

Rumson-Fair Haven Regional High School

Course: *Practical Law*

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Section I: Course Description

Practical Law is a survey of various types of law that shape the lives and experiences of American citizens. It covers the core principles of criminal law, civil law, family law, and employment law, while also exploring conflicts, debates, and reform movements within each of these domains.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. ***2020 Social Studies Standards:***

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

- "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages."

2. ***2016 English Language Arts Companions for Grades 11-12 (History, Social Studies, Science and Technical Subjects):***

<https://www.nj.gov/education/cccs/2016/ela/CompanionG1112.pdf>

- The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that, "...Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts..."

3. ***Career Ready Practices:***

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- "Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study."

4. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:***

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."

5. ***Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:***

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - ***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
<https://law.justia.com/codes/new-jersey/2018/title-52/chapter-16a/section-52-16a-88/>
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
 7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
<https://law.justia.com/codes/new-jersey/2018/title-18a/chapter-35/section-18a-35-28/>
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
 8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
<https://www.njleg.state.nj.us/2018/Bills/PL19/6 .HTM>
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
 9. **Acquisition/development/refinement of the higher-order critical thinking skills aligned with the Revised Bloom’s Taxonomy of Cognitive Objectives**

Section III: Curriculum Modifications

The *Practical Law* Curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Section IV: Preparation for Standardized Testing

Instruction in *Practical Law* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for *Practical Law* also demonstrate alignment with the aforesaid standardized assessments.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide

Course Title: <i>Practical Law</i>		Grade Level: 9-12
Unit I: Criminal Law	6 weeks	
Unit II: Civil Law	6 weeks	
Unit III: Employment Law and Family Law	6 weeks	
Unit V: Practical Law in Film	2 weeks	

Section VI: Primary Texts and Semester Instructional Resources

The following texts and instructional resources are employed in *Practical Law*:

- *Common Sense Education* (www.common sense.org)
- *Street Law* textbook
- *My Cousin Vinny*
- *A Civil Action*
- *A Few Good Men*
- *Erin Brockovich*
- *Philadelphia*
- *Kramer vs. Kramer*
- *North Country*
- *The Rainmaker*

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Practical Law* are determined via a percentage weighting model that is comprised of the following grading categories:

Marking Periods 1, 2 and 4

Category	
Class Work	30%
Assessments	50%
End of Marking Period Assessment	20%

Marking Period 3

Category	
Class Work	40%
Assessments	60%

Section VIII: Unit Templates

The following unit templates have been established for the *Practical Law* Curriculum by the *Practical Law* Instructional Team:

Unit I: Criminal Law
Unit Summary
Students will learn the definition of crime, the defining elements of commonly prosecuted crimes, as well as basic mechanisms that govern criminal law. Moreover, they will analyze the degree to which the American criminal justice system entails flaws that are worthy of reform, and they will suggest reforms to address and hopefully mitigate those flaws.
Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Practical Law*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 6.1: Era 14.Contemporary United States: Domestic Policies (1970-Today), Era 16.Contemporary United States: Interconnected Global Society (1970-Today)
 - 6.1.12.CivicsPI.14.c, 6.1.12.HistoryCC.16.b
 - 6.3: Active Citizenship in the 21st Century
 - 6.3.12.CivicsPD.1
- *2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12:*
 - Reading: NJSLSA.R1-NJSLSA.R10
 - RH.11-12.1-10
 - Writing: NJSLSA.W1-2, NJSLSA.W4-10
 - WHST.11-12.1.A-E, WHST.11-12.2.A-E, WHST.11-12.4-10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9
 - CRP 4, 7, 11

