Social Studies Curriculum

Grade 11
Course Description

Practical Law in Society is a law-related education course that will focus on our national, state and local legal systems. The content will be conveyed in a practical format to allow students to gain the knowledge necessary to survive in our law-saturated society. Students will engage in the study of criminal, civil, contract and family law in the classroom and in the community. A strong emphasis will be placed on written work in the form of case studies and mock trials.
# Practical Law in Society

## Social Studies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Foundations of United States Law</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Torts, Liabilities, and Contract Law</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Family and Juvenile Law</td>
<td>7-9 Weeks</td>
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<td>Unit 4</td>
<td>Lawyers and the Court System</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Criminal Justice System and Corrections</td>
<td>7-9 Weeks</td>
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</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

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

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</td>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

#### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
</table>
| ● Extra time for assigned tasks  
● Adjust length of assignment  
● Timeline with due dates for reports and projects  
● Communication system between home and school  
● Provide lecture notes/outline | ● Extra Response time  
● Have students verbalize steps  
● Repeat, clarify or reword directions  
● Mini-breaks between tasks  
● Provide a warning for transitions  
● Reading partners | ● Precise step-by-step directions  
● Short manageable tasks  
● Brief and concrete directions  
● Provide immediate feedback  
● Small group instruction  
● Emphasize multi-sensory learning | ● Teacher-made checklist  
● Use visual graphic organizers  
● Reference resources to promote independence  
● Visual and verbal reminders  
● Graphic organizers |

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
</table>
| ● Computer/whiteboard  
● Tape recorder  
● Spell-checker  
● Audio-taped books | ● Extended time  
● Study guides  
● Shortened tests  
● Read directions aloud | ● Consistent daily structured routine  
● Simple and clear classroom rules  
● Frequent feedback | ● Individual daily planner  
● Display a written agenda  
● Note-taking assistance  
● Color code materials |
# Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

A. Civics, Government, and Human Rights
6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.

D. History, Culture, and Perspectives
6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
English Language Arts & History/Social Studies Grades 11-12 Common Core Standards

Key Ideas and Details:

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure:

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

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

Range of Reading and Level of Text Complexity:

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the many reasons why we need laws in society and the goals of the legal system.</td>
<td>How do laws affect your life? Why do we have laws and why they are important to a democratic society? Locke believed that people had a right to revolution if the government was not fulfilling its part of the social contract. What circumstances could justify revolution?</td>
<td><strong>Journal:</strong> List 5 thing you do everyday that are affected by laws. What are those laws and would you change any of them? <strong>School democracy project:</strong> Imagine that the students at your school are the citizens who agree to a social contract. Is your school system more like an absolute monarchy or a democracy? Do you have one ruler or is power shared among more than one? Who are the rulers—teachers, principal, school board, or student council?</td>
<td><strong>Street Law Teacher Manual:</strong> <a href="http://www.glencoe.com/sec/socialstudies/street_law/index.php">http://www.glencoe.com/sec/socialstudies/street_law/index.php</a> <strong>ABC-CLIO, Why Government?</strong> <a href="http://americangovernment.abc-clio.com/Topics/Display/1184523">http://americangovernment.abc-clio.com/Topics/Display/1184523</a> <strong>Lesson plan, Socrates and the Law: Argument in an Athenian Jail</strong> <a href="http://edsitement.neh.gov/lesson-plan/socrates-and-law-argument-athenian-jail#sect-introduction">http://edsitement.neh.gov/lesson-plan/socrates-and-law-argument-athenian-jail#sect-introduction</a></td>
<td><strong>ELA:</strong> Trace the evolution of law and justice. Suggested topics of research: Hammurabi's Code, Draco's Law, Roman Law, Canon law, Magna Carter, etc. Select one topic and explain how this influenced the law</td>
</tr>
</tbody>
</table>
Discuss the foundations and principles of the US Government. Understand the influence of Locke and Rousseau.

**Standard:**
RH.11-12.4
6.1.12.A.2.b
6.1.12.A.2.a

Who influenced the fundamental ideas of the original 13 colonies?

Why was the Declaration of Independence written and who influenced its inception?

