Unit 4: Your Legal Rights and Responsibilities Copied from: Introduction to Legal Studies, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

INTRODUCTION TO LEGAL STUDIES

Your Legal Rights and Responsibilities

Grades 9-10

Belleville Board of Education

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Unit Overview

Please provide a Unit Overview that offers a brief introduction to the unit.

As our students approach the legal age of majority it is important that they understand the legal rights and responsibilities that accompany this milestone. In this unit students will begin to explore these legal rights and understand their responsibilities. As an adult, you must be informed about your rights and the legal consequences of your actions. This unit will serve as a resource to begin to evaluate these rights and responsibilities.

The information in this unit highlights the ways in which your legal rights and responsibilities change when you reach the age 18. The goal is to help students understand topics such as citizenship, voting, military service, jury duty, motor vehicle laws and criminal charges. It also serves as a basic law-related education reference and includes topics such as dispute resolution, contracts, landlord/tenant issues, marriage and divorce, employment, credit, consumer rights, and wills.

Enduring Understanding

- Your legal rights and responsibilities change when you reach the age of 18 include;

The right to vote in national, state, and local elections.

The right to enter into a contract.

The right to make a will.

The right to run for some elective offices.

The right to obtain medical treatment without the consent of your parents.

The right to apply for credit in your own name.

The right to work in all types of jobs.

Your eligibility for military service.

Responsibility for all your actions. If you violate the law, you will be tried and sentenced as an adult, not as a juvenile.

You may sue and be sued by others for contracts that you make.

You may be called for jury duty.

- Human rights protections provided by the U.S. Constitution.
- The legal consequences of your actions.
- Your legal rights and responsibilities encompass citizenship, voting, military service, jury duty, and social media.
- People have rights and responsibilities with respect to Motor vehicle laws, criminal laws, contract law, landlord/tenant issues, marriage and divorce law, employment law, credit, consumer rights, and wills.

Essential Questions

What are some of the rights that I have at age 18 that I didn't have before?

What are my rights as a juvenile?

What are some of the new responsibilities that I have when I become 18?

What restrictions continue to apply after I turn 18?

What happens if I am charged with a crime after I turn 18?

What are my rights if I am arrested or detained by police?

Are there any restrictions on Constitutional Rights?

Are all 18-year-old males still required to register with the Selective Service System?

How and where do I register with the Selective Service System?

What are the qualifications for being a juror?

How are people called to serve on a jury?

If I'm called to serve on a jury, do I have to go?

Can I be excused from jury duty?

Why is driving a privilege?

What happens if I get too many traffic tickets?

What should I do if I am involved in an accident?

What are the penalties for underage possession of alcohol?

Exit Skills

What are the Exit Skills that the students should have acquired by the end of this Unit?

Students will identify the rights they have at age 18 that they didn't have before.

Describe their rights as a juvenile.

Identify the responsibilities they have when they become 18.

Realize the restrictions that continue to apply after they turn 18.

Identify the restrictions on Constitutional Rights.

Describe a persons responsibilities regarding the Selective Service System.

Describe a persons responsibilities regarding jury service.

Describe a persons rights regarding motor vehicle operation

Identify rights of a person who is arrested or detained by police.

Explain why driving is a privilege and not a right.

New Jersey Student Learning Standards (NJSLS-S)

Please list only the content-level and cross-curricular New Jersey Student Learning Standards applicable to the unit. **Do not list standards that are not used in the unit.**

9.3.LW.5	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.
9.3.LW.6	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.
9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
9.3.LW-LEG.1	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.
9.3.LW-LEG.3	Produce written legal materials using writing strategies applicable to the legal services environment.
9.3.LW-LEG.6	Use legal terminology to communicate within the legal services community.
9.3.LW-LEG.8	Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
9.3.LW-LEG.9	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
SOC.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.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.
SOC.6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

Interdisciplinary Connections

Please list all and any additional Interdisciplinary Connections/Cross-Curricular New Jersey Student Learning Standards that link to this unit, and which are not included in the NJSLS section above.