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● What is Criminal Law? ● How are criminal offenses classified? ● Who are the parties in a criminal case? ● Who are the attorneys in a criminal case? ● What does the term “beyond a reasonable doubt” mean in a criminal case? ● What does a plea bargain mean in a criminal case? ● What is an arrest? ● What is probable cause? ● What is reasonable suspicion? ● <i>*Has the existing American justice system ever inadvertently perpetuated injustices on citizens/residents of the United States in pursuit of justice?</i> ● <i>*To what extent has the American justice system served as a vehicle for greater justice, personal liberty, and prosperity for the citizens/residents of the United States?</i> 	<ul style="list-style-type: none"> ● Students will understand the value of experimentation and innovation. ● Criminal Law is the branch of law dealing with crimes and their punishment. A crime is a wrong that one does or fails to do that is in violation of a law. Criminal Law regulates public conduct and set out duties owed to society. A crime is a wrong against society. A criminal case can only be brought by the government against a person (a defendant) charged with committing a crime. Criminal law involves crimes against the person and crimes against property. ● Criminal offenses are divided into two classifications: misdemeanors and felonies. Misdemeanors are minor crimes that can be punished by one year or less in prison; felonies are major crimes that can be punished by more than one year in prison. ● The main party in a criminal case is the principal (the person accused of committing the crime). A secondary party is the accomplice: a person who helps the principal commit the crime. The accomplice can be charged with and convicted of the same crime as the principal. An accessory before the fact is someone who orders a crime or helps the principal commit the crime but is not present during the crime. An accessory after the fact is a person who, knowing that a crime has been committed, assists the principal and/or the accomplice. ● In a criminal case, the attorney for the government is the prosecuting attorney. The attorney for the alleged wrongdoer (the defendant) is the defense attorney?. ● “Beyond a reasonable doubt” is the level of proof needed to convict a person of a crime. It does not mean “convinced 100%.” It means that there are no reasonable doubts as to guilt in the criminal case. ● A plea bargain is a negotiated agreement between the prosecutor, the defendant, and his/her lawyer before the criminal case goes to trial or before final judgment. ● An arrest occurs when a person suspected of a crime is taken into custody. An arrest is considered a seizure under the 4th Amendment of <i>The Constitution of the United States</i>. A person can be taken into custody in one of two ways: with an arrest warrant issued by a judge or without a warrant if there is probable cause. ● Probable cause is a reasonable belief, known personally or through a reliable source, that a specific person has committed a crime.

	<ul style="list-style-type: none"> ● Reasonable suspicion is based on less evidence than probable cause. It is evidence that justifies an officer in stopping and questioning an individual believed to be involved in criminal activity. ● *While it is aimed towards “justice for all,” the law of unintended consequences that leaves its imprint on the American (and all) justice system has resulted in negative consequences for both individuals and entire communities within America that have, in some cases, done as much harm as good America’s democracy and our overall society. ● *Throughout the history of the United States, the courts that compromise the American justice system have played an integral role in shaping our nation into a more perfect democracy by issuing judgments that have helped to heal wounds left upon citizens/residents by the willful action of unjust actors and mere happenstance.
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Evidence of Learning

Formative Assessment: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Mock trial 	Summative Assessment: <ul style="list-style-type: none"> ● Quizzes ● Tests ● Seminar ● Legal response paper 	Resources Needed: <ul style="list-style-type: none"> ● <i>Street Law</i> ● Relevant mock trial ● <i>My Cousin Vinny</i>
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Unit II: Civil Law

Unit Summary

Students will gain a basic understanding of the varieties of issues that fall under the domain of civil law. They will explore the required elements of a tort and the means by which lawsuits are mounted in order for citizens to seek satisfaction for private wrongs done to them. In addition, students will investigate the recent trend in tort reform and analyze its actual impact on the American legal system.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Practical Law*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 6.1: Era 14.Contemporary United States: Domestic Policies (1970-Today), Era 16.Contemporary United States: Interconnected Global Society (1970-Today)
 - 6.1.12.HistorySE.14.c, 6.1.12.CivicsPR.16.a
 - 6.3: Active Citizenship in the 21st Century
 - 6.3.12.CivicsPD.1
- *2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12:*
 - Reading: NJLSA.R1-NJLSA.R10
 - RH.11-12.1-10
 - Writing: NJLSA.W1-2, NJLSA.W4-10
 - WHST.11-12.1.A-E, WHST.11-12.2.A-E, WHST.11-12.4-10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9
 - CRP 4, 7, 11

Unit Essential Questions

- Why is it important to think for oneself and experiment with new ideas?
- What is Civil Law?
- What is tort law?
- Can an illegal activity be both a crime and a tort?
- What is liability and how does it apply

Unit Enduring Understandings

- Students will understand the value of experimentation and innovation.
- Civil Law deals with wrongs against individuals. In a civil case, the injured party (the plaintiff) brings legal action against the alleged wrongdoer (the defendant) for the wrong (the tort), hoping to win a judgment. After winning a civil case, the plaintiff is compensated by the defendant via a court-ordered remedy (usually in the form of monetary damages).
- Tort law is the largest area of Civil Law. Tort law deals with two basic

