

You and the Law

Grades 10-12

Prepared by:

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Superintendent of Schools:

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You and the Law

Course Description:

This course introduces students to various aspects of the law including consumer and housing law, family law, and individual rights and liberties of the United States; in addition the legal system is studied to educate students on the Court system and how it protects individuals. Sources include: Supreme Court cases, case studies and problem-based learning assignments to strengthen critical thinking and communication and collaborative skills.

Course Sequence:

Teacher will *select topics* from the various units below. Each unit is 8-13 class periods.

Unit 1: Introduction to Law and the Legal System

Unit 2: Consumer and Housing Law

Unit 3: Family Law

Unit 4: Individual Law and Liberty

Unit 5: Criminal v. Civil Law

Prerequisite: None

Unit # - Overview**Content Area: You and the Law****Unit Title: Introduction to Law and the Legal System****Grade Level: 10-12****Core Ideas:**

Students will understand why laws are necessary and study the basic tenets of the legal system.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLS)**6.1.12.History
CC.2.b

Access the importance of the intellectual origins of the Foundational Documents (ie., Declaration of Independence, the Constitution and the Bill of Rights) and assess their importance on the spread of democracy around the world.

6.1.12.Civics
P R.2.a

Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today

6.1.12.Civics
SD P.13.a

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade

6.3.12.Civics
P D.1

Develop 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.History
CA.1

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)

Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.3

Research companies with corporate governance policies supporting the common good and human rights

9.1.12.CFR.6

Identify and explain the consequences of breaking federal and/or state employment or financial laws

9.2.12.CAP.1

Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients

9.4.12.DC.2:

Compare and contrast international differences in copyright laws and ethics

Computer Science and Design Thinking

8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+ Mandate	Recognize that rights and experiences of members of the LGBTQ+ community is different than their cisgender, heterosexual counterparts under the eyes of the law in various U.S. states simply due to their identity and sexual orientation.
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
Holocaust/Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.
AAPI/LGBTQ+/Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills

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	<ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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
Companion Standards ELA/L	
NJSLSA.R1.	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
NJSLSA.R8.	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

RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does understanding our legal system help you function as a citizen? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Why are laws needed?
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Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Questions ● Exit Slips ● Class discussion ● Group Work ● Discussion Worksheets ● Photo Analysis ● Analyzing research ● Short Essays ● Note Composition ● Illustrations <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● End of chapter quizzes and unit tests ● In Depth Project on the Jury System <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral Testing ● Portfolio ● Notebook Check ● Oral Presentations

<p>Resources/Materials:</p> <ul style="list-style-type: none"> ● Supreme Court Case Studies ● Phone books ● Ring Game ● Various web sites ● Cornell Law website 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Human Rights ● Laws ● Values ● Jury System
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- Primary sources
- Government documents
- UN documents

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Define Law	To understand what the law is	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Law v. Values	To explain the differences between law and values	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
Human Rights	To explain what human rights are and how affected by law(s)	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Lawmaking	To comprehend how laws are made (local, state, federal)	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Advocacy	To comprehend the aspect of law which focuses on advocacy	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
The Court System	To explain the various Court systems in US	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
When a Lawyer is needed	To comprehend when a person needs to consult a lawyer	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Final assessment	To analyze the jury system in the US	Notes/Google Slides Primary sources Articles and reading	5

		comprehension Discussion Questions	
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors

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Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Unit # - Overview	
Content Area: You and the Law	
Unit Title: Consumer and Housing Law	
Grade Level: 10-12	
Core Ideas:	
This unit introduces students to laws on various types of contracts (including but not limited to mortgages, lease papers, car contracts, etc), warranties, credit and becoming a smart consumer.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
6.3.12.Civic sH R.1	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 these human rights

	violations are a universal problem.
6.3.12.Econ GE .1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
NCSS #10 Civic Ideas and Practices	<p>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.</p> <p>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.</p>

Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws
9.2.12.CAP.1	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics

Computer Science and Design Thinking

8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
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Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

LGBTQ+ Mandate	Recognize that rights and experiences of members of the LGBTQ+ community is different than their cisgender, heterosexual counterparts under the eyes of the law in various U.S. states simply due to their identity and sexual orientation.
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
Holocaust/ Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.

