

American Law

Unit I: Constitutional Law

Stage 1: Desired Results

Standards & Indicators:

Civics, Government, and Human Rights: Participation and Deliberation

Civic participation and deliberation are essential characteristics of productive citizenship

Civics, Government, and Human Rights: Human and Civil Rights

Governments around the world support universal human rights to varying degrees.

History, Culture, and Perspective: Claims and Argumentation

Historical sources and evidence provide an understanding of different points of view about historical events.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

CURRICULUM STANDARDS

6.3.12.CivicsPD.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.CivicsHR.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.HistoryCA.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).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Correlation to the National Standards for Civics and Government

II.A.2. How American constitutional government has shaped the character of American society. Students should be able to explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities.

II.B.1. Distinctive characteristics of American society: Students should be able to explain how the following characteristics tend to distinguish American society from most other societies.

II.C.2. Character of American political conflict: Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity.

II.D.3. Fundamental values and principles: Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.

V.B.1. Personal rights: Students should be able to evaluate, take, and defend positions on issues regarding personal rights.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.FI.1	Identify ways to protect yourself from identity theft.	There are ways to manage your accounts that provide you with maximum benefits and protection.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● The purpose of this unit on why laws/rules are needed is to provide students at the high school level with the understanding needed for life that in order to function together, we need some parameters and guidelines. ● Trace the roots of American democracy with different forms of government throughout history. ● To introduce law studies in the classroom, and to illustrate the pervasiveness of law, that law is both civil and criminal, and the positive nature of law (i.e., most laws are protective, not punitive). ● This unit is designed to help students read about Supreme Court cases involving religion in the public schools. Students will also investigate the views of several religious groups on the subject and express their own opinions. 		<p><u>Essential/Guiding Question:</u></p> <ol style="list-style-type: none"> 1. What are the basic ideas set forth in the United States Constitution? 2. Explain how rules/laws are involved in our daily lives. 3. List the types of decisions must be made in order to solve problems facing our society. 4. Help citizens have input into the forming of new laws to solve problems evident in their worlds. 5. Understand from where did the United States get their ideas for our government. 6. What is needed in order for a country to function as a society? 7. How the balance of power is maintained with the three branches of government. 8. What are the first 10 amendments to the constitution and how do they apply to everyday life?

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<p><u>Content:</u></p> <ul style="list-style-type: none">● Constitutional law and how the Constitution establishes the basic framework of government and how the Bill of Rights protects basic individual rights.● Freedom of Speech, the Press, and Expression in Special Places● Focus on freedom of expression and its importance in maintaining a democracy.● The scope of the government's ability to regulate expression and, in certain instances, to prevent and punish it.● Freedom of Religion and how the establishment clause and the free exercise clause work together to ensure that the government protects religious freedoms.● The rights of individuals to practice their religion sometimes clashes with the government's obligation not to establish or favor any religion.● Explore the concept of due process, which concerns both fair procedures and protection from government interference with certain rights.● The Right to Privacy● Discrimination law and the controversial issue of affirmative action.	<p><u>Skills(Objectives):</u></p> <p>Explain the roles, rights, and responsibilities of the U.S. citizen in our democracy.</p> <ol style="list-style-type: none">1. Examine the purpose of rules and laws, explain how governments enact and enforce them, and assess ways to evaluate rules and laws.2. Examine the concepts of civic life, politics, and government and explain why government is necessary.3. Describe the U.S. Constitution and why it, or any constitution, is important.4. Analyze the values, principles, and beliefs of our constitutional democracy and evaluate why it is important for U.S. citizens to promote and share these values, principles, and beliefs.5. Compare and contrast the organization, roles, and major responsibilities of federal, state, and local governments.6. Identify bias and prejudice in historical or modern interpretations of people, places, or events. Describe the benefits and challenges of diversity in the United States.7. Compare the purposes, sources of power, and effectiveness of various governments around the world to each other and to those outlined in the U.S. Constitution.8. Role-play scenarios that explain the U.S. Bill of Rights.9. Describe the Establishment Clause and the Free Exercise Clause of the First Amendment.10. Explain the status of current policies about religion in public schools.11. Summarize various Supreme Court cases regarding religion in public schools.12. Analyze websites of several religious or rights groups regarding their stances on the issue.13. State and support an opinion on current issues regarding civil rights.
<p><u>Interdisciplinary Connections:</u></p> <p>Students will use textual evidence to write argumentative essays which will discuss their views on current issues regarding civil rights.</p> <p>RL.CR.11–12.1. <u>Reading Literature.Close Reading of Text.11-12.1.</u> Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. <u>Reading Informational Texts.Close Reading of Text.11-12.1.</u> Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.11–12.2. <u>Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2.</u> Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CT.11–12.8. <u>Reading Informational Texts.Comparison of Texts.11-12.8.</u> Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance</p>	

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for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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 claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner 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 (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 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 (MLA or APA Style Manuals).

