Social Studies Curriculum
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.
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<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<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>
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<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>
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<tr>
<td>Unit 5</td>
<td>Criminal Justice System and Corrections</td>
<td>7-9 Weeks</td>
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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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<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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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<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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<tr>
<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>
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</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.
**Career Ready Practices**

<table>
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<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tr>
<td>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.</td>
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## Differentiated Instruction

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

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for</td>
<td>Repeat, clarify or reword</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote</td>
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<tr>
<td>reports and projects</td>
<td>directions</td>
<td>Provide immediate feedback</td>
<td>independence</td>
</tr>
<tr>
<td>Communication system</td>
<td>Mini-breaks between tasks</td>
<td>Small group instruction</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>between home and school</td>
<td>Provide a warning for transitions</td>
<td>Emphasize multi-sensory learning</td>
<td>Graphic organizers</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Reading partners</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily</td>
<td>Individual daily planner</td>
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<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>structured routine</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Simple and clear</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td>classroom rules</td>
<td>Color code materials</td>
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**Tests/Quizzes/Grading**
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**
- 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
A. Civics, Government, and Human Rights
6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

D. History, Culture, and Perspectives
6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.D.4.c Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

21st-Century Life and Careers
9.4 Career and Technical Education
L. Law, Public Safety, Corrections, & Security Career Cluster
9.4.12.L.(4).30 Examine and summarize protocols and procedures intended to protect the rights of juvenile victims and offenders.
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.

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

Integration of Knowledge and Ideas:

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

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>
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| Examine the many laws placed on people and how they affect daily life | How do local ordinances affect your daily life? What are some local laws in your town that are unique to the municipality (i.e. curfew, blue laws, zoning laws, etc.)? | **Brainstorm:** Ask students to brainstorm a list of laws that affect their lives from birth to death  
**Journal:** Students should be able to define the term will and identify how state and federal laws affect individuals throughout their lives.  
**Research:** Investigate the legal definition of the word “family” and using current research and your own opinion, define and explain how you would define and justify the word family. Make sure you back your argument with fact, research, and the US Constitution. | **Street Law Teacher’s Manual:** [http://www.glencoe.com/sec/socialstudies/street_law/index.php](http://www.glencoe.com/sec/socialstudies/street_law/index.php)  
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**Standard:** RH-11-12.9 6.1.12.D.14.d
| Explain the legal framework of child support. | If a couple separates or gets a divorce, what are the steps of a custody agreement? | **PowerPoint:** Child Custody, Visitation & Support [Link](http://www.law.washington.edu/clinics/streetlaw/lessons/FamLaw/SupportCustodyVisitation.pptx)  
**Research Paper:** Have students explain child support laws and guidelines in New Jersey [Link](http://www.judiciary.state.nj.us/cs-guide/) | **Street Law Teacher's Manual:** [Link](http://www.glencoe.com/socialstudies/street_law/index.php)  
**NJ Child Support:** [Link](http://www.njchildsupport.org/) | **ELA:** Read and discuss articles, Over $100 billion is owed in unpaid child support [Link](http://money.cnn.com/2012/11/05/news/economy/unpaid-child-support/) |

| Distinguish the difference between child abuse and neglect. | Legally, what is child abuse and neglect?  
What are the steps to reporting child abuse and explain the agency in charge of child protection? | **Chart:** Compare and contrast child abuse and child neglect showing the different forms and effects of both.  
**Journal:** Using your text and the resources discussed in class, explain in detail the steps for notifying law enforcement of suspected child abuse or child neglect. Also, discuss the potential outcomes if child abuse and child neglect are not reported. | **Child Abuse & Trial Process: Mock Hearing** [Link](http://www.law.washington.edu/clinics/streetlaw/lessons/ChildAbuseTrial.doc)  
**New Jersey Child Abuse Website,** [Link](http://www.nj.gov/dcf/reporting/how/)  
**Article, NJ advocacy group discourages scaling back child welfare reform:** [Link](http://www.nj.com/politics/index.ssf/2014/07/nj_child_advocacy_group_discourages_scaling_back_child_welfare_reform.html) | **ELA:** In your opinion, how can authorities prevent this kind of tragedy from occurring again? Write a one-page opinion. Read article and discuss, New Jersey Couple Held in Abuse; One Son, 19, Weighed 45 Pounds |
| Consider both the impact and relevance of foster care and adoption | **Standard:** RH-11.12-10 | **Small group:** Have students come up with a list of pros and cons for both foster care and adoption. | **Street Law Teacher’s Manual:** http://www.glencoe.com/sec/socialstudies/street_law/index.php | **ELA:** Read and have students write a 1-page analysis of the article. What are the steps to becoming a foster parent? | **Overcoming Adoption’s Racial Barriers** http://www.nytimes.com/2006/08/17/us/17adopt.html?page_wanted=all |
| Explain status offense and describe the juvenile justice process. | **Standard:** RH.11-12.2 9.4.12.L.(4).30 | **Research activity:** Research the different alternative programs offered in your city for juveniles and write a paper explaining their purpose and effectiveness | **Office of Justice Programs, Juvenile Justice:** http://ojp.gov/programs/justicestatement.htm | **ELA:** research, analyze, and write a report on the case of the West Memphis Three murder trial. If a juvenile commits 1st degree murder, should they be tried as an adult? What are the three goals of the juvenile justice system? | **Paradise Lost Documentary:** https://www.youtube.com/watch?v=2Q5o8x3jv18
Juvenile Executions
1) Why did The Supreme Court rule that juvenile executions are unconstitutional?
2) What type of evidence did they consider in making the decision?
3) According to this article what is the national consensus on the death penalty?

New trial sought for George Stinney, executed at 14:

Street Law Teacher's Manual:

<table>
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<tr>
<th>Unit 3 Vocabulary</th>
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<tbody>
<tr>
<td>parens patriae</td>
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<td>Defense of Marriage Act 1996</td>
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<td>Violence Against Women Act</td>
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<td>Co-habitation</td>
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<td>Palimony</td>
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Choose 1

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<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
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| **Persuasive Essay:** In your opinion should people under the age of 18 be charged as adults? Write a 3 page persuasive essay for or against this policy. You may include how youthful offenders are treated in the European Union, Singapore, China, or Africa. Include:  
1) Title  
2) Primary and Secondary source documents  
3) Times New Roman 12 size font  
4) Typed and Double Spaced  
5) Submitted using Turn In software  
6) Annotated Bibliography | **Public Service Announcement:** Produce a 60 second Public Service Announcement (PSA). It can be on any of the topics covered in this unit. This is NOT a group project. Each person in class produces their own PSA.  
1) Research and identify one area of public importance that you want to produce a PSA for. See the Ad Council list and the list below. The best PSAs produced this term will air during an Advocacy Broadcast, so your target audience is other teens. The best videos may be eligible for the SEVA video contest.  
2) Submit a PSA Proposal as a Microsoft Word Document. This concept proposal should include the issue your PSA will address; the key information you will relate; the “hook” that will grab your audience’s attention. Also, note whether you plan on shooting video for your project. Save the document as your LastName_PSAconcept.doc.  
3) Write an A/V Script. Use this template. See this example based on the Jelly Sandwich. Include shot type with a description of what each actor does in the shot. Write the dialog or sound effects that occur in the shot.  
4) Prepare a Storyboard that describes the images required and that includes the text for a voice-over narration.  
5) Shoot video footage. If shooting on a mobile phone avoid “Vertical Video Syndrome.”  
6) Record your narration track with a USB microphone or with video camera  
7) Edit this material to a length of 60 seconds (acceptable range 55 to 65 seconds). Include music you create in GarageBand. Do include credits with your name and period at the end over black. |