

# SOCIAL STUDIES DEPARTMENT

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## AMERICAN LEGAL SYSTEM CURRICULUM 2016

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Week	Marking Period 1	Week	Marking Period 3
1	Introduction to the Law & Legal System	11	Intentional Torts
2	Crime in America	12	Negligence & Strict Liability
3	Crimes against the Person	13	Constitutional Law
4	Crimes against Property	14	Freedom of Speech
5	Holiday/Testing	15	School Break (Winter/Spring)
Week	Marking Period 2	Week	Marking Period 4
6	Defenses & the Criminal Process	16	Freedom of Religion
7	Terrorism	17	Due Process
8	Mock Trial #1	18	Right to Privacy
9	Torts (Civil Wrongdoing)	19	Mock Trial #2
10	Exams	20	Exams

<b>Time Frame</b>	<b>2 days</b>						
<b>Topic</b>							
Introduction to the Law and Legal System							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What is Law?</li> <li>• Why study law?</li> <li>• What is our Constitutional Framework and how are laws made?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Why laws exist and different kinds of laws</li> <li>• How law is related to values, human rights, and responsibilities within the frames of the United States Constitution</li> <li>• How our court system and the adversarial system of justice is structured in the United States</li> </ul>							
<b>Alignment to NJCCCS</b>							
.6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to explain how laws reflect economic, moral, political, and social values.</li> <li>• The learner will be able to analyze case law in order to explore the relationship between law and morality.</li> <li>• The learner will be able to analyze and critique situations which may or may not reflect human rights violations in the United States.</li> <li>• The learner will be able to restate in their own words the relationship between rights and responsibilities.</li> <li>• The learner will be able to explain basic principles about the Constitution and how laws are created.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> <li>• Quiz</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Crime in America							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What constitutes a crime?</li> <li>• What are the causes of crime?</li> <li>• What are different categories of crimes?</li> <li>• What are approaches to reduce crime?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will develop an understanding of the nature and causes of crime.</li> <li>• The learner will be able to explain the meaning of the Second Amendment to the Constitution.</li> <li>• The learner will be able to restate in their own words the relationship between crime and substance abuse.</li> <li>• The learner will be able to evaluate plans to legalize drugs and other approaches to the drug problem.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.14; 6.1.12.A.14.a; 6.1.12.A.14.b; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• What is the relationship between gangs, guns, alcohol, drugs, and crime</li> <li>• What is implied consent</li> <li>• Difference between motive and state of mind</li> <li>• Three elements of a guilty state of mind</li> <li>• Identify a strict liability offense</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Crimes against the Person							
<b>Essential Questions</b>							
What is a defined as a crime against the person?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to differentiate between first degree murder, felony murder, and second degree murder.</li> <li>• The learner will be able to differentiate between voluntary and involuntary manslaughter.</li> <li>• The learner will be able to cite examples of negligent and noncriminal homicide.</li> <li>• The learner will be able to analyze how the charges relating to kidnapping change if the abductor brings a person across state lines.</li> <li>• The learner will be able distinguish between forcible rape and statutory rape.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Elements of a crime</li> <li>• State of mind</li> <li>• Intent</li> <li>• How to read a criminal law statute</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
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<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Crimes against Property							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What constitutes a crime against property?</li> <li>• What strategies can be developed to reduce the incidence of property crimes?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to analyze crimes in which property are destroyed.</li> <li>• The learner will be able to identify arson and crimes related to arson.</li> <li>• The learner will be able to restate in their own words the relationship between larceny and keeping lost or misdelivered property.</li> <li>• The learner will be able to identify types and consequences of vandalism.</li> <li>• The learner will be able to analyze and distinguish between embezzlement and robbery.</li> <li>• The learner will be able to analyze the potential impact of identity theft on a person and steps to take to protect his or her identity.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Arson</li> <li>• Vandalism</li> <li>• Larceny</li> <li>• Embezzlement</li> <li>• Robbery</li> <li>• Extortion, Burglary, Forgery, and Identity Theft</li> <li>• Cybercrime</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
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<b>Time Frame</b>	1 week						
<b>Topic</b>							
Criminal Defenses and the Criminal Court Process							
<b>Essential Questions</b>							
What defenses are available to defendants in criminal cases?							
How does the criminal justice process work?							
How is case built against the accused?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to restate in their own words the circumstances under which the law recognizes the right of a person to use reasonable force in self-defense.</li> <li>• The learner will be able to analyze the extent to which a person can use force to defend their property.</li> <li>• The learner will be able to analyze the standard used in Stand Your Ground laws.</li> <li>• The learner will be able to describe the Fourth Amendment rights a person has during an arrest.</li> <li>• The learner will be able to analyze Supreme Court decisions regarding search and seizure.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• What must a prosecutor prove for a conviction to occur in a criminal case</li> <li>• What a defendant is not required to do in a criminal case</li> <li>• Self-defense</li> <li>• Infancy</li> <li>• Intoxication</li> <li>• Insanity</li> <li>• Entrapment</li> <li>• Warrants</li> <li>• Probable Cause</li> <li>• Reasonable Suspicion</li> <li>• Miranda warnings</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
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NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2;							

RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7;  
WHST.11-12.8, WHST.11-12.9

### **Technology Integration**

8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector



<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Terrorism							
<b>Essential Questions</b>							
<p>What impact did the 9/11 terrorist attacks have on the law?          Are antiterrorism measures necessary if the country is not at war?          How have your civil liberties been impacted by antiterrorism measures?</p>							
<b>Enduring Understandings</b>							
<p>The learner will be able to debate the validity of laws and policies put in place for the war on terrorism.          The learner will be able to restate in their own words the basic provision of the USA Patriot Act.          The learner will be able to compare the rights of citizens during wartime with actions taken during the war on terror.          The learner will be able to analyze the arguments for and against increased surveillance.</p>							
<b>Alignment to NJCCCS</b>							
6.1.12.A.14.h; 6.1.12.D.15.d; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• The law in times of war and peace</li> <li>• Patriotism and the USA Patriot Act</li> <li>• The role of the Department of Homeland Security</li> <li>• Changes in surveillance and Fourth Amendment Searches</li> <li>• Detention, Interrogations, and Torture</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
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<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2 <ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							

<b>Time Frame</b>	2 weeks						
<b>Topic</b>							
Mock Trial							
<b>Essential Questions</b>							
How does a court system function? What are court process and procedures? How is a court trial conducted?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The court system: who decides?</li> <li>• The legal process of a jury and non-jury trial</li> <li>• Jury selection</li> <li>• Crafting arguments to support your theory of the case</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• The Trial: Who do you get there?</li> <li>• Steps in a Trial: What are they?</li> <li>• The Jury: How do you select one?</li> <li>• Your side of the story: What the case about/theory of the case?</li> <li>• Evidence: What comes in or stays out?</li> <li>• Trial procedures: What rules governs a trial?</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Mock Trial</li> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Mock Trial</li> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> </ul>							
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<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
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<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Torts (civil wrong)							
<b>Essential Questions</b>							
What is a tort? How have torts developed historically? Why has society allowed people to recover damages for noncriminal activities?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to explain the concept and purpose of tort law and liability.</li> <li>• The learner will be able to analyze a situation to determine whether a person should be held liable for their actions.</li> <li>• The learner will be able to distinguish between a civil tort and criminal charges.</li> <li>• The learner will be able to analyze the standard of proof used to determine liability in a tort suit.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• The Deterrent Value of Torts</li> <li>• Types of Torts</li> <li>• Comparing the Criminal and Civil Processes</li> <li>• Insurance</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
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8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
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<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Intentional Torts							
<b>Essential Questions</b>							
What is an intentional tort? How does the judicial system treat intentional torts?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to compare and contrast the two different classes of intentional torts.</li> <li>• The learner will be able to distinguish between battery and assault.</li> <li>• The learner will be able to analyze a scenario to determine whether or not emotional distress occurred.</li> <li>• The learner will be able to analyze the tort of false imprisonment.</li> <li>• The learner will be able to compare and contrast the two types of defamation and their defenses.</li> <li>• The learner will be able to describe differences between patents and copyrights.</li> <li>• The learner will be able to analyze how the defenses of consent, privilege, and defense of self and property to defend against intentional tort claims.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Damages</li> <li>• Torts that injure persons</li> <li>• Torts that harm property</li> <li>• Defenses to Intentional Torts</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
