

Unit 4: The Court System

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Belleville Public Schools

Curriculum Guide

Business Law I

UNIT 4-The Court System

Grades 9-12

Belleville Board of Education

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Board Approved:

Unit Overview

Students will explore various dispute resolution options. Students will analyze the federal and state court systems and learn to navigate the different levels of the court system. Students will learn about different types of courts and how the court system operates. Students will specifically analyze the Court System of the State of New Jersey. Students will discover the function of the U.S. Supreme Court. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

Enduring Understanding

Students will,

- Comprehend the differences between arbitration and mediation and when each may apply
- Realize that all legal disputes do not have to be resolved in a court of law
- Apply the concepts of arbitration and mediation to resolve disputes
- Realize the court system is accessible and not intimidating
- Examine the different levels of the court system and understand the jurisdiction of each type of court
- Distinguish between trial courts and courts of appeal and comprehend the concept of precedent
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever

it happens

- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement
- Evaluate the government response to climate change and the effects of global warming on environment.

Essential Questions

- What is alternate dispute resolution?
- What are the differences between arbitration and mediation and when does each may apply?
- When can a legal dispute resolved out of court?
- What is the difference between the federal court system and the state court systems?
- What are the different levels of the court system and what is the power of each type of court?
- What is the difference between trial courts and courts of appeal?
- What powers do the U.S. Supreme Court have?
- What is the Legal Doctrine of Precedent?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

Exit Skills

Upon completion of Unit 4 students will be able to;

- Define alternate dispute resolution.
- Explain the differences between arbitration and mediation and identify when either may apply.
- Explain when a legal dispute resolved out of court.
- Identify the differences between the federal court system and the state court systems.
- Differentiate between the different levels of the court system and identify the power of each type of court.
- Explain the difference between trial courts and courts of appeal.
- Define the powers of the U.S. Supreme Court.
- Define the Legal Doctrine of Precedent.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement
- Evaluate the government response to climate change and the effects of global warming on environment.

New Jersey Student Learning Standards (NJSL)

SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Interdisciplinary Connections