AAPI/ LGBTQ+ /Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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
Companion Standards ELA/L	
NJSLSA.R1.	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
NJSLSA.R8.	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
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Unit Essential Question(s):

- How does the knowledge of contracts and warranties make a smart consumer?
- What are the consumers rights regarding harmful products?
- What are the consumer's rights if unable to pay a debt? • How do ads affect the consumer?
- What steps should a consumer take before making a purchase?
- What steps does a consumer take to purchase a car?
- What does the consumer need to know about housing?

Unit Enduring Understandings:

- Students will understand laws regarding housing, credit and sales practices.

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- How does the consumer negotiate a lease?
- Is there a right to housing?

Evidence of Learning**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests
- Mock Trial Project

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials: <ul style="list-style-type: none"> ● Various websites ● <i>The Jungle</i> ● FAFSA forms ● Equal Credit Opportunity Act ● Fair Credit Reporting Act ● Copies of contracts ● Copies of warranties ● Various advertisements 	Key Vocabulary: <ul style="list-style-type: none"> ● FAFSA ● The Jungle ● Contract ● Warranty ● Credit
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Contracts and Warranties	To understand various contracts and warranties and legal protections	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5
Credit	To understand credit institutions and banking laws	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5
Deceptive Sales	To analyze deceptive sales practices and how the law helps consumers	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
Consumerism	To understand, then analyze various types of protections for consumers	Notes/Google Slides Primary sources	8

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		Articles and reading comprehension Discussion Questions	
Cars	To understand, then analyze ways the law protects consumer to purchase or lease a car	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	7

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Unit # - Overview	
Content Area: You and the Law	
Unit Title: Family Law	
Grade Level: 10-12	
Core Ideas:	
This unit looks at laws pertaining to the family. Topics include: marriage, parents and children, foster care and adoption, divorce and the government's role.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
NCSS#: 5 Individuals, Groups and Institutions	Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

	<p>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> <p>Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.</p>
NCSSS#: 6 Power, Authority and Governance	Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.
NCSSS #10 Civic Ideas and Practices	<p>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.</p> <p>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.</p>
6.3.12.Hist ory CA.1	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)
Career Readiness, Life Literacies, and Key Skills	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights
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9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
Computer Science and Design Thinking	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+ Mandate	Recognize that rights and experiences of members of the LGBTQ+ community is different than their cisgender, heterosexual counterparts under the eyes of the law in various U.S. states simply due to their identity and sexual orientation.
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
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AAPI/LGBTQ+/Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others

Interdisciplinary Connection

WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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

Companion Standards ELA/L

NJSLSA.R1.	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
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NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research

	process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Unit Essential Question(s): <ul style="list-style-type: none"> • Why is it necessary to understand family law? • Should a child be mandated to take care of his/her parents • Is the government responsible to fund families? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Should the government be able to define a family?

Evidence of Learning

Formative Assessments: <ul style="list-style-type: none"> • Do Now • Questions • Exit Slips • Class discussion • Group Work • Discussion Worksheets • Photo Analysis • Analyzing research • Short Essays • Note Composition • Illustrations Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> • End of chapter quizzes and unit tests • End of Unit Project Alternative Assessments: <ul style="list-style-type: none"> • Oral Testing

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<ul style="list-style-type: none"> • Portfolio • Notebook Check • Oral Presentations 	
Resources/Materials: <ul style="list-style-type: none"> • Websites • Fannie and Freddie Mac site • Welfare Laws • Adoption laws • Case Studies • A prenuptial agreement 	Key Vocabulary: <ul style="list-style-type: none"> • Adoption • Welfare • Prenuptial Agreement • Custody

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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Law and Family	To understand how laws protect American families	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Marriage	To understand, then analyze how laws relate to marriage	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5
Parent and Child	To understand laws regarding the relationship between parent and child	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Foster Care and Adoption	To understand, then analyze the laws pertaining to foster care and adoption	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Separation, Divorce and Custody	To understand, then evaluate the laws pertaining to separation, divorce and custody	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Government	To understand, then analyze the laws regarding the government support for families and individuals	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
Children	To understand, then analyze laws protecting our children	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed

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Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Unit # - Overview	
Content Area: You and the Law	
Unit Title: Individual Rights and Liberties	
Grade Level: 10-12	
Core Ideas:	
<p>This Unit studies Constitutional law and liberties especially the 1st amendment, due process and the right to privacy. In addition, this unit will explore law in discrimination, the workplace and immigration.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
<p>NCSS#: 2 Time, Continuity, and Change</p>	<p>Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.</p> <p>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.</p>

