

## Pine Hill Public Schools Curriculum

Content Area:		<b>Social Studies</b>	
Course Title/ Grade Level:		American Law 11-12	
Unit 1:	<b>Structure of the Judicial Branch</b>	Month:	<b>February</b>
Unit 2:	<b>Individual Rights and Liberties</b>	Month:	<b>February-March</b>
Unit 3:	<b>Criminal Law</b>	Month:	<b>April-May</b>
Unit 4:	<b>Civil and Tort Law</b>	Month:	<b>May-June</b>
Date Created or Revised:		11/29/12	
BOE Approval Date:		12/18/12	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Structure of the Judicial Branch</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: American Law 11-12</b>		<b>Length of Time: 2 to 3 weeks</b>
<b>Date Created: 11-29-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	February	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the differences between trial courts and appeals courts?</li> <li>• What is the jurisdiction of the federal court system?</li> <li>• What is judicial review and how was it established?</li> <li>• What is the four-step procedure involved in a case before the Supreme Court?</li> <li>• What judicial philosophies are currently employed by the justices of the Supreme Court?</li> <li>• Who are the current members of the Supreme Court?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Types of Courts</li> <li>• State Court System vs. Federal Court System</li> <li>• Establishment of Judicial Review</li> <li>• Procedures of the Supreme Court</li> <li>• Judicial Philosophies</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyzing the legal justification used to establish the power of judicial review</li> <li>• Distinguishing between the judicial restraint and judicial activism</li> </ul>	
<b>Math Skills/ Science Processes</b>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Class Reading Comprehension Assignments</li> <li>• Unit Test</li> <li>• Report on past or present Supreme Court Justice</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• IEP/504 Accommodations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Technology</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet Research</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 6.1 U.S. History: America in the World</b>		
<b>Strand(s): A. Civics, Government, and Human Rights</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>
		6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

				6.1.12.A.2.e Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.			
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Individual Rights and Liberties</b>	<b>Unit #: 2</b>
<b>Course or Grade Level: American Law 11-12</b>	<b>Length of Time: 2 to 3 weeks</b>
<b>Date Created: 11-29-12</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	February-March
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What rights are people granted by the Bill of Rights and the Fourteenth Amendment?</li> <li>• How has the Supreme Court extended and clarified individual rights throughout history?</li> <li>• What are the legal justifications used in Supreme Court decisions to extend or restrict rights?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rights Established in the Bill of Rights</li> <li>• Important Supreme Court Cases Clarifying Rights</li> <li>• Supreme Court and Civil Rights</li> <li>• Supreme Court and Civil Liberties</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyzing the legal arguments used by the Supreme Court in precedent setting cases</li> <li>• Critiquing Supreme Court decisions</li> </ul>
<b>Math Skills/ Science Processes</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Class Reading Comprehension Assignments</li> <li>• Unit Test</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• IEP/504 Accommodations</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Technology</li> </ul>

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet Research</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard: 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century</b>							
<b>Strand(s): A. Civics, Government, and Human Rights D. History, Culture, and Perspectives</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
				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.			
				6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities. 6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.			
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Criminal Law</b>	
<b>Unit #: 3</b>	
<b>Course or Grade Level: American Law 11-12</b>	<b>Length of Time: 4 to 5 weeks</b>
<b>Date Created: 11-29-12</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	April-May
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What processes take place during the law enforcement phase of a criminal case?</li> <li>• What procedures take place during the pre-trial phase of a case?</li> <li>• What are the steps and procedures followed during a criminal trial?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Law Enforcement Procedures</li> <li>• Pre-Trial Procedures</li> <li>• Trial Procedures</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Understanding legal terminology</li> <li>• Critiquing strategies taken in fictional legal trials</li> </ul>
<b>Math Skills/ Science Processes</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Class Reading Comprehension Assignments</li> <li>• Movie Assignments</li> <li>• Unit Test</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• IEP/504 Accommodations</li> </ul>
<b>Inter- disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Technology</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Movies Involving the Criminal Justice Process</li> </ul>
<b>2009 NJCCCS</b>	
<b>Standard: 6.3 Active Citizenship in the 21st Century</b>	
<b>9.4 Career and Technical Education</b>	
<b>Strand(s): D. History, Culture, and Perspectives</b>	
<b>L. Law, Public Safety, Corrections, &amp; Security Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
	6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. 9.4.12.L.(5).10 Evaluate and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in legal services environments.

<u>21<sup>st</sup> Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Civil and Tort Law</b>	<b>Unit #: 4</b>
<b>Course or Grade Level: American Law 11-12</b>	<b>Length of Time: 2 to 3 weeks</b>
<b>Date Created: 11-29-12</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	May-June
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the major concerns of tort law?</li> <li>• What are the three major categories of tort law?</li> <li>• What are the major arguments used by supporters and those that oppose tort reform?</li> <li>• What protections exist under the law for consumers?</li> <li>• What rights exist under the law regarding marriage, support of children, and inheritance?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Tort Law</li> <li>• Consumer Law</li> <li>• Family Law</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Understanding the responsibilities society places on individuals regarding other people</li> <li>• Acquiring a basic knowledge of an individual's rights as a consumer</li> </ul>
<b>Math Skills/ Science Processes</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Class Reading Comprehension Assignments</li> <li>• Unit Test</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• IEP/504 Accommodations</li> </ul>
<b>Inter- disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Technology</li> </ul>

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Movies Involving the Civil Litigation Process</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard: 9.2 Personal Financial Literacy</b>							
<b>Strand(s): E. Becoming a Critical Consumer</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
				9.2.12.E.6 Apply consumer protection laws to the issues they address.			
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		