

Unit 2: Introduction to Law and our Court System

Content Area: **Social Studies**
Course(s): **Introduction to Law**
Time Period: **1 marking period**
Length: **10 weeks**
Status: **Published**

Unit Overview

Students will be able to demonstrate knowledge of how laws/bills originate and the framework of our court system and settling disputes.

- Students will be able to demonstrate knowledge of our legal system and how our system originated.

Transfer

Students will be able to evaluate what makes an effective law and how disputes are settled.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- that the Legislative branch makes laws
- what goes into making a law

- the methods of settling disputes
- the framework of our court system

Essential Questions

Students will keep considering...

- how and where effective laws are made
- there are different ways to settle disputes without going to court
- how our court system is set up and how it works

Application of Knowledge and Skill

Students will know...

Students will know...

- how to draft an effective law
- the five methods of settling disputes (compare and contrast)
- the framework of our court system

Students will be skilled at...

Students will be skilled at...

- evaluating whether a law is unclear or effective
- explaining how laws are drafted
- comparing and contrasting the 5 methods of settling disputes
- understanding the framework of our court system
- recognizing the difference between New Jersey's court structure from the Federal court structure

Academic Vocabulary

statutes, ordinances, supremacy clause, bills, legislative intent, trials, appeals, precedent, negotiation, settlement, arbitration, mediation, trial courts, adversarial system, inquisitional system, plea bargain, voir dire, removal for cause, peremptory challenge, error of law, dissenting opinion, concurring opinion

Learning Goal 1

Students will be able to illustrate how laws are made and what makes them effective.

- Students will be able to illustrate how laws are made and what makes them effective.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

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.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

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.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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	Utilize critical thinking to make sense of problems and persevere in solving them.
SOC.6.1.12.A.2	Civics, Government, and Human Rights
SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.

Target 1

Identify an unclear law and rewrite it to make it effective.

- Identify an unclear law and rewrite it to make it effective.

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1 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.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP5.1

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.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

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.

SOC.6.1.12.A.16.a

Examine the impact of media and technology on political and social issues in a global society.

SOC.6.1.12.B.13.b

Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

SOC.6.1.12.D.2.b

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

SOC.6.3.12.D.1

Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Learning Goal 2

Students will be able to compare and contrast the different methods of solving disputes.

- Students will be able to compare and contrast the different methods of solving disputes.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

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.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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	Demonstrate creativity and innovation.
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.
SOC.6.1.12.A.3	Civics, Government, and Human Rights
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Target 1

Examine the Five methods of solving disputes.

- Examine the Five methods of solving disputes.

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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.
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CRP.K-12.CRP6	Demonstrate creativity and innovation.
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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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.
SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Learning Goal 3

Students will be able to describe the different types of courts and their functions.

- Students will be able to describe the different types of courts and their functions.

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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.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	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.
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SOC.6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
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.16.a	Examine the impact of media and technology on political and social issues in a global society.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Target 1

Explain the parts and functions of trial and appeals court.

- Explain the parts and functions of trial and appeals court.

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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.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Target 2

Compare the Federal Court structure to New Jersey's court structure.

- Compare the Federal Court structure to New Jersey's court structure.

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SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
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.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a

common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

21st Century Life and Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Formative Assessment and Performance Opportunities

Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Guided notes

Benchmark

pre/post tests

projects

current events

Accommodations/Modifications

Enrichment opportunities: extra credit for those who choose to do outside the classroom work

Differentiation: 504 accommodations and IEP modifications

Unit Resources

Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Student notebook/journal

glencoe.com

Flocabulary: Week in Rap

Interdisciplinary Connections