<p>to Civil Law?</p> <ul style="list-style-type: none"> • What are the three major categories for which tort liability exists? • What does the term “preponderance of evidence” mean in a civil case? • What is a settlement in a civil case? • What reforms to tort law have been attempted in recent history and how effective have they been? 	<p>questions: 1) who should be liable, or responsible, for harm caused by human activity, and 2) how much remedy must the responsible party provide.</p> <ul style="list-style-type: none"> • Yes: an illegal activity can be both crime and a tort. • Liability is the legal responsibility to do or not do something. The defendant in a civil case incurs liability for failing to use reasonable care, resulting in harm to the plaintiff. • These categories include intentional wrong, acts of negligence, and strict liability. • “Preponderance of evidence” is the standard of proof used in a civil case. It is the burden of proof that a party must meet in a civil case to win the lawsuit. It is a lower requirement for proof than the “beyond a reasonable doubt” standards used in a criminal case. • A settlement is a negotiated agreement between the two sides in a civil case that is reached prior to trial or before final judgment. • Over the last four decades, there has been a campaign to pursue tort reform and thereby reduce liability for various entities. These have resulted in the proliferation of caps on damages and forced binding arbitration clauses. While well intended, there have been unintended consequences that have effectively left citizens without recourse when wronged by private citizens or corporations. 	
Evidence of Learning		
<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Mock trial 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Quizzes • Tests • Seminar • Legal Response Paper 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>Street Law</i> • <i>Hot Coffee</i> • <i>A Civil Action</i> • Relevant mock trial

Unit III: Employment Law and Family Law
Unit Summary
<p>Students will learn of the rights that the federal government provides for employees in the workplace. The evolution of these protections will be explored along with the responsibilities that all citizens must understand in order to behave responsibly in the workplace. Students will also investigate persistent inequalities that have arisen in the American labor system and the degree to which law helps to mitigate them. Finally, students will review the ways in which family law constitutes a unique area of American jurisprudence governed by specific conventions and protocols.</p>
Standards/Core Ideas/Performance Expectations
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Practical Law</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: Social Studies:</i> <ul style="list-style-type: none"> ○ 6.1: Era 2.Revolution and the New Nation (1754-1820s), Era 6. The Emergence of Modern America: Progressive Reforms (1890-1930), Era 13.Postwar United States: Civil Rights and Social Change (1945 to early 1970s), Era 14.Contemporary United States: Domestic Policies (1970-Today) <ul style="list-style-type: none"> ■ 6.1.12.CivicsPR.2.a, 6.1.12.HistoryCC.6.d, 6.1.12.CivicsDP.13.a, 6.1.12.CivicsPI.14.c, 6.1.12.HistoryCC.14.e ○ 6.3: Active Citizenship in the 21st Century <ul style="list-style-type: none"> ■ 6.3.12.CivicsPD.1 • <i>2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12:</i> <ul style="list-style-type: none"> ○ Reading: NJLSA.R1-NJLSA.R10 <ul style="list-style-type: none"> ■ RH.11-12.1-10 ○ Writing: NJLSA.W1-2, NJLSA.W4-10 <ul style="list-style-type: none"> ■ WHST.11-12.1.A-E, WHST.11-12.2.A-E, WHST.11-12.4-10 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4

- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9
 - CRP 4, 7, 11

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● What is at-will employment? ● *What protections do at-will employees enjoy in America? ● *How has the federal government expanded protections for individuals with disabilities in the workplace? ● How does a term contract worker's situation differ from that of an at-will employee? ● What are the ways in which term contract workers can be terminated? ● What is sexual harassment? ● What kinds of sexual harassment exist? ● To what extent does the American labor market entail inequalities? ● What kinds of topics fall under the domain of family law? ● Why is family law a sensitive field and one that is hard to govern via strict boundaries? 	<ul style="list-style-type: none"> ● Students will understand the value of experimentation and innovation. ● At-will employees are those who accept work without agreeing to a defined term of employment. ● *At-will employees can be fired for almost any reason and at any time. However, Title VII of the Civil Rights Act has established a number of protected classes, including age, race, ethnicity, gender or sex, country of national origin, disability, or religion. These are characteristics for which it would be illegal for an employer to use as a justification for either the denial of employment or as a reason for termination. Most recently, these protections have been extended to gender identity in a landmark Supreme Court decision that defends the rights of transgender citizens. ● *The passage of the Americans with Disabilities Act has guaranteed that otherwise qualified individuals with disabilities cannot be denied employment or terminated by virtue of those disabilities. It moreover demands that employers make reasonable accommodations to working conditions in order to provide greater access for individuals with disabilities. ● Term contract employees have signed a contract defining the length of time that they will remain employed and the compensation to which they agree for that period of work. This means that, unlike at-will employees, they cannot be fired unless specific conditions are met. ● Despite having general protection against termination, term contract employees can be fired for just cause or by being bought out of their contract. The former of these conditions entails unsatisfactory quality or quantity of work or behavior that damages the employer's reputation. The latter of these conditions is a situation in which the employer agrees to pay the balance of compensation agreed to in the contract in exchange for the departure of the employee. ● Sexual harassment is defined as unwanted and inappropriate sexual remarks or physical advances in the workplace or other professional situation. ● There is quid pro quo sexual harassment and hostile environment sexual harassment. Quid pro quo means "this for that," and it entails the request of sexual favors in exchange for professional considerations such as raises or promotions. Hostile environment sexual harassment is characterized by the contamination of a work environment by inappropriate words or actions such that employees feel uncomfortable remaining in that environment. ● Despite legal measures to enforce equal conditions for all workers, there evidence of inequality still exists. Women remain victims of conditions that result in diminished compensation compared to their equally qualified male peers by virtue of societal conditions that govern their family roles. In addition, state laws that demand former felons disclose their convictions have resulted in an ability to find gainful employment. ● Issues such as marriage, divorce, child custody, legal responsibilities of parents, child abuse and neglect all fall under the domain of family law. ● The tradition of allowing a family to enjoy privacy and to govern its own affairs is long running in American society. However, there are occasions in which choices made by families can have public consequences or outcomes that could endanger members of that family.
Evidence of Learning	

