

## **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey**

**Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: CONSTITUTIONAL LAW**

Born on: August, 2020  
Current Revision: July, 2026  
Board Approval: 8/24/2026

**Constitutional Law: Course Description**

The purpose of this course is to study the American criminal justice system. Emphasis is placed on the due process of law as expressed in the Fourth, Fifth Sixth, Eighth, and Fourteenth Amendments to the U.S. Constitution. It is a logical extension of U.S. History in which students were introduced to the Constitution and to the American political and judicial system. Through the use of role-playing procedures in mock trial, the students will demonstrate the knowledge gained in this course. Further, the knowledge gained will be enhanced by a visit to a state or federal court and a discussion with a judge of that court.

**COURSE OBJECTIVES:**

Students will be able to:

1. demonstrate his/her ability to apply legal principles to both real and hypothetical case studies;
2. demonstrate a working knowledge of legal terminology;
3. Explain the primary goals and directions of those Amendments to the Constitution affecting criminal justice and the rights of the citizen.

**SKILLS OBJECTIVES:**

Students will be able to:

1. continue learning and demonstrating the skills of critical thinking and inquiry necessary in helping make more informed social, economic, and political decisions and judgments;
2. demonstrate the ability to locate and use information sources required in Social Studies that include, but are not limited to, the:
  - a. Reader's Guide to Periodical Literature
  - b. Card Catalogue
  - c. New York Times index
  - d. Vertical File and Abstracts
  - e. Sources in case law (legal precedents) as contained in both texts and the reference center of the library

\*Each Unit will take about 2 weeks to complete for the semester course.

**Accommodations and Modifications:** Each unit has examples of possible accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

**SUBJECT: CONSTITUTIONAL LAW**

| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ACTIVITIES & EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | EVALUATION                                                                                                                                                                                                                                                                                                                                                                                                                                                     | NJSLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Time           |
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| <p><b>I. NATURE OF PROBLEMS INHERENT IN THE JUDICIAL SYSTEM</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize and offer solutions to the problem of rising rates of violent crime;</li> <li>2. Describe the roles of law enforcement, court systems and the penal system as part of the criminal justice system;</li> <li>3. Know the structure of both the Federal and State judicial systems;</li> <li>4. Trace the route of a case from the court of original jurisdiction to the U.S. Supreme Court.</li> </ol> | <ul style="list-style-type: none"> <li>• Study of New Jersey and Federal judicial systems</li> <li>• Analyze the route of a case from the court of original jurisdiction to the U.S. Supreme Court</li> <li>• Problems and solutions to the rising rates of violent crime</li> <li>• The role of law enforcement, the courts and the penal system</li> </ul> <p><b>Differentiation for Diverse Learners/<br/>Accommodations<br/>Special Ed/504:</b><br/>         Provide copies of notes and presentation<br/>         Provide excerpts of primary source documents instead of full documents.<br/>         Provide students with essential vocabulary<br/>         Re-teaching and review<br/>         Graphic organizers<br/>         Scaffolding of assignments<br/>         Guided questions and note taking</p> | <p><b>Methods of Assessment</b></p> <p><i>Student Assessment</i><br/>         Homework F<br/>         Class discussion F<br/>         Group projects and reports F<br/>         Alternate assessments F<br/>         Research papers S<br/>         Tests and quizzes S<br/>         Document-based essays and free-response essays S<br/>         Class participation F<br/>         Debates/Socratic Seminars F<br/>         Project Based Assessments S</p> | <p>6.1.12.CivicsPR.2.a<br/>         6.1.12.CivicsPI.3.b<br/>         6.1.12.CivicsPR.10.a<br/>         6.1.12.CivicsPI.14.c:<br/>         ELA<br/>         RI.CR.11-12.1<br/>         RI.CI.11-12.2<br/>         RI.PP.11-12.5<br/>         RI.MF.11-12.6<br/>         RI.CT.11-12.8<br/>         RI.AA.11-12.7<br/>         W.AW.11-12.1<br/>         W.WR.11-12.5<br/>         W.SE.11-12.6<br/>         W.IW.11-12.2<br/>         Mathematics<br/>         MP.2<br/>         MP.3<br/>         MP.6<br/>         Science<br/>         HS-LS2-6<br/>         HS-LS2-7</p> | <p>3 weeks</p> |

