Unit 5 - The Individual and the Law & The Economy and the Individual

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

Unit Overview

We as a nation are governed by the rule of law which is the very heart of our democracy. Laws are important because they provide a list of rules by which a society must abide. Without laws individuals would have to protect their property and life on their own. Laws protect people who want to be productive citizens of a community. Economics is the way a society organizes the production and consumption of goods and services. It affects decisions made by individuals and by governments with regards to wants and needs.

Enduring Understandings

Laws are fair when all people in similar situations are treated equally.
A good law is fair, reasonable understandable, and enforceable.
Wants are things we would like to have to make life more comfortable and enjoyable while needs are required for survival (food, clothing, shelter).
Cost-benefit analysis will help producers determine how much and for whom to produce as well as answer other economic questions.

Essential Questions

What are fair laws?
What makes a good law?
What are two early legal systems that have influenced the development of our laws?
What is criminal law
What is civil law?
Why was it important for the Framers of the Constitution to include the right to a writ of habeas corpus?
What is meant by due process of law?
What might cause a person to file a civil lawsuit?
What is the discovery phase of a civil trial?
What are criminal law cases?
In the Bill of Rights which amendments address issues related to criminal procedure?
What are the differences between the adult and juvenile legal processes?
What are wants and what are needs?
How does a citizen's level of education and training affect a country's resources?
What are the consequences of producing too few products? Too Many?
What is the purpose of cost-benefit analysis?
What are the four factors of production?
What is specialization and what are the benefits?
What is capitalism?

What is the difference between disposable and discretionary income?
Why is a budget important?
What are the five consumer rights?

Learning Objectives

Explain how throughout history civilizations developed systems of laws to meet their needs.
Describe the types of laws established to protect the citizens of the United States.
Explain the legal rights and responsibilities of American citizens as described in the U.S. Constitution.
Describe how the judicial branch of government is charged with interpreting the law.
Explain what a criminal case is and the criminal case procedure.
Describe the Juvenile Justice System.
Describe the differences between the juvenile justice system and the adult justice system.
Explain how decisions are made depending on needs and wants.
Explain how the scarcity of resources forces people to make careful economic choices.
Explain how economic decision making requires people to understand all the costs and benefits of a choice.
Describe the ways economists have developed to measure different types of costs and revenues.
Describe the four factors of production which are necessary to produce goods and services.
Explain how the Gross Domestic Product is the total value of all the final goods and services produced in a country in one year.
Explain how resources, goods and services, and money flow in a circular motion through many sectors.
Explain how economic growth occurs when a nation's total output of goods and services from all economic areas increases.
Explain how capitalism developed in the United States.
Explain why capitalism allows the private citizen to own and use the factors of production to seek a profit.
Explain why consumers need to be aware of their rights and responsibilities when making good economic decisions.
Explain how making and following a budget can help financial life.
Explain how credit can be a valuable tool when used correctly.
Explain how saving part of your income is the key to meeting many short-term and long-term goals.
Describe the variety of options available to save money.
Describe how making investments in a variety of stocks and bonds is an important part of achieving long-term financial goals.
Explain how careful spenders will avoid pitfalls on their way to meeting their financial goals.
Explain how buying decisions can have a major impact on life and career choices.
Explain why consumers need to be aware of their rights and responsibilities when making good economic decisions.
Obama Vetoes Keystone Pipeline Expansion | PBS LearningMedia (Climate Change, Amistad)
Si Se Puede (DEI, LGBT Pw/D)
Career Exploration – Students will explore a career of their choice based on the course catalogs of the local high schools.
Students will read and analyze the text set on stopping Climate Change. (Climate Change)

Standards: Content

6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Standards: Interdisciplinary

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.1.8.EG.2	Explain why various sources of income are taxed differently.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
9.1.8.EG.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.PB.3	Explain how to create budget that aligns with financial goals.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL	Speaking and Listening
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary, Open Ended Responses, Exit Questions
Summative	Tests, Projects, DBQs, Writing Assignments
Alternative & Benchmark	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Benchmark: Teacher generated assessments, Projects
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Civics Today: Citizenship, Economics & You – Glencoe (2001), Microsoft 365, Primary and Secondary Source Documents
Si Se Puede (DEI, LGBT Pw/D), Obama Vetoes Keystone Pipeline Expansion | PBS LearningMedia (Climate Change, Amistad),Social Studies Primary Source List, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust	X	LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation	X	Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy	X	Digital Citizenship	X	Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile	X	Career Awareness and Planning
X	Civic Financial Responsibility	X	Financial Psychology		