

Unit 1: Introduction to Law and the Legal System (Weeks 1-3)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Set the foundation for the class in order to understand both the outline and active players in the legal system. This unit will erect the framework that the entire course will build upon. Students will learn the impact the legal system has on their lives. Basic vocabulary and foundational constitutional law will be taught in this unit giving the students the background they need to understand the course.

ESSENTIAL QUESTIONS

- What is law?

- How are laws made?

- What roles can you play in influencing lawmakers?

- How is our legal system organized?

- How can you find and get help from a lawyer?

STANDARDS

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

- | | |
|--------------------------|---|
| 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.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). |

SOC.6.1.12.CivicsPR.10.a

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.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.12.DC.3

Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

PRE-ASSESSMENTS

Students will take a low stakes general "What do you know about your rights and the law?" quiz to see what background knowledge they have.

INSTRUCTIONAL PLAN

What is Law?

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

- understand the definition of law and discuss the kinds of laws that exist.

- understand how law is related to values, human rights, a responsibilities within the framework of the Constitution.

Student Learning Strategies

- Active lecture note-taking
 - Close Reading
 - Think-Pair-Share
-

	<ul style="list-style-type: none"> • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Distinguish different philosophies of law—schools of legal thought—and explain their relevance. • Identify the various aims that a functioning legal system must serve. • Explain how politics and law are related. • Identify the sources of law and which laws have priority over other laws. • Understand some basic differences between the US legal system and other legal systems.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Simulations <ul style="list-style-type: none"> ◦ Do I have the Right? • Discussion • Case Study analysis <ul style="list-style-type: none"> ◦ Trial of SpongeBob Squarepants

- Debate
 - Shipwrecked Sailors
 - The Apathetic Bystanders
 - Retro Report - Modern Bystander Effect
- Deliberations (Structured Academic Controversy)
- iCivics lessons
 - America's Founding Preambles

English Language Learners

Native language support: The teacher provides auditory written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

Special Education Students

Suggested Modifications

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, apply acquired knowledge, and/or produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may not hand something in, the at-risk student may jot notes and convey you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One-to-One Time: When other students are working, always touch base with your students at risk and find out if they're on track or need some additional support. A few minutes here and there will go a long way to intervene as need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tap

record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 2

Lawmaking

Student Learning Intentions (SLI) WALT: (We are learning to...)

Understand how laws are made by the U.S. legislatures, regulatory agencies and by appellate courts that establish precedents.

Student Learning Strategies

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses

	<ul style="list-style-type: none"> • Pear Deck responses • Discussion Groups
Success Criteria	Describe the different sources of law in the US legal system and the principal institutions that create those laws.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work
Activities and Resources	<ul style="list-style-type: none"> • Simulations <ul style="list-style-type: none"> ◦ Do I have the Right? • Discussion • Case Study analysis • Debate • Deliberations (Structured Academic Controversy) • iCivics lessons <ul style="list-style-type: none"> ◦ Lawmaking ◦ Can you Bill-leive it?
Suggested Modifications	<p><u>English Language Learners</u></p> <p>Native language support: The teacher provides auditory written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand</p>

comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

Special Education Students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool.

The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

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activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One-to-One Time: When other students are working, always touch base with your students at risk and find out if they're on track or need some additional support. A few minutes here and there will go a long way to intervene as need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, you write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 3

Advocacy

Student Learning Intentions (SLI) WALT: (We are

Understand the role of citizens in influencing the formation

learning to...)	laws.
Student Learning Strategies	<ul style="list-style-type: none"> • Active lecture note-taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
Success Criteria	Demonstrate how to develop and implement plans for taking action to solve problems in your community, state and country.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work
Activities and Resources	<ul style="list-style-type: none"> • Simulations • Discussion • Case Study analysis • Debate • Deliberations (Structured Academic Controversy) • iCivics lessons <ul style="list-style-type: none"> ◦ <u>Identify your Shareholders</u>
Suggested Modifications	<p><u>English Language Learners</u></p> <p>Native language support: The teacher provides auditory</p>

written content to students in their native language.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 4

Settling Disputes

Student Learning Intentions (SLI) WALT: (We are learning to...)	Understand how disputes can be settled outside the courtroom through negotiation, mediation, and arbitration.
Student Learning Strategies	<ul style="list-style-type: none">• Active lecture note-taking• Close Reading• Think-Pair-Share• Case Notes• Making Connections• Debate/Socratic Seminar• Short written responses• Pear Deck responses• Discussion Groups
Success Criteria	<ul style="list-style-type: none">• Select the proper method for settling a dispute.• Describe the process of settling a dispute.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Pear Deck interactive slide real-time feedback• In class discussions• Low-stakes group work
Activities and Resources	<ul style="list-style-type: none">• Simulations

- Discussion
- Case Study analysis
- Debate
- Deliberations (Structured Academic Controversy)
 - Intro to Mediation lesson
- iCivics lessons

English Language Learners

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Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand comprehend the subjects at hand.