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|  | Provide an Outline for writing assessments<br><b>Multilingual Learners:</b><br>Use simplified text and summaries of content.<br>Use art visuals for students to respond to instead of text.<br>Provide copies of notes<br><b>At Risk Students:</b><br>Provide copies of presentations and notes<br>Extended time on assignments<br><b>Gifted and Talented:</b><br>Vary level of reading and primary source documents |  | HS-ESS3-1<br><br>Art<br>1.2.12acc.Re7a<br>1.2.12acc.Re8a<br>1.5.12prof.Re7a<br>1.5.12acc.Re7b<br>1.5.12acc.Re8a<br>1.5.12prof.Cn11a<br><br>Technology and 21st Century Themes & Skills<br>9.4.12.IML.2<br>9.4.12.IML.8:<br><br>Computer Science<br>8.1.12.DA.5 |  |
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**SUBJECT: CONSTITUTIONAL LAW**

| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                          | ACTIVITIES & EXPERIENCES                                                                                                                                                                                                                                 | EVALUATION                                                                                                                        | NJSLS                                                                                                                | Time   |
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| <b>II. JUDICIAL PHILOSOPHY</b><br><br>Students will be able to:<br><br>1. Define the meaning of the terms Liberal and Conservative and how they apply to members of the supreme Court and the interpretations of the Due Process of Law Amendments (4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 8 <sup>th</sup> , and 14 <sup>th</sup> ) with emphasis on criminal cases; | <ul style="list-style-type: none"> <li>Investigate the philosophies of Liberalism and Conservatism</li> <li>Interpretations of due process on criminal cases</li> <li>Legal precedence</li> <li>Binding nature of the Supreme Court decisions</li> </ul> | <b>Methods of Assessment</b><br><br><i>Student Assessment</i><br>Homework F<br>Class discussion F<br>Group projects and reports F | 6.1.12.HistoryUP.2.c<br><br>6.1.12.CivicsDP.4.a<br><br>6.1.12.HistoryCC.4.a<br>ELA<br>RI.CR.11-12.1<br>RI.CI.11-12.2 | 4 week |

