

COURSE TITLE

Citizen and The Law

LENGTH

Half Year
Grades 11-12

DEPARTMENT

Social Studies

SCHOOL

DATE

Revision Date: 8/24/2020

Initial BOE Approval Date (Born on): 6/15/2015

Citizen and The Law

I. Introduction/Overview/Philosophy

Our system of government emphasizes the importance of the rights and responsibilities of individuals in our society, and our institutions are based upon that premise. With this in mind, a course entitled Citizen and the Law has been organized to offer juniors and seniors a semester elective course which explains how the law works for the protection of the individual and for the protection of society from those who break the law. Topics explored include civil liberties, trial procedure, jury selection, crime, punishment, and the death penalty.

In addition to a research project, students are expected to continually improve their social studies skills and are expected to stay abreast of current events. Assignments will involve higher level thinking as well as class discussions and analysis of primary documents and sources. Research, independent work, collaborative work and decision-making are important to help develop leadership and independent thinking.

The course meets the New Jersey Student Learning Standards, the New Jersey LGBTQ+, Holocaust/Genocide and Amistad mandates. This elective course does not fulfill the United States History graduation requirement.

II. Objectives

Course Outline:

1. Introduction to Law
 - a. What is law?
 - b. Why we need laws
 - 1) Security v. liberty (the freedom balance)
 - 2) What is the best form of government?
 - a) Different types of government
 - b) Definition of citizenship
2. U.S. Constitution
 - a. Purpose
 - b. Articles
 - 1) Branches of government
 - a) Duties/requirements of the executive branch
 - b) Duties/requirements of the legislative branch
 - c) Duties/requirements of the judicial branch
 - ◆ Supreme Court
 - ◆ Federal courts v. state courts
 - ◆ Appellate court system
 - c. Constitutional principles
 - 1) Separation of powers
 - 2) System of checks and balances
 - 3) Judicial review
 - 4) Federalism
 - d. Bill of Rights
 - 1) Purpose
 - 2) Limitations/interpretations
3. Civil Liberties

- a. 1st Amendment - Freedom of speech
 - 1) Interpretation(s)
 - a) Symbolic speech
 - b) Fighting words/hate speech
 - 2) Limits on freedom of speech (including symbolic speech) in school
 - a) Limitations on the Internet
 - b) Limitations on freedom of the press
 - c) Limitations on freedom of religion
 - b. 2nd Amendment - Right to bear arms
 - 1) Interpretation(s)
 - a) Protection v. violence
 - 2) Firearm laws (federal and state)
 - 3) School shootings
 - a) Columbine
 - b) Virginia Tech
 - c. 4th Amendment – Search and seizure
 - 1) Warranted
 - a) Katz v US
 - 2) Warrantless
 - 3) Exclusionary rule
 - a) Mapp v Ohio
 - 4) Locker searches
 - a) NJ v TLO
 - 5) RSDT
 - a) Vernonia v Acton
4. Criminal Proceedings
 - a. Sequence of events in the criminal justice process
 - 1) Arrest
 - a) *Miranda v. Arizona*
 - b) *Escobedo v. Illinois*
 - c) Booking
 - d) Due process
 - 2) Arraignment
 - a) Bail
 - ◆ Purpose
 - ◆ Types
 - 3) Indictment
 - a) Grand jury
 - b) Probable Cause
 - 4) Arraignment
 - 5) Probable cause
 - a) Bail, personal recognizance, conditional release, pretrial
 - b. Trial procedure
 - 1) Petit juries
 - a) Jury duty
 - b) *Voir dire* examination
 - 2) Steps in a criminal trial
 - a) Beyond a reasonable doubt

5. Criminal Law

- a. Introduction
 - 1) What is a crime?
 - 2) Classes of crimes
 - 3) Parties to crimes
- b. Crimes
 - 1) Homicide
 - 2) Assault
 - 3) Theft
 - 4) Sex offenses
 - 5) Possessory crimes
 - 6) Drug offenses
- c. Criminal penalties
- d. Criminal defenses
 - 1) Alibi
 - 2) Incapacity
 - 3) Self-defense
 - 4) Intoxication
 - 5) Insanity
 - 6) Others
- e. Prison law
 - 1) Prisoners' rights
 - 2) Parole