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Special Education Students

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Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

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Students at Risk of School Failure

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he/she hasn't forgotten.

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MODULE 5

The Court System

Student Learning Intentions (SLI) WALT: (We are learning to...)

Understand international courts and the parallel systems of federal and state courts in the U.S.

Student Learning Strategies

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar

	<ul style="list-style-type: none"> • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • identify and describe trial courts, appeals courts, military courts and tribal courts. • describe the power of the Supreme Court within the U.S. system of justice.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Simulations <ul style="list-style-type: none"> ◦ <u>Court Quest</u> ◦ <u>You Be the Judge</u> • Discussion • Case Study analysis • Debate • Deliberations (Structured Academic Controversy) • iCivics lessons <ul style="list-style-type: none"> ◦ <u>The Courts in a Nutshell Webquest</u> ◦ <u>In the Courts Webquest</u> • <u>Edmonsonv.Leesville (jury selection)</u> • <u>Crawfordv. Washington (confrontation clause)</u>
<p>Suggested Modifications</p>	<p><u>English Language Learners</u></p> <p>Native language support: The teacher provides auditory</p>

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Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a

different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One-to-One Time: When other students are working, always touch base with your students at risk and find out if they're on track or need some additional support. A few minutes here and there will go a long way to intervene as need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, you write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 6

Lawyers

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">• Understand what a lawyer is and what their role is in the legal system.• Understand the ethical issues related to practicing law at the career path to becoming a lawyer.
Student Learning Strategies	<ul style="list-style-type: none">• Active lecture note-taking• Close Reading• Think-Pair-Share• Case Notes• Making Connections• Debate/Socratic Seminar• Short written responses• Pear Deck responses• Discussion Groups
Success Criteria	<ul style="list-style-type: none">• determine when a lawyer is needed.• how to find and work with lawyers.• identify ethical issues.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Pear Deck interactive slide real-time feedback

- In class discussions
- Low-stakes group work

Activities and Resources

- Guest Speakers
 - Invite criminal and civil attorneys to come and talk to the class
- Simulations
- Discussion
- Debate
- Deliberations (Structured Academic Controversy)

English Language Learners

Native language support: The teacher provides auditory and written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

Suggested Modifications

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, apply acquired knowledge, and/or produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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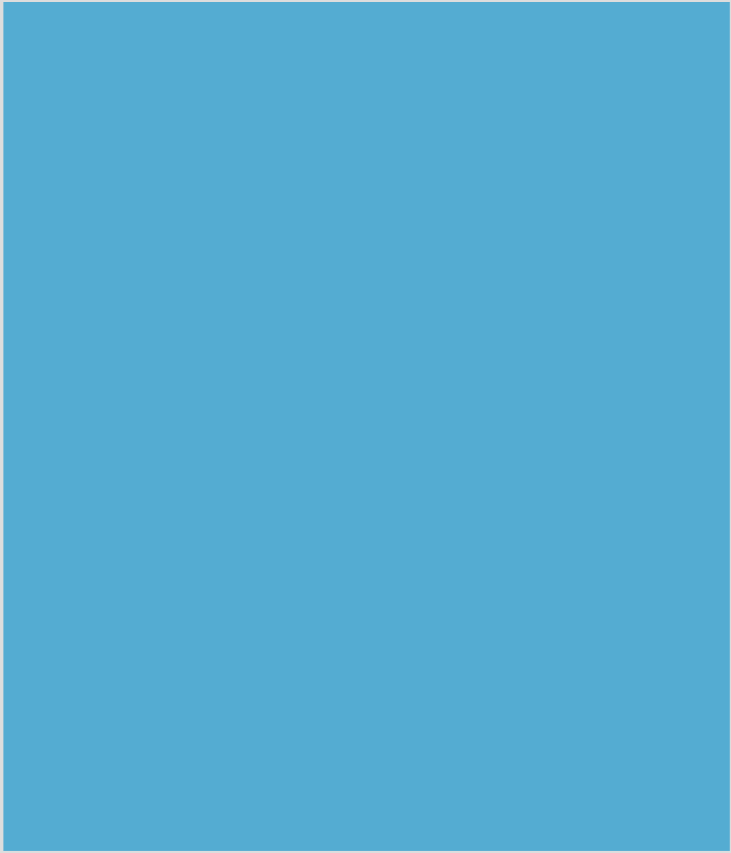
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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.