Stage 2: Assessment Evidence

Performance Task(s):

State a position on the issue that considers the interaction between individual rights and the common good AND includes an analysis of how to advocate for your position.

- Provide reason(s) for your position that include:
- An analysis of how the Constitution promotes one specific ideal or principle logically connected to your position on the issue.
- An evaluation of how well the Constitution was upheld by a court case OR a government policy related to your position on the issue.
- A fair interpretation of a position on the issue that contrasts with your own.

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes
Presentations
Research Projects
Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios
Debates
Group and Individual Projects
Small Groups
Interviews
Classroom Interaction
Simulations
Minute Paper

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<ul style="list-style-type: none"> • Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography. 	One Sentence Summary Pro-Con Grid Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing 	<p><u>Resources:</u></p> <ol style="list-style-type: none"> 1. GLSEN Educator Resources 2. Supporting LGBTQIA Youth Resource List 3. Respect Ability: Fighting Stigmas. Advancing Opportunities 4. Learning for Justice 5. Facing History & Ourselves <p>Street Law TextBook</p> <p>Using Legal Resource Persons</p> <ol style="list-style-type: none"> 1. A representative from a state’s legislature might be invited to discuss public policy issues related to discrimination and First Amendment issues. 2. Representatives from advocacy groups could discuss how citizens can work together to bring about changes in laws and policies that protect people from discrimination. 3. Other useful websites include: <ul style="list-style-type: none"> • Landmark Cases, help students analyze the ways key Court decisions have influenced law and society. • The Washington Post’s Supreme Court reporter, Joan Biskupic, provides information about the Court, the justices, this term’s cases, and cases from the past few terms. • The site of the Legal Information Institute at Cornell Law School includes a list-serve that enables teachers or students to receive daily summaries of the Court’s decisions as they are announced. • Northwestern Law School’s site provides a synopsis, analysis, and audio of oral arguments for cases from the past several decades. • The First Amendment Center has an extensive site devoted to freedom of speech, the press, religion, assembly, and petition. • Public Agenda provides a wealth of balanced information about controversial issues, including public polls on various issues. • Two sites will help teachers embrace the teaching of controversial issues in appropriate ways that ultimately help students learn important citizenship skills such as researching policy questions, evaluating evidence, formulating
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	<p>opinions, expressing opinions, and advocating for effective policies. The Civic Mission of Schools report specifically encourages teachers and administrators to embrace controversial issues. The National Council for the Social Studies offers suggestions for teaching controversial issues.</p> <p>Related Publications from Street Law, Inc.</p> <ul style="list-style-type: none"> • <i>Street Law's Classroom Guide To Mock Trials and Moot Courts</i> (2005) provides instructions for organizing and conducting mock trials and moot court exercises. • <i>Human Rights For All</i> (1996) provides additional information and teaching activities relevant to unit (McGraw-Hill, Street Law, Teachers Edition)
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> • breaking assignments into smaller tasks, • giving directions through several channels (auditory, visual • kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

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<p>depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	
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Unit II: Civil Law

Stage 1: Desired Results

Standards & Indicators:

Civics, Government, and Human Rights: Participation and Deliberation

Civic participation and deliberation are essential characteristics of productive citizenship

Civics, Government, and Human Rights: Human and Civil Rights

Governments around the world support universal human rights to varying degrees.

History, Culture, and Perspective: Claims and Argumentation

Historical sources and evidence provide an understanding of different points of view about historical events.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

CURRICULUM STANDARDS

6.3.12.CivicsPD.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.CivicsHR.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.HistoryCA.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).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Correlation to the National Standards for Civics and Government

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V.C.2. Civic responsibilities: Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.

V.E.3. Forms of political participation: Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.FI.1	Identify ways to protect yourself from identity theft.	There are ways to manage your accounts that provide you with maximum benefits and protection.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.

Central Idea/Enduring Understanding:

- State one argument in favor of and one argument against the adversarial system.
- Describe the roles of judges, juries, defense attorneys, prosecutors, and plaintiffs in a trial.
- Describe conditions under which a case can be appealed to higher courts.
- Distinguish among and explain the functions of majority, concurring, and dissenting opinions.
- List various types of courts and explain the types of cases they deal with.
- Classify cases according to jurisdiction of specific courts.

