legal System

Standards:

SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good.

SOC.6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

SOC.6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of Law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

SOC.6.3.12.D.1 -- Analyze the impact of current governmental practices and Laws affecting national security and/or individual civil rights/ privacy.

SOC.6.1.12.A.2.d - Explain how judicial review made the Supreme Court an influential Branch of government and assess the continuing impact of the Supreme Court today.

SOC.6.1.12.A.14.a -Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

SOC.9-12.D2.Civ.1.9-12 - Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

SOC.9-12.D2.Civ.2.9-12 - Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

SOC.9-12.D2.Civ.4.9-12 - Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

GOAL

6.1 Social Studies (US History) - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Social Studies (Citizenship) --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

What is law?
Why do societies create laws and what do they hope their laws will accomplish?
How are laws made in the various branches of government?
How is our legal system organized, including the difference between trials and appeals?
How do you find and get help from a lawyer?

Assessments

Verbal and/or written questions
Graphic organizers
Tests and quizzes
Projects
Presentations
Booklets
Essays
Web Quests
Oral class discussions and debates

Enduring Understanding

A. Civics, Government, and Human Rights
B. Geography, People, and the Environment
C. Economics, Innovation, and Technology
D. History, Culture, and Perspectives

Resources

Textbook: *Street Law: A Course in Practical Law*, 6th edition – Chapters 1 through 6
Various Internet resources including:
History.com
Youtube.com
USHistory.org
Maps (current day and historical)

<p>SOC.9-12.D2.Civ.5.9-12 - [<i>Indicator</i>] - Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>SOC.9-12.D2.Civ.12.9-12 - Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>		Various school library resources
--	--	---

QUARTER 1 -
Big Idea: CRIMINE, INTENT, DUE PROCESS
Topic: Criminal Law and Procedure

Standards:

SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good.

SOC.6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

SOC.6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of Law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

SOC.6.3.12.D.1 -- Analyze the impact of current governmental practices and Laws affecting national security and/or individual civil rights/ privacy.

SOC.6.1.12.A.2.d - Explain how judicial review made the Supreme Court an influential Branch of government and assess the continuing impact of the Supreme Court today.

SOC.6.1.12.A.14.a -Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

SOC.9-12.D2.Civ.1.9-12 - Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

SOC.9-12.D2.Civ.2.9-12 - Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

SOC.9-12.D2.Civ.4.9-12 - Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

GOAL

6.1 Social Studies (US History) - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Social Studies (Citizenship) --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

What is the nature of crime?
How do societal factors affect crime rates?
How does society try to deter crimes?
How does society punish those who commit crimes?
Why do people resort to crime?
Is intent necessary to form a punishable crime?
What processes are due to the accused?
Should juvenile offenders be dealt with differently than adults who commit similar offenses?

Assessments

Verbal and/or written questions
Graphic organizers
Tests and quizzes
Projects
Presentations
Booklets
Essays
Web Quests
Oral class discussions and debates

<p>SOC.9-12.D2.Civ.5.9-12 - [<i>Indicator</i>] - Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>SOC.9-12.D2.Civ.12.9-12 - Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	<p>Enduring Understanding</p> <p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Resources</p> <p>Textbook: <i>Street Law: A Course in Practical Law</i>, 6th edition – Chapters 1 through 6</p> <p>Various Internet resources including: History.com Youtube.com USHistory.org Maps (current day and historical) Various school library resources</p>
--	---	--

QUARTER 2 -
Big Idea: TORT, NEGLIGENCE, and STRICT LIABILITY
Topic: Torts

Standards:

SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good.

SOC.6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

SOC.6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of Law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

SOC.6.3.12.D.1 -- Analyze the impact of current governmental practices and Laws affecting national security and/or individual civil rights/ privacy.

SOC.6.1.12.A.2.d - Explain how judicial review made the Supreme Court an influential Branch of government and assess the continuing impact of the Supreme Court today.

SOC.6.1.12.A.14.a -Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

SOC.9-12.D2.Civ.1.9-12 - Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

SOC.9-12.D2.Civ.2.9-12 - Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

SOC.9-12.D2.Civ.4.9-12 - Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

SOC.9-12.D2.Civ.5.9-12 - [*Indicator*] - Evaluate citizens' and institutions' effectiveness in addressing social and

GOAL

6.1 Social Studies (US History) - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Social Studies (Citizenship) --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

What is the difference between criminal and civil law?