What was the influence of Thomas Hobbes and John Locke on the Declaration of Independence and early American government?

**Journal:** In the Declaration of Independence, Americans claimed, "all men are created equal." How do you think Thomas Jefferson and others of his time understood this statement? Do you think they applied it to all humans? Does it apply to all now? Explain.

**Voting project:** Look at the statistic "2008 Election: Voter Characteristics" Based upon the information in the table, combine the characteristics to create a portrait of the type of American most likely to vote. Is the person male or female? Of what age and educational attainment is the person? Of what racial background and income is the person? What part of the country does the person live in? Construct a portrait also of the American least likely to vote by the same criteria.

**Street Law Teacher Manual:**

**Website:** Natural Law
http://www.nlnrac.org/

**Lesson plan: The Declaration of Independence: “An Expression of the American Mind”**

**ABC-CLIO, What is Democracy:**
http://americangovernment.abc-clio.com/Topics/Display/1184524

**ABC-CLIO, Declaration of Independence:**
http://americanhistory.abc-clio.com/Topics/Display/1183197?cid=41&sid=1183197&useConcept=False

**Group Activity:** Small group activity- drafting a bill: 1- propose a new bill/law 2- present it to the class 3-vote

**Presentation:** If you were

**ELA:** Research the views of Thomas Hobbes and John Locke then write a paper comparing and contrasting the two and their influence on the Declaration of Independence.

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Explain how a bill becomes a law. Identify the various agencies and groups involved in the lawmaking process. Recognize the role of lobbyists and advocacy in lawmaking.

If you could change one law that affects your life, what would it be and why?

What is the process of how a bill becomes a law and how

**Group Activity:** Small group activity- drafting a bill: 1- propose a new bill/law 2- present it to the class 3-vote

**Presentation:** If you were

**Vote Smart Website:**
www.votesmart.org

**ABC-CLIO, How a Bill Becomes a Law:**
http://americangovernment.

ELA: Select one of the 1st ten amendments to the Constitution and write a persuasive essay for or against its relevance today.
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<tbody>
<tr>
<td>Understand due process of law and your right to privacy.</td>
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<td>---------------------------------------------------------</td>
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<tr>
<td><strong>Standard:</strong> RH.11-12.3 6.1.12.A.16.b</td>
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<td>Are there government decisions that conflict with the views of the American public?</td>
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<td>What is the difference between procedural due process and substantive due process?</td>
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<td>Why do you believe the Founders felt the need to include due process in the Bill of Rights?</td>
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<tr>
<td><strong>Diagram:</strong> Compare and contrast procedural due process with substantive due process. Come up with examples of each. Compare contrast due process in the 5th and 14th Amendments.</td>
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<tr>
<td><strong>Socratic Discussion:</strong> If someone with a terminal illness chooses to end their own life, should they be allowed to under their basic due process rights?</td>
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<tr>
<th>Explain the different ways your privacy is protected in the US Constitution and the limits to those rights.</th>
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<tbody>
<tr>
<td><strong>Standard:</strong> 6.1.12.A.16.b</td>
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<tr>
<td>What protections does the Constitution afford to people in protecting their privacy from the government?</td>
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<td>With the advent of new technologies, is privacy a thing of the past?</td>
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<td><strong>Class Discussion:</strong> Read and review the 4th amendment and discuss the status of privacy in the US today.</td>
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<td><strong>Article:</strong> Read and discuss with class, U.S. confirms warrantless searches of Americans <a href="http://www.usatoday.com/story/news/politics/2014/04/01/us-confirms-warrantless-searches-nsa/7176749/">http://www.usatoday.com/story/news/politics/2014/04/01/us-confirms-warrantless-searches-nsa/7176749/</a></td>
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<td><strong>Website, Privacy and the Constitution:</strong> <a href="http://law2.umkc.edu/faculty/projects/ftrials/conlaw/rightofprivacy.html">http://law2.umkc.edu/faculty/projects/ftrials/conlaw/rightofprivacy.html</a></td>
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<td><strong>Website, Roe v. Wade:</strong> <a href="http://www.pbs.org/wnet/supremecourt/rights/landmark_roe.html">http://www.pbs.org/wnet/supremecourt/rights/landmark_roe.html</a></td>
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<td><strong>ELA:</strong> Read and have students write a reaction paper, Edward Snowden, after months of NSA revelations, says his mission’s accomplished <a href="http://www.washingtonpost.com/world/national-security/edward-snowden-after-months-of-nsa-revelations-says-his-missions-accomplished/2013/12/23/49f36de-6c1c-11e3-a523-fe73ff6b8d_story.html">http://www.washingtonpost.com/world/national-security/edward-snowden-after-months-of-nsa-revelations-says-his-missions-accomplished/2013/12/23/49f36de-6c1c-11e3-a523-fe73ff6b8d_story.html</a></td>
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</tr>
</tbody>
</table>
Identify discrimination in United States history and discrimination today.