Essential/Guiding Question:

1. Define the terms trial, appeal, appellate court, and precedent; and explain how the decisions of appellate courts can have the force of laws.
2. What are examples of the types of activities typically regulated by treaties and describe who in the United States must sign and ratify a treaty before it becomes law.
3. What is the role of the international courts of the United Nations?
4. What is the role of citizens in making laws?
5. What is the definition of the term advocacy and given specific public policy issues, identify groups of people who advocate for or against those policy proposals.
6. Define the terms lobbying and grassroots lobbyist;
7. Describe the various methods that lobbyists use as they attempt to influence legislation and what is the

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	<p>impact of lobbying and campaign contributions on lawmaking.</p> <ol style="list-style-type: none"> 8. What are the three most common methods for settling disputes out of court. 9. What is the difference between the terms negotiation, settlement, arbitration, mediation, and ombudsperson; 10. What are the different steps to take to resolve a dispute through negotiation and through mediation. 11. Analyze a situation to determine whether or not a person involved should hire a lawyer.
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● The definition of law and the kinds of laws that exist. ● How law is related to values, human rights, and responsibilities within the framework of the U.S. Constitution. ● How laws are made by U.S. legislatures and regulatory agencies and by appellate courts that establish precedents. ● The roles of citizens in influencing the formation of laws. ● Advocacy and how to develop and implement plans for taking action to solve problems in one's community, state, and country. ● Settling disputes outside of court through negotiation, mediation, and arbitration. ● How to make smart decisions when they encounter conflict. ● International courts and the parallel systems of federal and state courts in the United States. ● Trial courts, appeals courts, military courts and tribal courts, as well as the power of the Supreme Court within the U.S. system of justice. ● When a lawyer is needed and how to find and work with lawyers. ● Ethical issues related to the practice of law as well as the career path to becoming a lawyer. 	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. List and compare the different types of court systems in the U.S. 2. List and explain the process of getting a lawyer 3. Identify where juries are mentioned in the body of the U.S. Constitution and in the Bill of Rights. 4. Explain the roles, rights, and responsibilities of the U.S. citizen in our democracy. 5. Examine the purpose of rules and laws, explain how governments enact and enforce them, and assess ways to evaluate rules and laws. 6. Examine the concepts of civic life, politics, and government and explain why government is necessary. 7. Describe the U.S. Constitution and why it, or any constitution, is important. 8. Analyze the values, principles, and beliefs of our constitutional democracy and evaluate why it is important for U.S. citizens to promote and share these values, principles, and beliefs. 9. Explain the requirements for jury duty in their state. 10. Evaluate whether the juror selection process in their state leads to impartial juries. 11. Define the terms petit jury and grand jury 12. Explain the requirements for jury duty in their state. 13. Evaluate whether the juror selection process in their state leads to impartial juries. 14. Define the terms petit jury and grand jury.
<p><u>Interdisciplinary Connections:</u></p> <p>Students will use textual evidence to write essays which will compare perspectives between mainstream and marginalized people.</p> <p>Students will use textual evidence to write argumentative essays which will discuss their views on current issues regarding civil rights.</p> <p>RL.CR.11–12.1. Reading Literature.Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a</p>	

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literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. [Writing.Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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 claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner 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 (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 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 (MLA or APA Style Manuals).

Stage 2: Assessment Evidence

Performance Task(s):

1. Court Visitation: Arrange for students to observe judges, lawyers, defendants, witnesses, and juries

Other Evidence:

- Vocabulary Quizzes
- Chapter Tests

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<p>in court. Ask students to note their impressions of each of the participants in the criminal procedures and whether those procedures represent what the students expected. For example, did they observe the rights of the victims and defendants being protected in the trial? This activity can be done as an introduction to the unit or as a summary activity at the end of the unit of study.</p> <p>OR</p> <p>2. Research Project: Students could conduct crime and victimization surveys to determine whether other young people are taking measures to prevent crime.</p> <p>OR</p> <p>3. Interview: Students could interview any of the resource people listed below about their jobs, including qualifications, educational requirements, application process, salary, duties, rewards, and challenges. After students complete their interview, ask them to report back to the class about what they learned.</p>	<ul style="list-style-type: none"> ● Group Projects ● Responses to Open-Ended Critical Thinking Questions ● Debate/Mock Trial <p>Research Projects</p> <p>Writing</p> <ul style="list-style-type: none"> ● Argumentative ● Informative/Explanatory ● Narrative <p>Digital Portfolios</p> <p>Debates</p> <p>Group and Individual Projects</p> <p>Small Groups</p> <p>Interviews</p> <p>Classroom Interaction</p> <p>Simulations</p> <p>Minute Paper</p> <p>One Sentence Summary</p> <p>Pro-Con Grid</p> <p>Student generated Test Questions</p> <p>Goal Ranking</p> <p>Process Analysis</p> <p>Chain Notes</p> <p>Group Work Evaluations</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Jigsaw</p> <p>KWL Charts</p> <p>Reflection and Response</p> <p>Socratic Seminar</p> <p>Think-Pair-Share</p> <p>Academic vocabulary and language</p> <p>Cooperative learning</p> <p>Debate</p> <p>Direct instruction</p> <p>Current Events</p> <p>Document based questions</p> <p>Effective Questioning</p> <p>Flexible/strategic grouping</p> <p>Formative/Strategic grouping</p> <p>Graphic organizers</p> <p>Homework and practice</p> <p>Identifying similarities and differences</p> <p>Integration of content area</p> <p>Lecture</p> <p>Modeling</p> <p>Note Taking</p> <p>Project based learning</p> <p>Reciprocal Teaching</p> <p>Summarizing</p>	<p><u>Resources:</u></p> <ol style="list-style-type: none"> 1. GLSEN Educator Resources 2. Supporting LGBTQIA Youth Resource List 3. Respect Ability: Fighting Stigmas, Advancing Opportunities 4. Learning for Justice 5. Facing History & Ourselves <p>Street Law Text Book</p> <ul style="list-style-type: none"> ● Street Law’s Classroom Guide to Mock Trials and Moot Courts (2005) provides instructions for organizing and conducting mock trial and moot court exercises. ● Human Rights for All (1996), written by Street Law, Inc., is designed to teach about human rights and democratic principles in global and United States contexts. ● Citizen advocacy is the primary focus of Chapter 3 and of Street Law’s Youth Act! Program. With Youth Act!, young people learn leadership and advocacy skills, identify the causes of local problems, tackle issues at the policy level, and engage in meaningful service learning. ● We Can Work It Out! Problem Solving Through Mediation by Judith Zimmer (1993) includes lesson plans and mock mediation cases for use with Chapter 4.
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	<ul style="list-style-type: none"> • Street Law for School Resource Officers (2003) is a series of 15 lessons designed to give police officers law-related education lessons they can use to help classroom teachers teach about the law. The lessons are designed to help students understand practical law and to improve relationships between law enforcers and young people. • Street Law Lessons for “Books Not Bars” is a series of lesson plans to accompany the Books Not Bars video documentary featuring young people who advocate for education to receive a higher budget priority than prison funding. <p>(McGraw-Hill, Street Law, Teachers Edition)</p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author’s position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> • breaking assignments into smaller tasks, • giving directions through several channels (auditory, visual • kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

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*Think, Pair, Share	*Think, Pair, Share	*Carousel activity to review or introduce material	
*Carousel activity to review or introduce material	*Excel charts to compile information	*Kahoot to introduce/conclude lessons	
*Digital Portfolios for Essay Writing	*Kahoot to introduce/conclude lessons	*Google Classroom	
*Google Classroom	*Google Classroom	*Google docs to turn in complete work	
*Google docs to turn in and complete work	*Google docs to turn in and complete work	*EdPuzzle	
*EdPuzzle	*EdPuzzle		

Unit III: Criminal Law

Stage 1: Desired Results

Standards & Indicators:

Civics, Government, and Human Rights: Participation and Deliberation
Civic participation and deliberation are essential characteristics of productive citizenship

Civics, Government, and Human Rights: Human and Civil Rights
Governments around the world support universal human rights to varying degrees.

History, Culture, and Perspective: Claims and Argumentation
Historical sources and evidence provide an understanding of different points of view about historical events. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

CURRICULUM STANDARDS

6.3.12.CivicsPD.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.CivicsHR.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.HistoryCA.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).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Correlation to the National Standards for Civics and Government

III.B.1. The institutions of the national government: Students should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.

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III.C.3. Major responsibilities of state and local governments: Students should be able to identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled.

V.D. Students should be able to explain what civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy.

V.E. Students should be able to explain how citizens can take part in civic life.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.FI.1	Identify ways to protect yourself from identity theft.	There are ways to manage your accounts that provide you with maximum benefits and protection.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.

Central Idea/Enduring Understanding:

- What is the nature of crime?
- What are current issues in criminal law, including gangs, guns, and computer crimes; and a variety of crimes and defenses.
- Students learn about the criminal justice process from the investigation phase through sentencing and corrections.
- Explores the juvenile justice system and the debate over whether juveniles should be treated differently than adults.