6. Death Penalty

- a. 8th Amendment
 - 1) Constitutionality of death penalty
- b. Definition of capital punishment
- c. Rationale for death penalty
 - 1) Cruel and unusual punishment vs. punishment fitting the crime
 - 2) Retribution? Rehabilitation?
- d. History of death penalty
 - 1) Early American history
 - 2) *Furman v. Georgia*
 - 3) Federal suspension of death penalty & reinstatement
- e. Ethical arguments

7. Civil Law (Torts)

- a. Definition
- b. Types
 - 1) negligence
 - 2) strict liability
 - 3) intentional wrong
- c. Trial procedure
 - 1) Preponderance of evidence

Student Outcomes:

Other than general proficiencies that are expected of students in classroom situations, it is expected that students in the course will achieve the following goals:

- To develop an understanding of practical law which will be of use to students in their everyday lives.

- To become aware of the career opportunities that exist within the legal system.
- To be able to distinguish between civil law and criminal law.
- To become familiar with the sources of law in the United States.
- To understand trial procedure.
- To examine the differences between a grand jury and a petit jury.
- To be aware of the rights guaranteed to the American people.
- To understand the steps in the criminal justice process from arrest to sentencing.
- To explain the basic concepts of criminal law.
- To differentiate between common law and formal marriages.
- To become aware of the ways to end or void marriages.
- To understand the basic concepts that deal with death and the law.
- To analyze the concepts of rehabilitation and restitution as they apply to prison sentences and the death penalty.
- To understand the basics of consumer law and the protections and remedies offered by government agencies.
- To make use of technology including computers and the Internet.
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

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.

Strand A. Technology Operations and Concepts

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.D.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

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

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. 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.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

III. Proficiency Levels

This elective course is designed for eleventh and twelfth grade students. No prerequisites are required.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- Project Based Assessments

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

All eleventh and twelfth grade students are eligible to enroll in this class.

VI. Articulation/Scope & Sequence/Time Frame

This is a one-semester elective open to students without any prior requirements of prerequisites.

VII. Resources

Texts/Supplemental Reading/References

- Raskin, Jamin B., *We the Students*, Washington, D.C.: CQ Press, 2003
- American Law Source Book – This work offers individual cases for students to decide. The emphasis is on constitutional issues.
- Numerous hand-outs from newspapers and magazines are used for class discussion.
- There are reference materials available in the library on careers in the field of law. Information on career training and requirements for law enforcement positions, court employees, lawyers, and judges is available.
- Guest Speakers- Representatives from the various law careers previously mentioned can be invited to discuss law and their careers with the class. A school official, such as the superintendent of schools, can be invited to class to discuss law and the rights of teenagers.
- The video series, *The Constitution: That Delicate Balance*, can be used quite effectively.
 - *Crime and Insanity*
 - *Crime and Punishment*
 - *The Sovereign Self: Right to Live, Right to Die*
 - *School Prayer, Gun Control, and the Right to Assemble*
 - *Criminal Justice and a Defendant's Right to a Fair Trial*
- *On Trial*: The Case of Lee Harvey Oswald is excellent for showing courtroom procedure.
- *Helter Skelter*- Presents the bizarre but fascinating story of Charles Manson. This is very good for showing the workings of the criminal justice system.
- *Twelve Angry Men* - Tells the story of a jury reaching a verdict.

- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/

VIII. Suggested Activities

The teacher may take field trips to local courts in the town or county. Speakers from law enforcement agencies, lawyers, and persons involved in laws may be contacted. Debates, position papers and oral presentations

IX. Methodologies

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction
- Use of the Internet
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

X. Interdisciplinary Connections

Whenever a teacher can use resources of the school district, it should be done. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Teacher/peer notes
- Small group instruction
- Graphic organizers
- Technological review games
- Partner/group presentation
- Multimedia approach
- Text material annotated and summarized

- Guided reading
- Guided questions
- Guided notetaking
- Visual learning activities
- Modification of content

Differentiation for Enrichment

- Extension activities
- Inquiry based instruction
- Critical/analytical thinking tasks
- Independent study
- Supplemental reading material
- Student driven discussion
- Independent research project

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|--|----------------|---|--|---|
| <p>Intro to Law</p> <ul style="list-style-type: none"> ● What is law? ● Why we need laws ● Security v. liberty (the freedom balance) ● Different types of government ● Definition of citizenship | <p>1 week</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Teacher/peer notes ● Small group instruction <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Extension activities | <p>6.3.12.A.1 6.1.12.A.14.h 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 RH.11-12.2 RH.11-12.7 WHST.11-12.8-9 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Leaderland v. Freeland group activity ● Types of government Webquest <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Quiz |
| <p>U.S. Constitution</p> <ul style="list-style-type: none"> ● History of the Constitution ● Purpose ● Articles ● Branches of government ● Duties/requirements of branches ● Constitutional principles ● Bill of Rights | <p>2 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Flocabulary ● Graphic organizer- Mindmap <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Inquiry based instruction | <p>6.1.12.A.2.b 6.1.12.A.2.d 6.1.12.A.14.a 6.1.12.A.14.b 6.3.12.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.2 RH.11-12.4 WHST.11-12.4 WHST.11-12.6 WHST.11-12.8-9 8.1.12.A.2</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Cracking the Constitutional Code partner activity ● Current event research, analysis & discussion on constitutional principles <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Unit Test |

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|--|----------------|--|---|--|
| | | | 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 | |
| <p>First Amendment</p> <ul style="list-style-type: none"> ● Historical origins ● Textual analysis of First Amendment ● Interpretation and controversy ● <i>West Virginia Board of Education v. Barnette</i> ● <i>Tinker v. Des Moines</i> ● <i>Miller v. California</i> ● <i>Texas v. Johnson</i> ● Limits on freedom of speech | 3 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Partner/group presentation ● Multimedia approach <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Critical/analytical thinking tasks | 6.1.12.A.14.b 6.1.12.D.14.e 6.3.12.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.4 RH.11-12.7 RH.11-12.9 WHST.11-12.4-9 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Case analysis ● Current event research, analysis & discussion relating to First Amendment <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Research project & presentation ● Digital Storytelling Project |
| <p>Second Amendment</p> <ul style="list-style-type: none"> ● Historical origins ● Textual analysis of Second Amendment ● Interpretation and controversy ● <i>D.C. v. Heller</i> ● <i>McDonald v. Chicago</i> ● Federal and state firearm laws ● National Rifle | 3 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Teacher notes/peer notes ● Text material annotated and summarized <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Independent study | 6.1.12.A.14.b 6.1.12.A.14.d 6.3.12.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.4 RH.11-12.7 RH.11-12.9 WHST.11-12.4-9 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Case analysis ● Current event research, analysis & discussion relating to Second Amendment <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Quarter 1 or Quarter 3 Benchmark- Debate Project – Armed Guards in |