Formative Assessment: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Mock trial 	Summative Assessment: <ul style="list-style-type: none"> • Quizzes • Tests • Seminar • Legal Response Paper 	Resources Needed: <ul style="list-style-type: none"> • <i>Street Law</i> • Relevant mock trial • Ted Talks
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Unit IV: Practical Law in Film

Unit Summary

Students will review multiple documentary and cinematic depictions of issues pertaining to practical law for the purpose of then synthesizing these sources with prior learning from the course.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Practical Law*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 6.1: Era 2.Revolution and the New Nation (1754-1820s), Era 6. The Emergence of Modern America: Progressive Reforms (1890-1930), Era 13.Postwar United States: Civil Rights and Social Change (1945 to early 1970s), Era 14.Contemporary United States: Domestic Policies (1970-Today)
 - 6.1.12.CivicsPR.2.a, 6.1.12.HistoryCC.6.d, 6.1.12.CivicsDP.13.a, 6.1.12.CivicsPI.14.c, 6.1.12.HistoryCC.14.e
 - 6.3: Active Citizenship in the 21st Century
 - 6.3.12.CivicsPD.1
- *2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12:*
 - Reading: NJLSA.R1-NJLSA.R10
 - RH.11-12.1-10
 - Writing: NJLSA.W1-2, NJLSA.W4-10
 - WHST.11-12.1.A-E, WHST.11-12.2.A-E, WHST.11-12.4-10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9
 - CRP 4, 7, 11

Unit Essential Questions	Unit Enduring Understandings
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| <ul style="list-style-type: none"> • Why is it important to think for oneself and experiment with new ideas? • How can film be used to enhance the viewer’s understanding of the American justice system? • What questions should the viewer use when analyzing the cinematic representation of the legal concepts and processes that define the American justice system and are supported by <i>The Constitution of the United States</i>? • How do films about the legal concepts and processes that define the American justice system reflect the ever-changing mores and socio-cultural landscape of the United States? | <ul style="list-style-type: none"> • Students will understand the value of experimentation and innovation. • Film provides the viewer with a dynamic context in which to measure his/her understanding of the legal concepts and processes that define the American justice system and are supported by <i>The Constitution of the United States</i>. Through carefully scripted performance, students can see how the law functions. • Viewers should use the same questions that were introduced in the units focusing on Criminal Law, Civil Law, and Constitutional Law. These queries will help the reader determine the layers of law that are embedded in the film’s narrative. • Cinema, like any mode of art, is ideological in nature. A film can either be an ideological statement or a response to an ideology. Films about the legal concepts and processes that define the American justice system can function in these ways. Oftentimes, such films are used to remind viewers of our nation’s history and to show them how America—including the American justice system—has evolved. |
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Evidence of Learning

Formative Assessment: <ul style="list-style-type: none"> • Classwork • Homework 	Summative Assessment: <ul style="list-style-type: none"> • Quizzes • Tests 	Resources Needed: <ul style="list-style-type: none"> • <i>A Few Good Men</i> • <i>Erin Brockovich</i>
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<ul style="list-style-type: none"> Performance activities 		<ul style="list-style-type: none"> <i>Philadelphia</i> <i>Kramer vs. Kramer</i> <i>North Country</i> <i>The Rainmaker</i>
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Section IX: Unit Reflection

The *Practical Law* Instructional Team must confer upon the completion of each instructional unit in the *Practical Law* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the *Unit Reflection Form*. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Practical Law* Curriculum.

Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate global perspectives;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners;			

Appendix

Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)