Essential/Guiding Question:

1. Explain who determines what constitutes a crime and the goals for designating crimes.
2. Debate the seriousness of various actions to determine what should be designated a crime.
3. Interpret trends in the number of crimes reported, arrests made, and who are the victims of crime in the United States.
4. Compare various theories about the causes of crime.
5. Evaluate methods of reducing crime and define the terms crime, incarceration, and community policing.
6. Describe the concerns regarding campus safety.
7. Explain how the use of drugs and alcohol is related to crimes on campus.

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	<ol style="list-style-type: none"> 8. Identify the issues related to the adequacy of campus and local services that deal with students. 9. Describe the concerns regarding campus safety. 10. Explain how the use of drugs and alcohol is related to crimes on campus. 11. Identify the issues related to the adequacy of campus and local services that deal with students. 12. Explain the meaning of the Second Amendment to the U.S. Constitution. 13. Describe how the U.S. Supreme Court has interpreted gun control laws in relation to the Second Amendment; and describe various state and federal laws that regulate firearms.
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Overview of crime in the United States. ● The nature and causes of crime and looking at the relationships between gangs, guns, alcohol, drugs, and crime. ● The study of criminal law. ● The categories of crimes such as state and federal crimes, crimes of omission, preliminary crimes, misdemeanors, and felonies. ● Crimes against persons and crimes against property, including computer crime. ● The defenses available to people accused of a crime. ● The criminal justice process—from the rules that police must follow when conducting arrests, through the proceedings that occur before trial and the constitutional protections that shape the trial itself, to issues dealing with sentencing and corrections. ● Juvenile Justice and the operation of the juvenile justice system and the special challenges it faces in dealing with young people who commit serious and violent crimes. ● Each step in the process as offenders move through juvenile court. 	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. Explain who determines what constitutes a crime and the goals for designating crimes and debate the seriousness of various actions to determine what should be designated a crime. 2. Interpret trends in the number of crimes reported, arrests made, and who are the victims of crime in the United States and compare various theories about the causes of crime. 3. List several reasons why people join gangs; and identify successful strategies communities use to prevent gang membership and to reduce the incidence of criminal gang activity. 4. Describe how the U.S. Supreme Court has interpreted gun control laws in relation to the Second Amendment; and describe various state and federal laws that regulate firearms. 5. Describe demographic patterns and trends in crime victimization including age, race, gender, and socioeconomic background. 6. Describe the elements of a crime and the requirements that prosecutors face in proving guilt and explain how a single act can be tried in both a criminal court and a civil court. 7. Explain the purpose or function of criminalizing certain behaviors that occur before a crime is committed by defining the terms inchoate crime, solicitation, attempt, conspiracy, and overt, giving examples of each. 8. Compare and contrast the different crimes against the person. 9. Compare and contrast the different crimes against property. 10. List and describe the various defenses to crime.
<p><u>Interdisciplinary Connections:</u></p> <p>Students will analyze numerical data charts comparing crime rates regarding crimes against people and crimes against property. This demonstrates an interdisciplinary connection to graphing and charts.</p> <p>Students will use textual evidence to write argumentative essays which will discuss their views on current issues regarding civil rights.</p>	

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RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. [Writing.Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- F. 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 claim(s), counterclaims, reasons, and evidence.
- G. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- H. 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.
- I. 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.
- J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 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 (MLA or APA Style Manuals).

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Stage 2: Assessment Evidence

Performance Task(s):

State a position on the issue that considers the interaction between individual rights and the common good AND includes an analysis of how to advocate for your position.

- Provide reason(s) for your position that include:
- An analysis of how the Constitution promotes one specific ideal or principle logically connected to your position on the issue.
- An evaluation of how well the Constitution was upheld by a court case OR a government policy related to your position on the issue.
- A fair interpretation of a position on the issue that contrasts with your own.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Document based questions

Effective Questioning

Flexible/strategic grouping

Formative/Strategic grouping

Graphic organizers

Homework and practice

Identifying similarities and differences

Integration of content area

Lecture

Modeling

Note Taking

Project based learning

Reciprocal Teaching

Summarizing

Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)
3. [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
4. [Learning for Justice](#)
5. [Facing History & Ourselves](#)

Street Law Text Book

Using Legal Resource Persons

- Community Works: Smart Teens Make Safer Communities (2004) contains lessons and materials about crime and violence prevention to help students build stronger, safer schools and communities.
- Parents and the Law (2004) includes lessons and materials on topics such as family violence and community resources.
- Street Law for Juvenile Justice (2006) is a series of lessons about law and crime designed for students in juvenile justice programs.
- Street Law for School Resource Officers (2003) is a series of fifteen interactive lessons designed to give police officers law-related education lessons