How does civil law help society to settle disputes fairly and efficiently?

How does tort law encourage others to act responsibly?

How does the negligence standard form the basis for tort law?

What kind of insurance (and how much) does someone need or should have?

How should manufacturers be responsible for injuries caused by their products?

Assessments

Verbal and/or written questions

Graphic organizers

Tests and quizzes

Projects

Presentations

Booklets

Essays

Web Quests

Oral class discussions and debates

<p>political problems at the local, state, tribal, national, and/or international level.</p> <p>SOC.9-12.D2.Civ.12.9-12 - Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	Enduring Understanding	
	Resources	<p>Textbook: <i>Street Law: A Course in Practical Law</i>, 6th edition – Chapters 1 through 6</p> <p>Various Internet resources including:</p> <p>History.com</p> <p>Youtube.com</p> <p>USHistory.org</p> <p>Maps (current day and historical)</p> <p>Various school library resources</p>

- A. Civics, Government, and Human Rights**
- B. Geography, People, and the Environment**
- C. Economics, Innovation, and Technology**
- D. History, Culture, and Perspectives**

QUARTER 2 -
Big Idea: CONTRACT, WARRANTY, and CREDIT
Topic: Consumer Law

Standards:

SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good.

SOC.6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

SOC.6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of Law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

SOC.6.3.12.D.1 -- Analyze the impact of current governmental practices and Laws affecting national security and/or individual civil rights/ privacy.

SOC.6.1.12.A.2.d - Explain how judicial review made the Supreme Court an influential Branch of government and assess the continuing impact of the Supreme Court today.

SOC.6.1.12.A.14.a -Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

SOC.6-8.D2.Eco.6.6-8 - [*Indicator*] - Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

SOC.9-12.D2.Civ.1.9-12 - Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

SOC.9-12.D2.Civ.2.9-12 - Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

GOAL

6.1 Social Studies (US History) - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Social Studies (Citizenship) --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

How does the law protect the rights of consumers?

How are contracts essential to the proper functioning of any market?

Why are warranties necessary in certain business transactions?

Why are credit scores important?

Assessments

Verbal and/or written questions

Graphic organizers

Tests and quizzes

Projects

Presentations

Booklets

Essays

Web Quests

Oral class discussions and debates

<p>SOC.9-12.D2.Civ.5.9-12 - [<i>Indicator</i>] - Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>SOC.9-12.D2.Civ.12.9-12 - Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	Enduring Understanding	
	<p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Resources</p> <p>Textbook: <i>Street Law: A Course in Practical Law</i>, 6th edition – Chapters 1 through 6</p> <p>Various Internet resources including: History.com Youtube.com USHistory.org Maps (current day and historical) Various school library resources</p>

Grades 11-12

COURSE BENCHMARKS

- 1. Students shall acquire an understanding of the purposes of a legal system, and how society uses the law to reflect the values and needs of its citizens.**
- 2. Students will analyze the process by which laws are created, implemented and refined over time.**
- 3. Students will be able to identify the components of the court system and examine how they work in concert to produce justice.**
- 4. Students will examine the nature of criminal behavior. They will examine current knowledge on the psychology, biology, and the sociology of crime. Specific emphasis will be placed on the prison system, guns, gangs and drugs as major factors in criminal activity.**
- 5. Students will trace the process and procedures of the Jury Trial. They will analyze the concepts involved in DUE PROCESS and how they are applied. Focus will be placed on the maintenance of individual rights while finding justice for both the victim and the society at large.**
- 6. Students will examine the criminal justice system. Focus will include aspects of punishment, incarceration, parole, etc.**
- 7. Students will examine the civil aspects of the law. Focus will be on the principles of liability, negligence and the concept of torts.**
- 8. Students will analyze the principles governing contracts. They will focus on the applications of contract theory in various aspects of their daily lives. Emphasis will be placed on the issue of responsibility in a contract.**
- 9. Students will compare and contrast the freedoms in the Bill of Rights with the applications of the American legal process.**