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| <p>2. Describe the importance of legal precedent (stare decisis) reaching Supreme Court decisions;</p> <p>3. Explain the importance of the 14<sup>th</sup> Amendment relative to the legal protection of due process being applicable to all States;</p> <p>4. Understand the binding nature of Supreme Court decisions on the lower courts through the use of case studies;</p> <p>5. Analyze the importance of the composition of the Supreme Court as it affects decisions on criminal cases through a study of the philosophical differences between the Warren and Burger Courts.</p> | <p>Applicability of the 14<sup>th</sup> Amendment to the States</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b></p> <p>Provide copies of notes and presentation</p> <p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary</p> <p>Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b></p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p><b>At Risk Students:</b></p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p><b>Gifted and Talented:</b></p> | <p>Alternate assessments F</p> <p>Research papers S</p> <p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p> | <p>RI.PP.11-12.5</p> <p>RI.MF.11-12.6</p> <p>RI.CT.11-12.8</p> <p>RI.AA.11-12.7</p> <p>W.AW.11-12.1</p> <p>W.WR.11-12.5</p> <p>W.SE.11-12.6</p> <p>W.IW.11-12.2</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> <p>Science</p> <p>HS-LS2-6</p> <p>HS-LS2-7</p> <p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a</p> <p>1.2.12acc.Re8a</p> <p>1.5.12prof.Re7a</p> <p>1.5.12acc.Re7b</p> <p>1.5.12acc.Re8a</p> <p>1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills</p> <p>9.4.12.IML.2</p> <p>9.4.12.IML.8:</p> |  |
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|  | Vary level of reading and primary source documents |  | Computer Science<br>8.1.12.DA.5 |  |
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| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ACTIVITIES & EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | EVALUATION                                                                                                                                                                                                                                                                                                                          | NJSLS                                                                                                                                                                                                                                                                                    | Time    |
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| <b>III. THE FOURTH AMENDMENT (SEARCH AND SEIZURE: THE INVESTIGATORY STAGE)</b><br><br>Students will be able to: <ol style="list-style-type: none"> <li>Know the historical roots of the 4<sup>th</sup> Amendment as a protection against unreasonable searches and seizures;</li> <li>Describe the abuses that still occur despite the existence of the 4<sup>th</sup> Amendment and identify the various remedies for those abuses by those acting in an official capacity ;</li> <li>Explain the evolution of the “exclusionary rule” as one remedy available to those subjected to unreasonable searches and seizures (e.g. Weeks v. U.S., Wolf v. Colorado, Rochin v. California, and Mapp v. Ohio).;</li> <li>Analyze situations in which those acting in an official capacity may legally search without a search warrant. These will include:</li> </ol> | <ul style="list-style-type: none"> <li>How the Fourth Amendment protects the citizen from unreasonable search and seizures</li> <li>Analysis of the abuses of the amendment and the various remedies of those abuses</li> <li>The Evolution of the “exclusionary rule”</li> <li>Legal searches without search warrants</li> </ul> <b>Differentiation for Diverse Learners/ Accommodations</b><br><b>Special Ed/504:</b><br>Provide copies of notes and presentation<br>Provide excerpts of primary source documents instead of full documents. | <ul style="list-style-type: none"> <li><b>Methods of Assessment</b></li> <li><i>Student Assessment</i></li> <li>Homework F</li> <li>Class discussion F</li> <li>Group projects and reports F</li> <li>Alternate assessments F</li> <li>Research papers S</li> <li>Tests and quizzes S</li> <li>Document-based essays and</li> </ul> | 6.1.12.HistoryCC.2.b<br><br>6.1.12.CivicsDP.13.a<br><br>6.1.12.CivicsPR.10.a<br><br>ELA<br>RI.CR.11-12.1<br>RI.CI.11-12.2<br>RI.PP.11-12.5<br>RI.MF.11-12.6<br>RI.CT.11-12.8<br>RI.AA.11-12.7<br>W.AW.11-12.1<br>W.WR.11-12.5<br>W.SE.11-12.6<br>W.IW.11-12.2<br><br>Mathematics<br>MP.2 | 4 weeks |

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| a. automobile searches,<br>b. searches incident to a lawful arrest,<br>c. searches in “hot pursuit;,<br>d. stop and frisk searches,<br>e. searches conducted following voluntary consent,<br>f. searches conducted under the “plain view” doctrine. | Provide students with essential vocabulary<br>Re-teaching and review<br>Graphic organizers<br>Scaffolding of assignments<br>Guided questions and note taking<br>Provide an Outline for writing assessments<br><b>Multilingual Learners:</b><br>Use simplified text and summaries of content.<br>Use art visuals for students to respond to instead of text.<br>Provide copies of notes<br><b>At Risk Students:</b><br>Provide copies of presentations and notes<br>Extended time on assignments<br><b>Gifted and Talented:</b><br>Vary level of reading and primary source documents | free-response essays S<br>• Class participation F<br>• Debates/Socratic Seminars F<br>• Project Based Assessments S | MP.3<br>MP.6<br><br>Science<br>HS-LS2-6<br>HS-LS2-7<br>HS-ESS3-1<br><br>Art<br>1.2.12acc.Re7a<br>1.2.12acc.Re8a<br>1.5.12prof.Re7a<br>1.5.12acc.Re7b<br>1.5.12acc.Re8a<br>1.5.12prof.Cn11a<br><br>Technology and 21st Century Themes & Skills<br>9.4.12.IML.2<br>9.4.12.IML.8:<br><br>Computer Science<br>8.1.12.DA.5 |  |
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**SUBJECT: CONSTITUTIONAL LAW**