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√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2; 8.2.12.B.3							
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Negligence & Strict Liability							
<b>Essential Questions</b>							
<p>What are the legal elements of negligence?</p> <p>What are the defenses a person charged with negligence might use?</p> <p>What is strict liability?</p> <p>How is strict liability an incentive for careful and safe practices?</p>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to analyze scenarios to determine the duty of care and breach of duty.</li> <li>• The learner will be able to restate in their own words the reasonable person standard.</li> <li>• The learner will be able to differentiate between cause in fact and proximate cause.</li> <li>• The learner will be able to analyze a situation in order to determine whether or not a given harm was foreseeable.</li> <li>• The learner will be able to analyze how and why strict liability differs from negligence.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• What are the elements of negligence</li> <li>• What is duty and breach</li> <li>• Causation</li> <li>• Damages</li> <li>• Defenses to Negligence</li> <li>• What constitutes a dangerous activity</li> <li>• Defective Products</li> <li>• Defenses to Strict Liability</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
<p>NJSLSA.R.1; NJSLSA.R.2; NJSLSA.R.3; NJSLSA.R.7; NJSLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9</p>							

## **Technology Integration**

8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Constitutional Law							
<b>Essential Questions</b>							
How does the Constitution establish the basic framework of government? How does the Bill of Rights protect basic individual rights?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>The learner will be able to restate in their own words the rights guaranteed to individuals in each amendment in the Bill of Rights.</li> <li>The learner will be able to analyze how courts have interpreted the 14<sup>th</sup> Amendment to apply the Bill of Rights to protections from state and local governments.</li> <li>The learner will be able to analyze how voting rights of American citizens were affected by the 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> Amendments to the Constitution.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.D.2.b; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Amendments to the Constitution</li> <li>Basic Constitutional Law Principles</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Case Studies</li> <li>Scenario Role Play</li> <li>Debate</li> <li>Internet Research</li> <li>Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Discussion</li> <li>Questioning</li> <li>Open Ended Questions</li> <li>Case law analysis</li> <li>Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Laptop and Projector</li> <li>Google Chromebooks</li> <li>Elmo Projector</li> </ul>							

<b>Time Frame</b>	1 week						
<b>Topic</b>							
Freedom of Speech							
<b>Essential Questions</b>							
How does the freedom of expression relate to maintaining democracy? What is the scope of the government's ability to regulate expression?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to identify forms of communication protected by guarantees of freedom of speech.</li> <li>• The learner will be able to analyze Supreme Court decision regarding pornography and obscenity in relation to free speech.</li> <li>• The learner will be able to analyze defamation and explain its relationship to the First Amendment.</li> <li>• The learner will be able to analyze the three kinds of commercial speech that the government can ban.</li> <li>• The learner will explore the Supreme Court's tests relating to protected speech have evolved over time.</li> <li>• The learner will analyze how courts have interpreted nonverbal speech and whether it is protected under the Constitution.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.D.2.b; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Importance of the Freedom of Speech</li> <li>• Obscenity</li> <li>• Defamation</li> <li>• Commercial Speech</li> <li>• Fighting words, offensive speakers, and hostile audiences</li> <li>• Time, place, and manner restrictions</li> <li>• Symbolic speech</li> <li>• Vagueness and overinclusive laws</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2;							



RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7;  
WHST.11-12.8, WHST.11-12.9

### **Technology Integration**

8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Freedom of the Press							
<b>Essential Questions</b>							
Is all written speech protected under the First Amendment? How is the conflict between the freedom of the press and certain other rights such as privacy resolved?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to restate in their own words how democracy is threatened in the absence of free speech.</li> <li>• The learner will be able to weight the importance of a free press against a defendant's right to a fair trial.</li> <li>• The learner will be able to analyze the reasoning behind the Supreme Court decision in NY Times v. United States.</li> <li>• The learner will be able to analyze rights that conflict with shield laws.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.D.2.b; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Prohibiting publication</li> <li>• Denying the press access to information</li> <li>• Requiring the press to disclose information</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Freedom of Religion							
<b>Essential Questions</b>							
How does the establishment clause and the free exercise clause work together to ensure that the government protects religious freedoms?							
How do rights of individuals to practice their religion sometimes clash with the government's obligation not to establish or favor religion?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>The learner will be able to analyze what the establishment clause of the First Amendment prohibits the government from doing.</li> <li>The learner will be able to analyze what the free exercise clause of the First Amendment prohibits the government from doing.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.D.2.b; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>The Establishment clause</li> <li>The Free Exercise Clause</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Case Studies</li> <li>Scenario Role Play</li> <li>Debate</li> <li>Internet Research</li> <li>Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Discussion</li> <li>Questioning</li> <li>Open Ended Questions</li> <li>Case law analysis</li> <li>Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Laptop and Projector</li> <li>Google Chromebooks</li> <li>Elmo Projector</li> </ul>							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Due Process							
<b>Essential Questions</b>							
What is due process? How are due process rights protected from government interference?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to explain how procedural due process differs from substantive due process.</li> <li>• The learner will be able to analyze what fundamental rights listed in the Constitution is protected by due process rights.</li> <li>• The learner will be able to identify procedural due process and what it helps to prevent.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.13; 6.1.12.D.2.b; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Substantive Due Process</li> <li>• Procedural Due Process</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							

<b>Time Frame</b>	<b>1 week</b>						
<b>Topic</b>							
Right to Privacy							
<b>Essential Questions</b>							
How does the Supreme Court justify privacy protection in terms of substantive due process? What does the right to privacy protect? How does the right to privacy clash with important government interests?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The learner will be able to analyze Supreme Court decisions that have found a right to privacy.</li> <li>• The learner will be able to analyze circumstances when the right to privacy is protected.</li> <li>• The learner will be able to analyze Supreme Court cases that have limited students' rights to privacy.</li> <li>• The learner will be able to analyze how the right to privacy is being challenged by technology.</li> <li>• The learner will be able to explain how the right to privacy pertains to constitutional questions involving contraception and abortion.</li> </ul>							
<b>Alignment to NJCCCS</b>							
6.1.12.D.2.b; 6.1.12.2; 6.1.12.A; 6.1.12.A.3.d; 6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Information gathering and privacy</li> <li>• Reproductive rights and privacy</li> <li>• Privacy in the home and school</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Scenario Role Play</li> <li>• Debate</li> <li>• Internet Research</li> <li>• Graphic Organizer</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Questioning</li> <li>• Open Ended Questions</li> <li>• Case law analysis</li> <li>• Quiz/Test</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
<b>Interdisciplinary Connections</b>							
NJLSA.R.1; NJLSA.R.2; NJLSA.R.3; NJLSA.R.7; NJLSA.R.8; R.H.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.9; WHST.11-2.1; WHST.11-12.2; WHST.11-12.6; WHST.11-12.7; WHST.11-12.8, WHST.11-12.9							
<b>Technology Integration</b>							
8.1.12.A.3; 8.1.12.A.5, 8.1.12.E.1, 8.1.12.E.2							
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>							