

SCHOOL DISTRICT OF THE CHATHAMS

Law & Society Grades 10 - 12 Semester

Course Overview

This course offers students the opportunity to learn about the practical structure and relevant operation of the American legal system. Examining civil and criminal law, students gain an understanding of how the law is interpreted, applied, and enforced. Students also explore landmark U.S. Supreme Court cases that have defined our constitutional rights over the last two centuries. Through discussion, research, and mock trials, students come to understand the law in the context of everyday life and larger contemporary issues that shape our culture.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Contemporary United States: Domestic Policies (1970–Today)

6.1.12.CivicsPI.14.c: 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.

6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

History, Culture, and Perspective

6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Technology Standards

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

Career Ready Practice

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.

CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

English Language Arts

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in

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several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - 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.
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. 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.
 - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Computer Science and Design Thinking

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

<h2>Units of Study</h2>

Unit 1: Introduction to the Law - What is law? (~ 10 classes)

- What is unique about the power and authority of law? Why?
- What functions do regulations, policies, and laws perform in society? Are they the best means to perform those functions?
- What are the sources of our laws and why do they make laws effective?
- Is the adversarial system the best means to resolve disputes in our society?
- How are national and state court systems organized and related? What power and authority do they have?
- How and why do cases reach the Supreme Court of the United States?
- Why is the independence of the judiciary important?

Unit 2: Criminal Law (~ 15 classes)

- Does the legal system live up to the standard of “Equal Justice Under Law?” Does it matter? Why?
- What duties and responsibilities do individuals owe society?
- What should state governments and the federal government have to do to deprive persons of their life, liberty or property?
- How have constitutional protections been extended to protect citizens from actions by state governments?
- How should criminal conduct be defined, tracked and recorded?
- What types of conduct should criminal law address?
- In what ways should the accused be allowed to defend themselves? Are these strategies fair to the accused and the victim?

Unit 3: Civil Law (~ 40 classes)

- What duties and responsibilities do individuals owe to society and others?
- What is the best and most fair way to measure the harm done to an individual when resolving disputes?
- What should be the purposes of civil law?
- Why are criminal and civil cases handled differently?

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- What changes could be made in order to increase the effectiveness and efficiency of the civil courts?
- Should non-legislative bodies have the power to regulate?
- When are jury trials valuable and fair and when are they potentially harmful?

Unit 4: Individual Rights and Liberties (~ 20 classes)

- Should the interpretation of the Constitution continue to change or should it be the same?
- How should we decide how rights should be limited?
- Should rights in the Constitution apply to all people in the United States or only United States citizens?
- How should the Constitution protect our privacy?

<h3>Learning Objectives/Discipline Standards of Practice</h3>

Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
 - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
 - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
 - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
 - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
 - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- Engaging in Civil Discourse and Critiquing Conclusions
 - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
 - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts, photographs, art, music and web-based materials book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials in connection with lessons throughout the year. Instructional and reference materials to support student learning are recommended by the Social Studies Department and are included in Units of Study outlines.

Instructional materials are recommended by and included in Units of Study resources and vary in order to explore essential questions and meet the learning needs of students.

Resources - Textbook

- Arbetman, Lee P., and Fisher, Margaret E, *Street Law: A Course in Practical Law*, McGraw-Hill, 2004
- Exemplary Supplemental Resources
 - Center for Court Innovation
 - FBI: Uniform Crime Reporting Program
 - Mock Trial Nerd
 - National Constitution Center
 - New Jersey Center For Civic Education
 - New Jersey State Bar Foundation
 - Oyez - Illinois Institute of Technology's Chicago-Kent College of Law
 - PBS Learning Media
 - Street Law, Inc.

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

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- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as live or recorded presentations, mock trials, historic role plays and debates.
- Guided question responses in structured analysis of primary and secondary sources.
- Annotation, notation and analytical mark-ups of text, images, and charts.
- Drawings, digital infographics, image collages and sketched representations of legal concepts, developments, and events.
- Quizzes and tests with traditional assessment tools such as short answers, identification questions and persuasive paragraphs.