<p>NCSSS#: 5 Individuals, Groups and Institutions</p>	<p>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.</p> <p>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p>
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	<p>Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.</p>
<p>NCSSS#: 6 Power, Authority and Governance</p>	<p>Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.</p>
<p>NCSSS #10 Civic Ideas and Practices</p>	<p>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.</p> <p>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.</p>
<p>6.3.12.Hist ory CA.1</p>	<p>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)</p>
<p>6.1.12.Civi csP R.2.a</p>	<p>Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today</p>
<p>6.1.12.Civi csP I.14.c</p>	<p>Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human right</p>

6.1.12.Civics P R.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security)
Career Readiness, Life Literacies, and Key Skills	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws
9.2.12.CAP.1	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
Computer Science and Design Thinking	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+ Mandate	Recognize that rights and experiences of members of the LGBTQ+ community is different than their cisgender, heterosexual counterparts under the eyes of the law in various U.S. states simply due to their identity and sexual orientation.
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
Holocaust/Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.

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AAPI/LGBTQ+/Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	

WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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

Companion Standards ELA/L

NJSLSA.R1.	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
NJSLSA.R8.	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
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Unit Essential Question(s):

- What are the principles of Constitutional law? ● Does freedom of speech encompass all areas of speech? ● Is the press entitled to report all information that was disclosed to them?
- Should evolution be taught?
- Does due process protect liberties?
- How does the government ensure the right to privacy? ● How has the government policy evolve in discrimination law?
- What are employee’s rights in the workplace? ● Is immigration law in the US effective?

Unit Enduring Understandings:

- How does the Bill of Rights protect each citizen?

Evidence of Learning

Formative Assessments:

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research

- Short Essays
- Note Composition
- Illustrations

Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests
- End of Unit Project - Supreme Court Studies

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- Websites
- Patriot Act
- Protect America Act
- Supreme Court Cases
- ADA
- Quotes on relevant topics
- Freedom of Information Act
- Title IX

Key Vocabulary:

- Constitutional Law
- 14th Amendment
- Discrimination

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to Constitutional Law	To understand, then analyze Constitutional Law	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Freedom of Speech	To understand, then analyze Freedom of Speech	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5
Freedom of the Press	To understand, then analyze Freedom of the Press	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Expression in Special Places	To analyze why Freedom of Speech and Press protect “hate” speech	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Freedom of Religion	To understand, then analyze Freedom of Religion	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Due Process And Equal Protection	To understand, then analyze the 14th Amendment	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5
Privacy	To understand, then analyze citizens' right to privacy under the Constitution.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3

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Others Protected	To analyze the current policies for discrimination, workplace and immigration law	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	10
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Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Content Area: You and the Law	
Unit Title: Criminal Vs. Civil Law	
Grade Level: 10-12	
Core Ideas: Students will get a basic understanding between criminal laws and torts.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
NCSS#: 5 Individuals, Groups and Institutions	<p>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.</p> <p>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this</p>

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	<p>and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> <p>Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.</p>
NCSS#: 6 Power, Authority and Governance	<p>Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.</p>

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<p>Career Readiness, Life Literacies, and Key Skills</p>	
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<p>8.2.12.ITH.3</p>	<p>Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p>
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<p>AAPI/ LGBTQ+ /Handicap Mandate</p>	<p>Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.</p>
<p>SEL</p>	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

	<ul style="list-style-type: none"> • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Develop, implement, and model effective problem-solving and critical thinking skills • Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
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NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Unit Essential Question(s): <ul style="list-style-type: none"> • What are the different types of criminal law? • What is state law v. federal law? • What are the ideas of torts? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • What is the difference between criminal and civil law?
Evidence of Learning	

Formative Assessments:

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests
- End of Unit Project

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- Websites
- Primary Sources
- Scotusblog.com

Key Vocabulary:

- Criminal Law
- Civil Law
- Tort Law

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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Crime	To understand the types of crime in America	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Criminal Law	To understand criminal law in America	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Torts	To understand, then analyze tort law	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Gangs	To understand, then analyze gangs in America	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Public	To understand, then analyze ways to keep the public informed of crimes	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

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Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications