

Law and Society Course Overview

Content Area: **Social Studies**
Course(s): **LAW AND YOU 2**
Time Period:
Length: **Semester**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Law and Society

Course Number: 1066

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/9/2003

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Course Description

This course begins with a historical overview of the origins and development of our legal system. Students examine the way national and state court systems function with a special emphasis on New Jersey. The Bill of Rights is a major topic of study.

Class Materials

Textbook

McMahon, Edward T., et al. Street Law: A Course in Practical Law: Sixth Edition. St. Paul, MN: West Publishing Company, 1999.

Teacher's Manual

McMahon, Edward T., et al. Street Law: A Course in Practical Law: Sixth Edition: Teacher's Manual. St. Paul, MN: West Publishing Company, 1999.

Ancillaries

Students use a variety of contemporary readings from teacher-selected articles and case law to supplement the textbook. Media research involves the use of periodicals and new technologies with which students access information on current legal issues associated with topics covered in the curriculum.

Units of Study

Unit 1: Juvenile Justice

Essential Theme: Unit one introduces students to the study of the American Juvenile Justice System. Students will develop an understanding of how underage offenders are treated in the United States.

Essential Question: How are the goals of the American Juvenile Justice system different than that of the Adult Criminal

Justice System? In what way are juvenile offenders treated differently than adult offenders.

Unit 2: Due Process

Essential Theme: Unit two introduces students to the study of the due process through analyzing how the court tries to balance individuals rights with the need to make decisions quickly & efficiently.

Essential Question: To what extent does the philosophy of due process embody society's basic notion of legal fairness? In what way does the Constitution prohibit the government from violating citizen's rights to due process?

Unit:3 Consumer Law

Essential Theme: Unit three introduces students to the study of consumer law, giving students the tools both to protect themselves and manage their finances effectively.

Essential Question: To what extent does an understanding of contracts, warranties, credit card contracts help students become an informed consumer.

Unit 4: Marriage

Essential Theme: Unit four introduces students to the numerous ways in which they, as members of families are affected by Marriage laws.

Essential Question: What are the legal steps involved in getting married, including contractual obligations, rights, duties restrictions, and requirements?

Standards

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient

In Law and Society the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%)

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLs)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)

Other Information

SCED: 04165 Legal System

Legal System courses examine the workings of the U.S. criminal and civil justice systems, including providing an understanding of civil and criminal law and the legal process, the structure and procedures of courts, and the role of various legal or judicial agencies. Although these courses emphasize the legal process, they may also cover the history and foundation of U.S. law (the Constitution, statutes, and precedents). Course content may also include contemporary problems in the criminal justice system.

#1066 Law and Society

Course #	School #	Course Level	Grade(s)	Credits	Min.	Per Week	Elective/Required	Initial Course Adopted
1066	50	A	10-12	2.50	210		E	04/21/86