| OBJECTIVES | ACTIVITIES & EXPERIENCES | EVALUATION | NJSLS | Time |
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| <p><b>IV. THE FIFTH AND SIXTH AMENDMENTS (THE RIGHTS OF THE ACCUSED)</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>List and explain the various procedural right of defendants during the accusatory and trial stages of a criminal proceeding;</li> <li>Explain the importance of key Supreme Court decisions on the rights of criminal defendants (e.g. Escobedo v. Illinois, Gideon v. Wainwright, and Miranda v. Arizona);</li> <li>Describe the critical elements of a fair trial as illustrated by the Sam Sheppard trial and appeals culminating in the Supreme Court case (e.g. Sheppard v. Maxwell);</li> <li>Understand the dilemma when several Constitutional principles are in conflict; balance the rights of the accused to a fair trial with the public's right to know through freedom of the press (e.g. gag orders – Nebraska Press Assoc. v. Stuart and protection of confidential sources of information – Farber).</li> </ol> | <ul style="list-style-type: none"> <li>Analyze the rights of criminal defendants</li> <li>Analyze the importance of Supreme Court decisions concerning those rights</li> <li>Elements of fair trial and appeals</li> <li>Analysis of conflict between the principles of the Constitution and its Amendments</li> </ul> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b><br/>Provide copies of notes and presentation<br/>Provide excerpts of primary source documents instead of full documents.<br/>Provide students with essential vocabulary<br/>Re-teaching and review<br/>Graphic organizers<br/>Scaffolding of assignments<br/>Guided questions and note taking<br/>Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b><br/>Use simplified text and summaries of content.</p> | <p><b>Methods of Assessment</b></p> <p><i>Student Assessment</i></p> <p>Homework F</p> <p>Class discussion F</p> <p>Group projects and reports F</p> <p>Alternate assessments F</p> <p>Research papers S</p> <p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p> | <p>6.1.12.CivicsDP.13.a</p> <p>6.1.12.CivicsPR.10.a</p> <p>ELA</p> <p>RI.CR.11-12.1</p> <p>RI.CI.11-12.2</p> <p>RI.PP.11-12.5</p> <p>RI.MF.11-12.6</p> <p>RI.CT.11-12.8</p> <p>RI.AA.11-12.7</p> <p>W.AW.11-12.1</p> <p>W.WR.11-12.5</p> <p>W.SE.11-12.6</p> <p>W.IW.11-12.2</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> <p>Science</p> <p>HS-LS2-6</p> <p>HS-LS2-7</p> <p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a</p> <p>1.2.12acc.Re8a</p> <p>1.5.12prof.Re7a</p> <p>1.5.12acc.Re7b</p> | <p>4 weeks</p> |
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|  | Use art visuals for students to respond to instead of text.<br>Provide copies of notes<br><b>At Risk Students:</b><br>Provide copies of presentations and notes<br>Extended time on assignments<br><b>Gifted and Talented:</b><br>Vary level of reading and primary source documents |  | 1.5.12acc.Re8a<br>1.5.12prof.Cn11a<br><br>Technology and 21st Century Themes & Skills<br>9.4.12.IML.2<br>9.4.12.IML.8:<br><br>Computer Science<br>8.1.12.DA.5 |  |
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**SUBJECT: CONSTITUTIONAL LAW**

| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ACTIVITIES & EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                 | EVALUATION                                                                                                                                                                                                                            | NJSLS                                                                                                                                                                                                                             | Time    |
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| <b>V. THE EIGHTH AMENDMENT (THE PENAL STAGE)</b><br><br>Students will be able to:<br><br>1. Describe the role of the penal system in the criminal justice system including:<br>a. rehabilitation of offenders,<br>b. mandatory prison sentences for violent crime,<br>c. stricter sentences for youthful offenders,<br>d. alternative forms of punishment,<br>e. capital punishment;<br><br>2. Explain the direction of recent supreme Court decisions in the area of capital punishment (e.g. Furman v. Georgia and Gregg v. Georgia); | <ul style="list-style-type: none"> <li>The penal system in our criminal justice system</li> <li>Rehabilitation</li> <li>Mandatory sentences</li> <li>Alternative forms of punishments</li> <li>Capital punishment – Supreme Court cases and moral and legal points of view)</li> </ul> <b>Differentiation for Diverse Learners/ Accommodations</b><br><b>Special Ed/504:</b><br>Provide copies of notes and presentation | <b>Methods of Assessment</b><br><br><i>Student Assessment</i><br>Homework F<br>Class discussion F<br>Group projects and reports F<br>Alternate assessments F<br>Research papers S<br>Tests and quizzes S<br>Document-based essays and | 6.1.12.CivicsDP.13.a<br><br>6.1.12.CivicsPR.10.a<br><br>ELA<br>RI.CR.11-12.1<br>RI.CI.11-12.2<br>RI.PP.11-12.5<br>RI.MF.11-12.6<br>RI.CT.11-12.8<br>RI.AA.11-12.7<br>W.AW.11-12.1<br>W.WR.11-12.5<br>W.SE.11-12.6<br>W.IW.11-12.2 | 3 weeks |