**Standard:**
6.1.12.A.5.c
6.1.12.D.2.b
6.1.12.A.13.a

<table>
<thead>
<tr>
<th>What is discrimination and give examples of laws that discriminate but are legal and constitutional?</th>
<th><strong>Research:</strong> Evaluate the extent to which the schools in your area are integrated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the different types of discrimination cases and the difference between reasonable discrimination and unreasonable discrimination? If a minority group feels that it is being treated unfairly by the majority, what recourse does it have?</td>
<td><strong>Journal:</strong> Segregation can be de jure or de facto. De jure means &quot;established by law,&quot; and that type of segregation is illegal. De facto means &quot;existing in fact,&quot; and that type of segregation is not illegal. Where can you observe de facto segregation?</td>
</tr>
</tbody>
</table>

**Street Law Teacher Manual:**

**ABC-CLIO, Majority Rule, Minority Rights:**
http://americangovernment.abc-clio.com/Topics/Display/1184522

**ABC-CLIO, Dred Scott Decision:**
http://africanamerican.abc-clio.com/Topics/Display/1477866

**ABC-CLIO, Civil Rights**
http://americangovernment.abc-clio.com/Topics/Display/1184552

**ELA:** Trace the history of racial discrimination in the United States from the mid 1800s through the Civil Rights era. Select 2 events you think are the most significant in terms of granting equal rights to African Americans and changing the law.

**Art:** Black Arts Movement, ABC-CLIO:
http://africanamerican.abc-clio.com/Topics/Display/147937

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### Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>First Amendment</th>
<th>Freedom of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination</td>
<td>Censorship</td>
</tr>
<tr>
<td>Procedural due process</td>
<td>Freedom of Speech</td>
</tr>
<tr>
<td>Substantive due process</td>
<td>Separation of Church and State</td>
</tr>
<tr>
<td>Libel</td>
<td>Establishment Clause</td>
</tr>
<tr>
<td>Slander</td>
<td>Free Exercise Clause</td>
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<tr>
<td>Defamation of Character</td>
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</tbody>
</table>
Choose 1

| **Case Study Board of Education, Island Trees Union Free School District v. Pico (1982):** | **Defamation/Libel/Slander Podcast:** In groups of 2 create a podcast on defamation, slander, or libel and clearly outline the legal ramifications of your chosen topic. [http://www.readwritethink.org/classroom-resources/printouts/podcasts-nuts-bolts-creating-30311.html](http://www.readwritethink.org/classroom-resources/printouts/podcasts-nuts-bolts-creating-30311.html) |
| Did the Board of Education's decision to ban certain books from its junior high and high school libraries, based on their content, violate the First Amendment's freedom-of-speech protections? After reviewing the facts and issues in this Supreme Court case, answer the question posed by this case. Select the judicial opinion with which you agree. You must give a thorough explanation for your viewpoint. When you read the opinions of the justices, you will find double and single quotation marks. The information within single quotation marks is material cited by the writer from previous court decisions (precedents). Board of Education, Island Trees Union Free School District v. Pico (1982) [http://www.firstamendmentschools.org/resources/handout1a.aspx?id=13965](http://www.firstamendmentschools.org/resources/handout1a.aspx?id=13965) |