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters

	uncertain.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

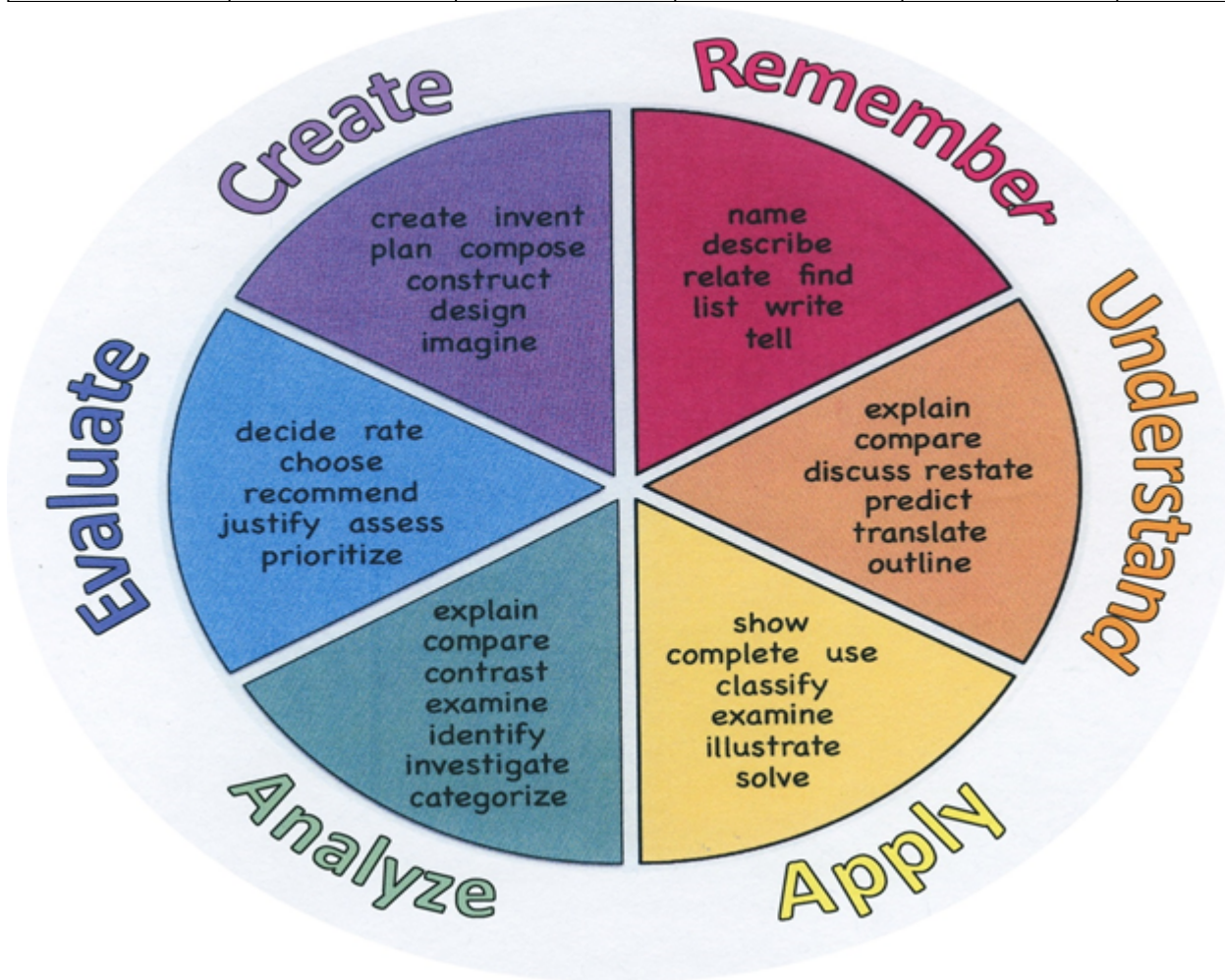
Learning Objectives

- Define alternate dispute resolution.
- Explain the the differences between arbitration and mediation and identify when either may apply.
- Explain when a legal dispute resolved out of court.
- Identify the differences between the federal court system and the state court systems.
- Diagram the federal court system and the Court System of the State of New Jersey.
- Identify the Chief Justice of the U.S. Supreme Court and the Chief Justice of the Supreme Court of New Jersey and how each is appointed.
- Differentiate between the different levels of the court system and identify the power of each type of court.
- Explain the difference between trial courts and courts of appeal.
- Define the powers of the U.S. Supreme Court.
- Define the Legal Doctrine of Precedent.
- Identify struggles of civil rights movements past and present and comprehend the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize

Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Unit specific Case Study exercises
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
 - The effects of global warming on the environment
 - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
 - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
 - The contributions of African-Americans to our country

Assessment Evidence - Checking for Understanding (CFU)

- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussions-Alternate assessment
 - Checklists and the E-learning platform will be used to review student work for comprehension and understanding
 - Unit test-Summative Assessment
 - Evaluation rubrics for writing, oral presentations-Formative Assessment
 - Engage in Mock Trial debate of law related issues concerning dispute resolution-Benchmark Assessment
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- Anticipation Guide
 - Common Benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Illustration
 - Learning Center Activities
 - Multimedia Reports
 - Newspaper Headline

- Outline
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- E-Textbook: Law for Business and Personal Use
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology)