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	<p>they can use to help classroom teachers teach about the law.</p> <ul style="list-style-type: none"> • Street Law’s Classroom Guide to Mock Trials and Moot Courts (2005) provides instructions and lesson plans for organizing and conducting mock trial and moot court exercises. <p>(McGraw-Hill, Street Law, Teachers Edition)</p>		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author’s position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> • breaking assignments into smaller tasks, • giving directions through several channels (auditory, visual • kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

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*Digital Portfolios for Essay Writing	*Kahoot to introduce/conclude lessons	*Google docs to turn in complete work	
*Google Classroom	*Google Classroom	*EdPuzzle	
*Google docs to turn in and complete work	*Google docs to turn in and complete work		
*EdPuzzle	*EdPuzzle		

Unit IV: Tort Law

Stage 1: Desired Results

Standards & Indicators:

Civics, Government, and Human Rights: Participation and Deliberation
Civic participation and deliberation are essential characteristics of productive citizenship

Civics, Government, and Human Rights: Human and Civil Rights
Governments around the world support universal human rights to varying degrees.

History, Culture, and Perspective: Claims and Argumentation
Historical sources and evidence provide an understanding of different points of view about historical events. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

CURRICULUM STANDARDS

6.3.12.CivicsPD.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.CivicsHR.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.HistoryCA.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).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Correlation to the National Standards for Civics and Government

V.C.1. Personal responsibilities: Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.FI.1	Identify ways to protect yourself from identity theft.	There are ways to manage your accounts that provide you with maximum benefits and protection.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Identify the parties involved in tort action cases. ● Explain the concept and purpose of tort law and liability. ● Analyze a series of situations in order to determine whether the actions of the persons involved are reasonable or unreasonable; and describe the general ways in which tort actions are resolved. ● Explain how tort law attempts to strike a balance between preserving individual choice, determining the usefulness of a product, and protecting people from harm. ● Distinguish among the three main categories of torts: intentional wrongs, acts of negligence, and activities for which strict liability is imposed; and given a case scenario, identify the type of tort, if any, that occurred. ● Explain the differences between the standard of proof used to determine guilt in 		<p><u>Essential/Guiding Question:</u></p> <ol style="list-style-type: none"> 1. What are the differences between tort law and criminal law? 2. Describe how torts developed historically and present various circumstances under which a person can sue or be sued. 3. Outline the processes by which torts are adjudicated and discuss the role of insurance in tort law. 4. Define the terms tort, plaintiff, judgment, defendant, damages, liable, remedy, liability, and settlement; 5. Identify the parties involved in tort action case scenarios and explain the concept and purpose of tort law and liability. 6. Analyze a series of situations in order to determine whether the actions of the persons involved are reasonable or unreasonable and describe the general ways in which tort actions are resolved. 7. Explain how tort law attempts to strike a balance between preserving individual choice, determining the usefulness of a product, and protecting people from harm.

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<p>a criminal prosecution and the standard used to determine liability in a tort suit.</p> <ul style="list-style-type: none"> ● Describe who can be sued and explain the term deep pockets; determine which groups of people have protection (immunity) from certain types of tort suits; and describe class action suits. ● Define the terms explain the purpose of liability insurance and its role in American society. ● Describe why doctors and other professionals purchase malpractice insurance and why the premiums can be so costly. ● Identify different types of auto insurance and discuss the types of accidents that are covered by each. ● Describe how the workers' compensation system operates. ● Analyze the advantages and disadvantages of the workers' compensation system. 	<ol style="list-style-type: none"> 8. Distinguish among the three main categories of torts: intentional wrongs, acts of negligence, and activities for which strict liability is imposed. 9. Define the tort of emotional distress and, given case scenarios, determine whether or not this tort occurred. 10. Analyze the amount of force that may be used to protect property and/or protect an individual. 11. Explain how people can apply the defenses of consent, privilege, and defense of self and property to defend against intentional tort claims. 12. Define the terms duty, breach, and attractive nuisance; and identify the duty of care in a given situation. 13. Explain the reasonable person standard and its special applications for minors and for professional experts and apply the reasonable person standard to sample cases.
<p>Content: Define tort law and identify the parties in a civil lawsuit.</p> <ul style="list-style-type: none"> ● Apply basic concepts such as liability, settlement, and damages. ● Define the two general types of intentional torts—actions taken to deliberately harm another person and actions taken to harm property. ● Discuss how the judicial system treats intentional torts. ● Defenses to intentional torts. ● Explains the concept of negligence. ● The legal elements of negligence: duty, breach of duty, causation, and damages. ● The defenses a person charged with negligence might use. ● Describe torts in which defendants are held to strict liability standards because they engaged in extremely hazardous activities. ● Review the function of the tort law system as it relates to public policy and challenge students to evaluate the importance and fairness of the tort system as they assess current tort reform efforts. 	<p>Skills(Objectives): List and describe what is meant by tort law and how it impacts society.</p> <ol style="list-style-type: none"> 1. Apply tort law to everyday situations. 2. Compare and contrast intentional tort laws and apply intentional tort law to everyday situations. 3. List and explain the definition and explanation of the legal term negligence. 4. Given case scenarios, determine whether or not the tort of assault and/or battery occurred. 5. Define the tort of emotional distress and, given case scenarios, determine whether or not this tort occurred 6. Define the tort of false imprisonment and, given case scenarios, determine whether or not this tort occurred. 7. Compare and contrast tort law and public policy 8. Define the term “strict liability” and explain how people can apply the defenses of consent, privilege, and defense of self and property to defend against intentional tort claims. 9. Explain the reasonable person standard and its special applications for minors and for professional experts 10. Apply the reasonable person standard to sample cases. 11. Differentiate between cause in fact and proximate cause; and analyze a situation in order to determine whether or not a given harm was foreseeable. 12. Identify independent groups that provide information to consumers about the safety of products.
<p>Interdisciplinary Connections: Students will use textual evidence to write essays which will compare perspectives between concurring and dissenting opinions on various tort reform.</p>	