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| <p>3. Analyze capital punishment as both a moral and a legal question.</p> | <p>Provide excerpts of primary source documents instead of full documents.<br/>Provide students with essential vocabulary<br/>Re-teaching and review<br/>Graphic organizers<br/>Scaffolding of assignments<br/>Guided questions and note taking<br/>Provide an Outline for writing assessments<br/><b>Multilingual Learners:</b><br/>Use simplified text and summaries of content.<br/>Use art visuals for students to respond to instead of text.<br/>Provide copies of notes<br/><b>At Risk Students:</b><br/>Provide copies of presentations and notes<br/>Extended time on assignments<br/><b>Gifted and Talented:</b><br/>Vary level of reading and primary source documents</p> | <p>free-response essays S<br/>Class participation F<br/>Debates/Socratic Seminars F<br/>Project Based Assessments S</p> | <p>Mathematics<br/>MP.2<br/>MP.3<br/>MP.6<br/><br/>Science<br/>HS-LS2-6<br/>HS-LS2-7<br/>HS-ESS3-1<br/><br/>Art<br/>1.2.12acc.Re7a<br/>1.2.12acc.Re8a<br/>1.5.12prof.Re7a<br/>1.5.12acc.Re7b<br/>1.5.12acc.Re8a<br/>1.5.12prof.Cn11a<br/><br/>Technology and 21st Century Themes &amp; Skills<br/>9.4.12.IML.2<br/>9.4.12.IML.8:<br/><br/>Computer Science<br/>8.1.12.DA.5<br/><br/>ELA<br/>RI.CR.11-12.1<br/>RI.CI.11-12.2<br/>RI.PP.11-12.5</p> |  |
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|  |  |  | <div>RI.MF.11-12.6</div> <div>RI.CT.11-12.8</div> <div>RI.AA.11-12.7</div> <div>W.AW.11-12.1</div> <div>W.WR.11-12.5</div> <div>W.SE.11-12.6</div> <div>W.IW.11-12.2</div> <div>Mathematics</div> <div>MP.2</div> <div>MP.3</div> <div>MP.6</div> <div>Science</div> <div>HS-LS2-6</div> <div>HS-LS2-7</div> <div>HS-ESS3-1</div> <div>Art</div> <div>1.2.12acc.Re7a</div> <div>1.2.12acc.Re8a</div> <div>1.5.12prof.Re7a</div> <div>1.5.12acc.Re7b</div> <div>1.5.12acc.Re8a</div> <div>1.5.12prof.Cn11a</div> <div>Technology and 21st<br/>Century Themes &amp;<br/>Skills</div> <div>9.4.12.IML.2</div> <div>9.4.12.IML.8:</div> |  |
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|  |  |  | Computer Science<br>8.1.12.DA.5 |  |
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**SUBJECT: CONSTITUTIONAL LAW**

| OBJECTIVES                                                                                                                                                                                                                                                                                                                                               | ACTIVITIES & EXPERIENCES                                                                                                                                                                                                                                                                                       | EVALUATION                                                                                                                                                                    | NJSLS                                                                                                                                                                         | Time    |
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| <b>VI. JUVENILE JUSTICE</b><br><br>Students will be able to: <ol style="list-style-type: none"> <li>Describe the similarities and differences between the juvenile and adult justice systems;</li> <li>Explain the rationale for these differences;</li> <li>Explain the judicial precedents (e.g. In re Gault) for existing juvenile rights.</li> </ol> | <ul style="list-style-type: none"> <li>Difference between the juvenile and adult justice system</li> <li>Judicial precedents for juvenile rights</li> <li>The rationale for the existence of separate systems</li> </ul> <b>Differentiation for Diverse Learners/ Accommodations</b><br><b>Special Ed/504:</b> | <b>Methods of Assessment</b><br><i>Student Assessment</i><br>Homework F<br>Class discussion F<br>Group projects and reports F<br>Alternate assessments F<br>Research papers S | 6.1.12.CivicsDP.13.a<br><br>6.1.12.CivicsPR.10.a<br>ELA<br>RI.CR.11-12.1<br>RI.CI.11-12.2<br>RI.PP.11-12.5<br>RI.MF.11-12.6<br>RI.CT.11-12.8<br>RI.AA.11-12.7<br>W.AW.11-12.1 | 2 weeks |