Ancillary Resources

- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

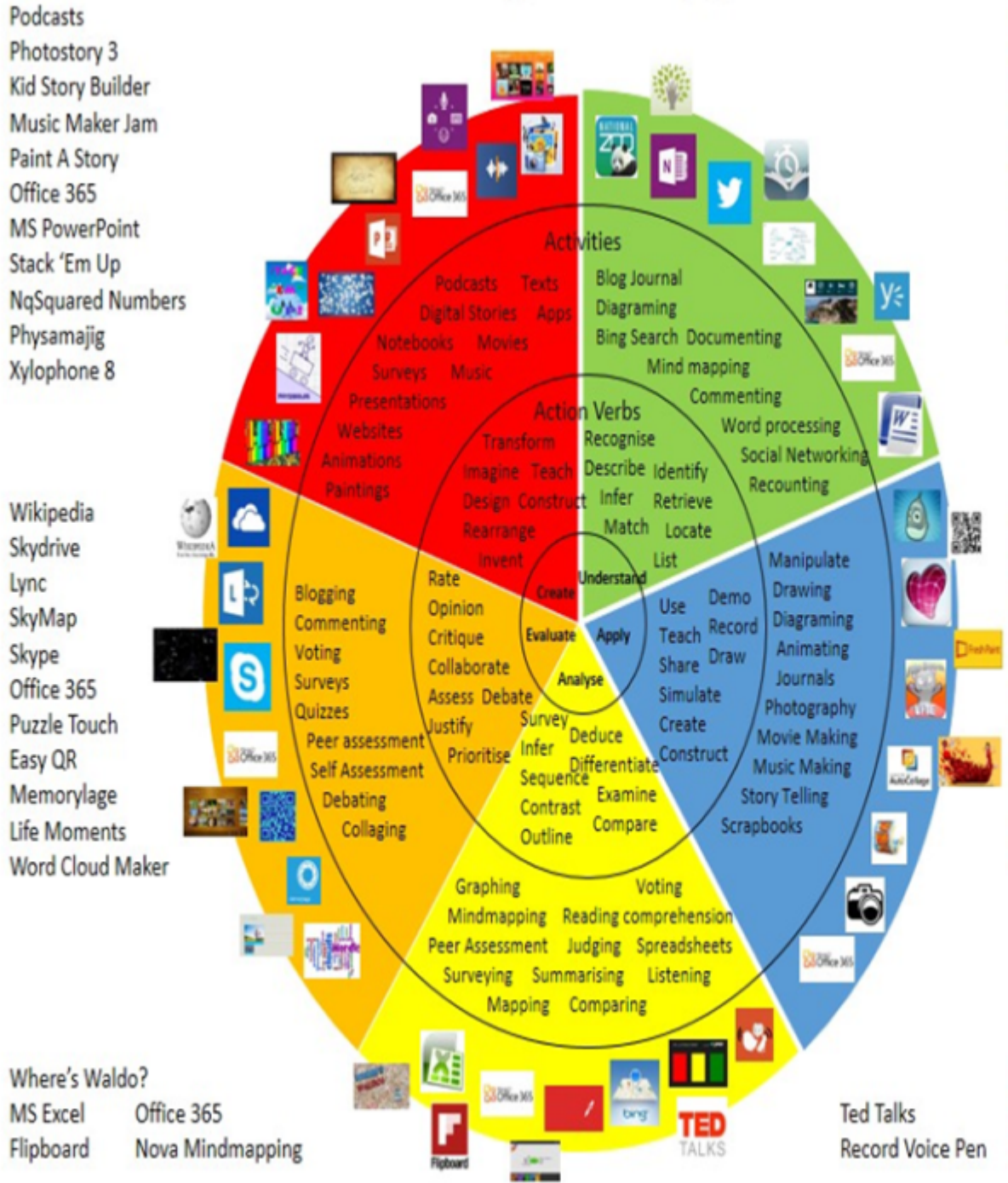
Technology Infusion

- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks
- Video/Audio equipment for recording and reviewing courtroom presentations

- Internet research on ethical questions in the law using Rule Based and Consequence Based Reasoning
- PowerPoint presentations used for lesson delivery
- E-Learning Platform (Google Classroom)
- Video/Audio equipment for recording and reviewing courtroom presentations

W

Win 8.1 Apps/Tools Pedagogy Wheel



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

21st Century Skills/Interdisciplinary Themes

- Critical Thinking and Problem Solving
 - Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills
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- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills
 - Media Literacy

21st Century Skills

- Global Awareness
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Students will be given additional time for completion of assignments or assessments
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings
- Use of visual and auditory presentations to introduce and support lesson delivery
- Use of web based resources and databases that provide structured reading levels and read aloud options

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments

- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Students will work in cooperative groups to prepare Unit outline
 - Students will use Unit outline to complete Unit assignments and assessments
 - Students will be given diagrams of Federal Court system the court system of the State of New Jersey to enhance their ability to navigate the court system
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- printed copy of board work/notes provided
 - additional time for skill mastery

- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Students will work with a peer tutor on Unit assignments and assessments
- Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
- Students and teacher will use translation apps to enable students to focus on selected objectives such as legal vocabulary

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Students will be provided with Unit PowerPoint study guide
 - Students will be allowed to use study guide/outline on Unit assessments
 - Alternate assessments will be used such as fill in the blank diagrams of the Federal Court system the court system of the State of New Jersey
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- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Students will create multi-media diagrams of Federal Court system the court system of the State of New Jersey and present them to the class
- Students will compare and contrast court system of the State of New Jersey to other state court systems

- Students will use Legal Reasoning problem solving skills to resolve legal disputes
 - Demonstrate self-directed learning, thinking, research, and communication skills
 - Look for extension ideas that challenge the student to delve deeper into the subject
 - Students will identify current legal issues and debate both in favor of and opposed to the issue.
 - Students will lead threaded discussions on various legal topics
 - Students will work in groups to represent each side of legal dispute and present arguments to student jurors
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Unit 4 The Court System

NJSLS:

See Standards Listed Below

Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

Statement of Objective:

SWDAT employ critical thinking and interpersonal skills to resolve legal conflicts using alternate dispute resolution methods by reading and outlining Unit 4-1. Students will complete the outline with 100% accuracy. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history comprehend the personal and legal responsibility that each citizen bears to fight

racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

Anticipatory Set/Do Now:

Read Unit 4 Hot Debate

Learning Activity:

T/O class discussion/PPT; Read and outline for Unit 4-1.

Student Assessment/CFU's:

Hot Debate and Class Discussion Responses

Use of web based resources and databases that provide structured reading levels and read aloud options

Summative and Formative Assessments

Materials:

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

21st Century Themes and Skills:

Critical Thinking and Problem Solving

Civic Literacy

Differentiation:

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

Integration of Technology:

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

SOC.6.1.12.CivicsPD.1.a

Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

SOC.6.1.12.HistoryUP.2.c

Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

Democratic principles concerning universal human rights, concepts of equality, and the

commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

SOC.6.1.12.CivicsDP.13.a

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.

SOC.6.1.12.CivicsPI.14.c

Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.