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Students will use textual evidence to write argumentative essays which will discuss their views on current issues regarding civil rights.

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. [Writing.Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- F. 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 claim(s), counterclaims, reasons, and evidence.
- G. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- H. 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.
- I. 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.
- J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 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 (MLA or APA Style Manuals).

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Stage 2: Assessment Evidence

Performance Task(s):

Mini-Tort Trials: Students who share a similar cultural background might know some of the same fairy tales or myths. Assign students to groups and have them select a story that illustrates a situation that could result in a tort. (For example, could the three bears sue Goldilocks? Should Chicken Little be liable for the emotional distress he caused his neighbors when he repeatedly claimed the sky was falling?) Ask students to identify potential plaintiffs and defendants, whether the defendant can show the required elements of that tort claim, and the defenses that might apply to the defendant. Finally, have students act out a ten-minute mock trial featuring their “tort stories,” with representatives from other groups serving as the jury. The jury should determine what damages, if any, should be awarded to the plaintiff.

OR

Court Visitation: Arrange for students to attend a civil trial or hearing. Ask students to take notes identifying the parties involved and the roles played by attorneys, judges, witnesses, plaintiffs, etc. If students have already seen a criminal trial, ask them to observe differences in procedures between criminal and civil trials. If possible, have students observe the voir dire process and identify reasons why some prospective jurors were not included in the final panel. Students might also outline procedures they observed and make judgments applying their knowledge to the case (e.g., the reasonable person standard, intentional wrong, negligence, strict liability, damages, and the like). Attorneys involved in the trial might be willing to speak with students afterward. Students could be assigned to cover a trial as if they were journalists. Students might also assume the roles of observers from other nations who are evaluating the U.S. system of justice—perhaps from a European’s point of view—to compare, contrast, and evaluate the merits of the differing approaches to torts.

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)

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<p>Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing</p>	<p>3. Respect Ability: Fighting Stigmas, Advancing Opportunities 4. Learning for Justice 5. Facing History & Ourselves</p> <p>Street Law Text Book Using Legal Resource Persons</p> <ul style="list-style-type: none"> • Law students or attorneys with experience in the civil litigation arena could discuss their work. • A doctor could speak on issues of malpractice insurance and jury awards. • A representative from a consumer protection agency could discuss manufacturers’ responsibilities, fraud, and issues of liability to the consumer. • Hold a question-and-answer session with an insurance salesperson or a claims agent. Discuss insurance fees, how they are determined, and how they are adjusted after an accident or traffic citation. • Invite a reporter from a local magazine, newspaper, or television station to discuss defamation, privacy, and freedom of the press. Learn how the reporter takes care not to commit a tort while writing a news story. • Find out what the dram shop laws are in your state. Invite a legislator who voted for the bill to answer questions, or invite a representative from Mothers Against Drunk Driving (MADD) or Students Against Destructive Decisions (SADD) to discuss the dangers, as well as the tort liabilities, of drinking and driving. • Two lawyers might make a presentation of tort reform: one should be a plaintiff’s lawyer and the other should be an insurance company’s or defendant’s lawyer. • Judges might address topics from Unit 3, including tort reform; the relative merits of the U.S. tort law system compared to that of Europe; or special issues for teens in relation to torts, including consequences of negligent behavior and of substance abuse.
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author’s position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> • breaking assignments into smaller tasks,

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<p>the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<ul style="list-style-type: none"> ● giving directions through several channels (auditory, visual ● kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Pacing Guide