LA.WHST.11-12.1.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.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.7	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.
LA.WHST.11-12.8	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 specific 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.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CRP.K-12.CRP1.1	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.
CRP.K-12.CRP4.1	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.
CRP.K-12.CRP8.1	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.
CRP.K-12.CRP12.1	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.

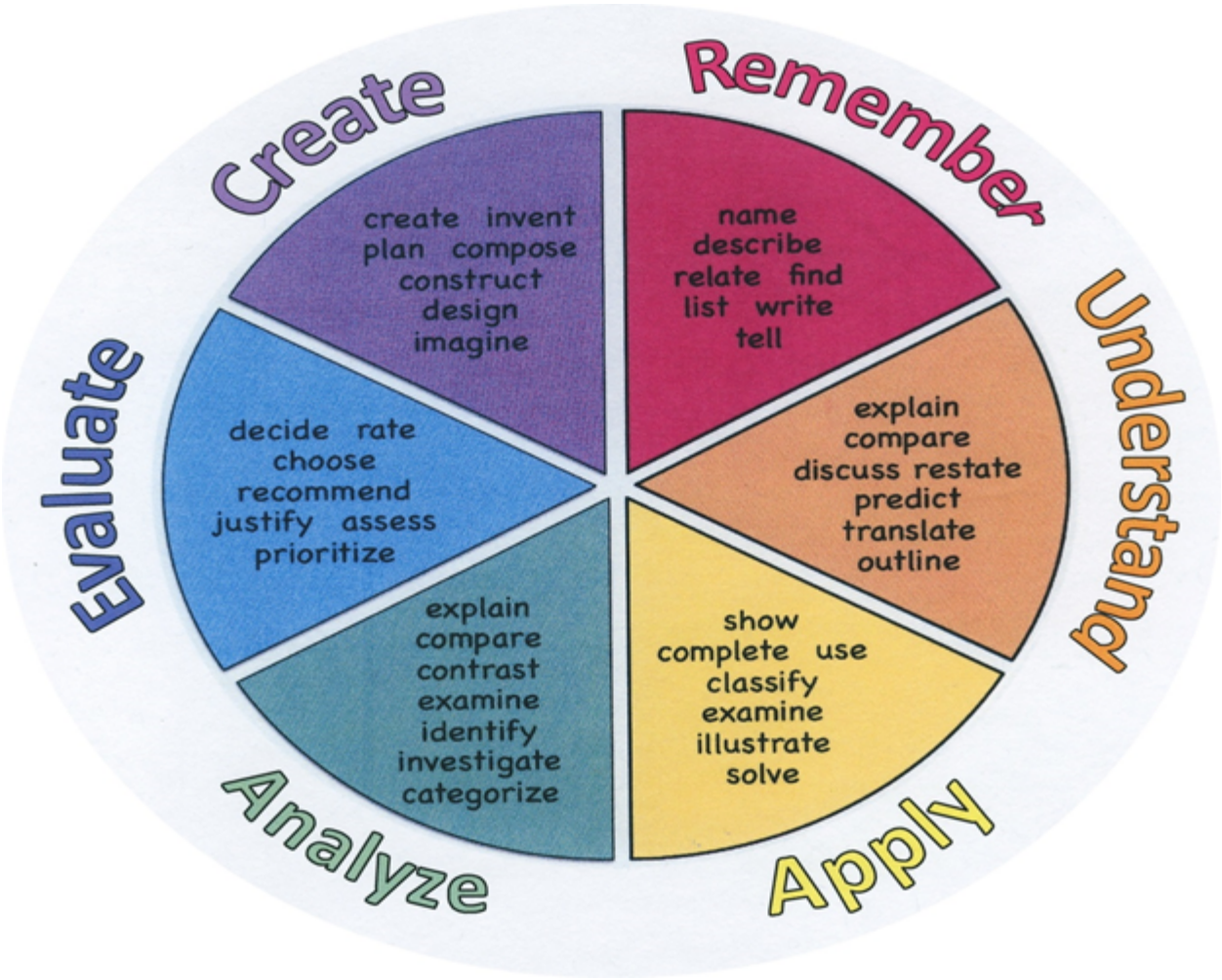
Learning Objectives

Upon completion of this Unit students will be able to;