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|---|----------------|---|---|--|
| Association <ul style="list-style-type: none"> • Mass shootings • Armed guards in schools | | | 8.1.12.D.4 8.1.12.E.1 | Schools |
| Fourth Amendment <ul style="list-style-type: none"> • Historical origins • Textual analysis of Fourth Amendment • Interpretation and controversy • <i>Katz v. U.S.</i> • Warranted v. warrantless searches • Exclusionary rule • School searches • <i>N.J. v. T.L.O</i> • <i>Mapp v. Ohio</i> • Random student drug testing • <i>Veronia School District v. Acton</i> | 3 weeks | <i>For Support:</i> <ul style="list-style-type: none"> • Guided reading • Text material annotated and summarized <i>For Enhancement:</i> <ul style="list-style-type: none"> • Recommended outside reading- case study | 6.1.12.A.14.b 6.1.12.A.14.h 6.3.12.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,8 8.1.12.A.2 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 RH.11-12.4 RH.11-12.7 RH.11-12.9 WHST.11-12.1 WHST.11-12.4-9 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> • Case analysis • Current event research, analysis & discussion relating to Fourth Amendment • Class discussion – Technology & the Fourth Amendment (Siri, Alexa, GPS) Summative Assessment: <ul style="list-style-type: none"> • RSDT Position Paper |
| Criminal Proceedings <ul style="list-style-type: none"> • 5th Amendment • 6th Amendment • 7th Amendment • Sequence of events in a criminal proceeding • <i>Miranda v. Arizona</i> • <i>Escobedo v. Illinois</i> | 2 weeks | <i>For Support:</i> <ul style="list-style-type: none"> • Graphic organizers • Guided questions for notetaking <i>For Enhancement:</i> <ul style="list-style-type: none"> • Extension activities | 6.1.12.A.14.b 6.3.12.D.1 6.3.12.A.2 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.4 RH.11-12.7 RH.11-12.9 WHST.11-12.4-6 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> • Case analysis • Current event research, analysis & discussion relating to criminal proceedings <i>Summative Assessment:</i> <ul style="list-style-type: none"> • Unit Test- multiple choice |

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|--|----------------|---|---|--|
| <ul style="list-style-type: none"> ● <i>Gideon v. Wainwright</i> | | | 8.1.12.A.2 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 | and essay questions |
| Juries <ul style="list-style-type: none"> ● Types of juries ● Purpose of juries ● Juror qualification ● Voir dire examination ● Jury deliberation ● Juror bias ● Rodney King | 1 week | <i>For Support:</i> <ul style="list-style-type: none"> ● Visual learning through video ● Teacher/peer notes <i>For Enhancement:</i> <ul style="list-style-type: none"> ● Inquiry based instruction | 6.1.12.A.14.b 6.3.12.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.1 WHST.11-12.4 WHST.11-12.9 8.1.12.A.2 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> ● Class discussion – racial bias in jury selection ● Current event research, analysis & discussion relating to jury selection or deliberation <i>Summative Assessment:</i> <ul style="list-style-type: none"> ● Jury Quiz |
| Tort Law <ul style="list-style-type: none"> ● Definition of tort ● Types of torts ● Trial procedure ● Preponderance of evidence | 2 weeks | <i>For Support:</i> <ul style="list-style-type: none"> ● Modification of content <i>For Enhancement:</i> <ul style="list-style-type: none"> ● Student driven discussion | 6.1.12.A.14.b 8.1.12.A.2 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.2-10 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> ● Current event research, analysis & discussion relating to tort law <i>Summative Assessment:</i> <ul style="list-style-type: none"> ● Mock Case Analysis |
| The Death Penalty <ul style="list-style-type: none"> ● Historical origins ● Textual analysis of Eighth Amendment ● Interpretation and controversy | 3 weeks | <i>For Support:</i> <ul style="list-style-type: none"> ● Teacher/peer notes ● Multi-media approach <i>For Enhancement:</i> <ul style="list-style-type: none"> ● Independent research project | 6.1.12.A.14.b 6.1.12.A.14.d 6.3.12.A.1 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.1-9 8.1.12.A.2 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> ● Online timeline of the Death Penalty in America <i>Summative Assessment:</i> <ul style="list-style-type: none"> ● Death Penalty Quiz |

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|--|----------------|---|--|--|
| <ul style="list-style-type: none"> ● Rationale for death penalty ● <i>Furman v. Georgia.</i> ● Federal suspension of death penalty ● Ethical arguments ● Methods of execution ● Juvenile justice | | | 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 | <ul style="list-style-type: none"> ● Quarter 2 or Quarter 4 Benchmark – Famous Trial Research Project |