American Law	Content/Resources:	Standards
UNIT 1 Constitutional Law		
<p>Days: 20 days</p> <p>Fall Semester: September-October</p> <p>Spring Semester: February-March</p>	<p>McGraw Hill Street Law: A Course in Practical Law</p> <p>CHAPTERS 34-41</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • The Constitution of the United States • First Amendment Case Studies • Supreme Court Case Files <p>TOPICS</p> <ol style="list-style-type: none"> 1. The History of Government and Democracy (2 days) 2. The Constitution (2 days) 3. The Judicial Branch (1 day) 4. Introduction to Constitutional Law (1 day) 5. Bill of Rights (4 days) <ol style="list-style-type: none"> a. First Amendment limitations (2 days) 6. Due Process (2 days) 7. The Right to Privacy (2 days) 8. Discrimination (2 days) <p>Review and Assessment (2 days)</p>	<p><u>Social Studies Standards</u></p> <p><u>CURRICULUM STANDARDS</u></p> <p>6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2</p> <p><u>Correlation to the National Standards for Civics and Government</u></p> <p>II.A.2. II.B.1. II.C.2. II.D.3. V.B.1.</p>
UNIT 2 Civil Law		
<p>Days: 25 days</p> <p>Fall Semester: October-November (End by Marking Period 1)</p> <p>Spring Semester: March-April (End by Marking Period 3)</p>	<p>McGraw Hill Street Law: A Course in Practical Law</p> <p>CHAPTERS 1-6</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • Mock Trial Documents <p>TOPICS</p>	<p><u>Social Studies Standards</u></p> <p><u>CURRICULUM STANDARDS</u></p> <p>6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2</p> <p><u>Correlation to the National Standards for Civics and Government</u></p>

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	<ol style="list-style-type: none"> 1. What is Law? (3 days) 2. Lawmaking (3 days) 3. Settling Disputes (3 days) 4. Introduction to Civil Law (2 days) 5. The Court System (10 days) <ol style="list-style-type: none"> a. Prosecutor b. Defense c. Judge d. The Trial 6. Lawyers (2 days) <ol style="list-style-type: none"> a. Plea Bargaining <p>Review and Assessment (2 days)</p>	<p>V.C.2. V.E.3.</p>
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UNIT 3 Criminal Law

<p>Days: 25 days</p> <p>Fall Semester: November-December</p> <p>Spring Semester: April-May</p>	<p style="text-align: center;">McGraw Hill Street Law: A Course in Practical Law</p> <p style="text-align: center;">CHAPTERS</p> <p style="text-align: center;">7-16</p> <p>Other Resources:</p> <ul style="list-style-type: none"> ● FBI Crime Data ● Local policing initiatives <p>TOPICS</p> <ol style="list-style-type: none"> 1. Crime in America (2 days) <ol style="list-style-type: none"> a. Measuring crime b. Crime Trends 2. Introduction to Criminal Law (2 days) 3. Crimes against the person (3 days) 4. Crimes against property (2 days) 5. The Criminal Justice Process (10 days) <ol style="list-style-type: none"> a. Investigation b. Pre-Trial c. Trial d. Sentencing/Corrections 6. Juvenile Justice (2 days) 7. Policing/police misconduct 	<p><u>Social Studies Standards</u></p> <p><u>CURRICULUM STANDARDS</u></p> <p>6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2</p> <p><u>Correlation to the National Standards for Civics and Government</u></p> <p>III.B.1. III.C.3. V.D. V.E.</p>
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	(2 days)	
	Review and Assessment (2 days)	
UNIT 4 Tort Law		
<p>Days: 20 days</p> <p>Fall Semester: December-January (End by Marking Period 2)</p> <p>Spring Semester: May-June</p> <p>(End by Marking Period 4)</p>	<p style="text-align: center;">McGraw Hill Street Law: A Course in Practical Law</p> <p style="text-align: center;">CHAPTERS 17-21</p> <p>Other Resources:</p> <ul style="list-style-type: none"> ● Tort Law Case Files ● Mock Trial Case Studies <p>TOPICS</p> <ol style="list-style-type: none"> 1. Torts: A Civil Wrong (3 days) 2. Introduction to tort law (3 days) 3. Intentional torts (3 days) 4. Negligence (3 days) 5. Strict Liability (3 days) 6. Torts and public policy (3 days) <p style="text-align: center;">Review and Assessment (2 days)</p>	<p><u>Social Studies Standards</u> <u>CURRICULUM STANDARDS</u></p> <p>6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2</p> <p><u>Correlation to the National Standards for Civics and Government</u></p> <p>V.C.1.</p>