- Identify and describe the rights of juveniles and the rights and responsibilities of a person when they become 18 .
- Justify restrictions on Constitutional Rights in certain situations.
- Describe a persons responsibilities regarding the Selective Service System.
- Describe a persons responsibilities regarding jury service.
- Describe a persons rights regarding motor vehicle operation
- Identify rights of a person who is arrested or detained by police.
- Describe why driving is a privilege and not a right in the State of New Jersey.

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

- Reading and outlining text
- Teacher oriented class discussion
- Use of PowerPoint to reinforce outlines
- Reaction Papers/Current event issues.
- Answering Discussion Questions
- Use of e-learning platform (Google Classroom) to extend learning environment beyond classroom.
- Legal Vocabulary
- Use of Case Studies

Assessment Evidence - Checking for Understanding (CFU)

- Unit tests including outline review-summative assessment
- Web-Based Assessments using Google Classroom-benchmark assessment
- Written Reports including Reaction Papers of current event legal issues-alternate assessment
- Teacher Observation Checklist
- Student prepared outlines
- Teacher/Student class discussion
- Oral Presentations/Mock Trial activities
- Quickwrite-formative assessment

- Common Benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Exit Tickets
- Explaining
- Illustration
- Multimedia Reports
- Newspaper Headline
- Outline
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Please list all district-provided Primary Resources & Materials and/or those outside that are accessed with district resources.

- Textbook
- Internet
- PowerPoint Software
- E-Learning Platform (Google Classroom)
- Smart T.V.
- Case Reporters
- U.S. Constitution
- New Jersey Statutes Annotated

Ancillary Resources

Please list all additional resources that will be used to strengthen this unit's lessons.

