



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE American Legal System

Curriculum Development Timeline

School: Ocean Township High School

Course: American Legal System

Department: Social Studies

Board Approval	Supervisor	Notes
July 2014	Stephen Sarles	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards
August 2024	Cecilia Vila	Updated to Include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Criminal Law	11	Civil/Constitutional Law
2	Criminal Law	12	Civil/Constitutional Law
3	Criminal Law	13	Civil/Constitutional Law
4	Criminal Law	14	Civil/Constitutional Law
5	Criminal Law	15	Civil/Constitutional Law
Week	Marking Period 2	Week	Marking Period 4
6	Criminal Law	16	Civil/Constitutional Law
7	Criminal Law	17	Civil/Constitutional Law
8	Civil/Constitutional Law	18	Civil/Constitutional Law
9	Civil/Constitutional Law	19	Civil/Constitutional Law
10	Civil/Constitutional Law	20	Civil/Constitutional Law

Core Instructional & Supplemental Materials including various levels of Texts

Google Classroom, *Street Law* textbook, Oyez.org case briefs, scaffolded readings of case law, current events articles

Time Frame	7 Weeks
Topic	

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Criminal Law

Alignment to Standards

- **6.1.12.HistoryCC.2.b:** Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

Learning Objectives and Activities

Students will be able to:

- develop an understanding of the nature and causes of crime.
- explain the meaning of the Second Amendment to the Constitution.
- restate in their own words the relationship between crime and substance abuse.
- evaluate plans to legalize drugs and other approaches to the drug problem.
- analyze crimes in which property is destroyed.
- identify arson and crimes related to arson.
- restate in their own words the relationship between larceny and keeping lost or misdelivered property.
- identify types and consequences of vandalism.
- analyze and distinguish between embezzlement and robbery.
- analyze the potential impact of identity theft on a person and steps to take to protect his or her identity.
- restate in their own words the circumstances under which the law recognizes the right of a person to use reasonable force in self-defense
- analyze the extent to which a person can use force to defend their property.
- analyze the standard used in Stand Your Ground laws.
- describe the Fourth Amendment rights a person has during an arrest.
- analyze Supreme Court decisions regarding search and seizure.
- debate the validity of laws and policies put in place for the war on terrorism.
- restate in their own words the basic provision of the USA Patriot Act.
- compare the rights of citizens during wartime with actions taken during the war on terror.
- analyze the arguments for and against increased surveillance.

Assessments

Formative:

- Discussion

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- Questioning
- Internet Research
- Graphic Organizer

Summative:

- Case Studies
- Scenario Role Play
- Debate

Benchmark:

- Open Ended Questions
- Case law analysis
- Quiz/Test

Alternative:

- Project
- Guided notes and/or scaffolded outline for written assignments

Interdisciplinary Connections

Visual Performing Arts:

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

English Language Arts (NJSLS ELA 2023):

- RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine

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or digital resource

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 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.
- Students will access and assess Google software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

Time Frame

13 weeks

Topic

Civil and Constitutional Law

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Alignment to Standards

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Learning Objectives and Activities

Students will be able to:

- explain the concept and purpose of tort law and liability.
- determine whether a person should be held liable for their actions.
- distinguish between a civil tort and criminal charges.
- analyze the standard of proof used to determine liability in a tort suit.
- compare and contrast the two different classes of intentional torts.
- distinguish between battery and assault.
- analyze a scenario to determine whether or not emotional distress occurred.
- analyze the tort of false imprisonment.
- compare and contrast the two types of defamation and their defenses.
- describe differences between patents and copyrights.
- analyze how the defenses of consent, privilege, and defense of self and property to defend against intentional tort claims.
- analyze scenarios to determine the duty of care and breach of duty.
- restate in their own words the reasonable person standard.
- differentiate between cause in fact and proximate cause.
- analyze a situation in order to determine whether or not a given harm was foreseeable.
- analyze how and why strict liability differs from negligence.
- restate in their own words the rights guaranteed to individuals in each amendment in the Bill of Rights.
- analyze how courts have interpreted the 14th Amendment to apply the Bill of Rights to protections from state and local governments.
- analyze how voting rights of American citizens were affected by the 15th, 19th, 23rd, 24th, and 26th Amendments to the Constitution.
- identify forms of communication protected by guarantees of freedom of speech.
- analyze Supreme Court decision regarding pornography and obscenity in relation to free speech.
- analyze defamation and explain its relationship to the First Amendment.
- analyze the three kinds of commercial speech that the government can ban.
- explore the Supreme Court's tests relating to protected speech have evolved over time.

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- analyze how courts have interpreted nonverbal speech and whether it is protected under the Constitution. The learner will be able to restate in their own words how democracy is threatened in the absence of free speech.
- weight the importance of a free press against a defendant's right to a fair trial.
- analyze the reasoning behind the Supreme Court decision in NY Times v. United States.
- analyze rights that conflict with shield laws. The learner will be able to analyze what the establishment clause of the First Amendment prohibits the government from doing.
- analyze what the free exercise clause of the First Amendment prohibits the government from doing. The learner will be able to explain how procedural due process differs from substantive due process.
- analyze what fundamental rights listed in the Constitution are protected by due process rights.
- identify procedural due process and what it helps to prevent. The learner will be able to analyze Supreme Court decisions that have found a right to privacy.
- analyze circumstances when the right to privacy is protected.
- analyze Supreme Court cases that have limited students' rights to privacy.
- analyze how the right to privacy is being challenged by technology.
- explain how the right to privacy pertains to constitutional questions involving contraception and abortion.

Assessments

Formative:

- Discussion
- Questioning
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Summative:

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Benchmark:

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- Guided notes and/or scaffolded outline for written assignments
- Provision of tiered readings/organizers according to student level
- Flexible grouping of students according to results of formative assessment results
- Establish a timeline or list of steps for ongoing projects and assignments
- Employ tiered rubrics/summative assessment criteria depending on formative assessment results

Interdisciplinary Connections

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- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
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Technology Integration

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Career Education

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CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

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- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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