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|  | <p>Provide copies of notes and presentation</p> <p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary</p> <p>Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b></p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p><b>At Risk Students:</b></p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p><b>Gifted and Talented:</b></p> <p>Vary level of reading and primary source documents</p> | <p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p> | <p>W.WR.11-12.5</p> <p>W.SE.11-12.6</p> <p>W.IW.11-12.2</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> <p>Science</p> <p>HS-LS2-6</p> <p>HS-LS2-7</p> <p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a</p> <p>1.2.12acc.Re8a</p> <p>1.5.12prof.Re7a</p> <p>1.5.12acc.Re7b</p> <p>1.5.12acc.Re8a</p> <p>1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills</p> <p>9.4.12.IML.2</p> <p>9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p> |  |
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**SUBJECT: CONSTITUTIONAL LAW**

| OBJECTIVES | ACTIVITIES & EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EVALUATION                                                                                                                                                                                                                                                                                                                                                                                         | NJSLS                                                |
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|            | <p><b>THE MOCK TRIAL</b></p> <p><b><u>Procedures</u></b></p> <ol style="list-style-type: none"> <li>1. Hypothetical situation prepared by instructor</li> <li>2. Roles are assigned and students are briefed individually with respect to their specific role</li> <li>3. Following the prepared script, the hypothetical situation carried out (up to this point students are only familiar with their individual roles only)</li> <li>4. The trial will consist of:               <ol style="list-style-type: none"> <li>a. presentations of motions by attorneys for both sides (e.g. change of venue, motions to squash evidence)</li> <li>b. opening statements to the jury</li> <li>c. direct and cross examination of witnesses</li> <li>d. summations to the jury followed by the judge's charge to the jury</li> <li>e. jury deliberation and verdict</li> </ol> </li> </ol> | <p><b>Methods of Assessment</b></p> <p><i>Student Assessment</i></p> <p>Homework F</p> <p>Class discussion F</p> <p>Group projects and reports F</p> <p>Alternate assessments F</p> <p>Research papers S</p> <p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p> | <p>6.1.12.CivicsDP.13.a</p> <p>6.3.12.CivicsHR.1</p> |

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|  | 5. Debriefing – jury explains reasons for decision and general student comment follows |  |  |
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| <b>Interdisciplinary Connections</b> | <p><b><u>Connections to NJSLS – English Language Arts:</u></b></p> <p><b>W.IW.11-12.2:</b> 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.</p> <p><b>W.SE.11-12.6:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>RI.CR.11-12.1:</b> Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p><b><u>Connections to NJSLS – Mathematics</u></b></p> <p><b>MP.4:</b> Model with mathematics.</p> <p><b>SL.PE.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL.II.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
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| <b>Career Readiness,<br/>Life Literacies, and<br/>Key Skills</b> | <ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</li> <li>● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> <li>● 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 (e.g., 7.1.AL.IPERS.6).</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., RI.PP.11-12.5, 7.1.AL.IPRET.6).</li> <li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li> </ul> |
| <b>Computer Science<br/>and Design Thinking</b>                  | <ul style="list-style-type: none"> <li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li> <li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"><li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li><li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li></ul> |
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### **Career Options for Jobs that Involve Social Studies**

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

### **Career Information for Jobs that Involve Social Studies**

#### **Sociologists**

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

#### **Historians**

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions

about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

**Postsecondary Teachers**

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

**Anthropologists and Archeologists**

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

**Political Scientists**

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

**Market Research Analysts**

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would

be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.