- BHS Courtroom
- BHS Law Library

Technology Infusion

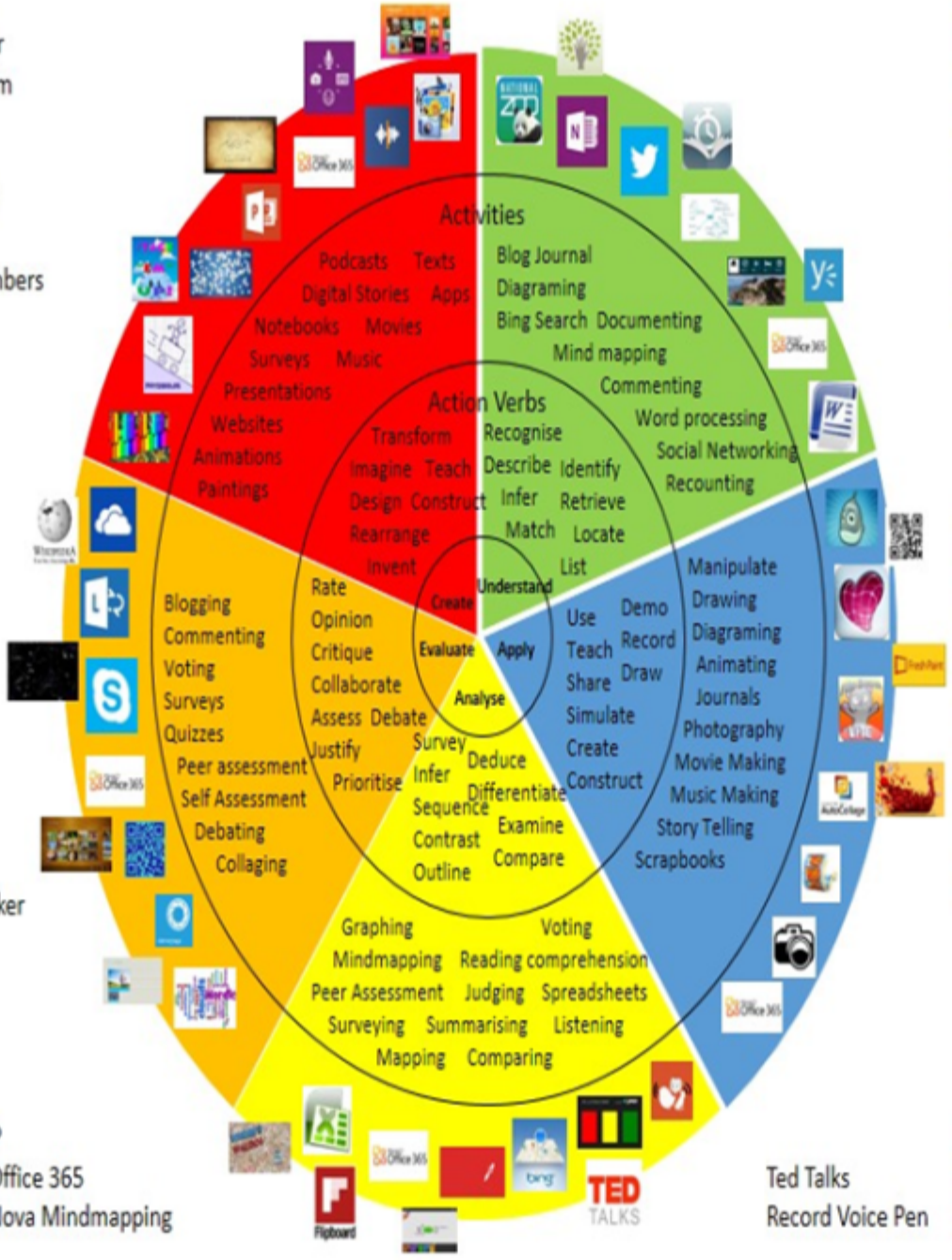
What Technology Infusion and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

- Internet Access
- Library of Congress website
- Lap-top cart/Chromebook
- PowerPoint software
- Smart T.V.
- E-Learning Platform (Google Classroom)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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:

CRP.K-12.CRP1.1	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.
CRP.K-12.CRP4.1	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.
CRP.K-12.CRP6.1	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.
CRP.K-12.CRP12.1	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.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

Differentiation

Please remember: Effective educational Differentiation in a lesson lies within content, process, and/or product. Please identify the ones that will be employed in this unit.

- Students will be given additional time for completion of assignments or assessments.
- Cooperative grouping to enhance and elevate student productivity.
- Use of visual and auditory presentations to introduce and support lesson delivery.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Scheduled breaks
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Leveled rubrics
- Multiple texts
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

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)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- 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
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language** Learning adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented or required
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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 workpresented or required
- 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
- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- 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 project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

- Unit 4 Your Legal Rights and Responsibilities

NJSLS:

- See Link Below

Interdisciplinary Connection:

- Critical Thinking
- Problem Solving
- Reading- Informative text/vocabulary
- Writing-analysis/evaluation

Statement of Objective:

- SWDAT explain how the Constitution has been a shield against basic human rights violations **by** reading and outlining the Bill of Rights. Student will complete the outline with 90% accuracy. .

Anticipatory Set/Do Now:

- Read U.S. Bill of Rights

Learning Activity:

- T/O class discussion/PPT; Read and Outline Bill of Rights

Student Assessment/CFU's:

- See Link Below

Materials:

- Textbook
- Internet
- PowerPoint
- Lap-Tops

21st Century Themes and Skills:

- See Link Below

Differentiation:

- See Link Below

Integration of Technology:

- PowerPoint
- Internet
- Google Classroom
- Class Webpage