

Secaucus  
Board of  
Education

History of American Justice  
Course Code: 2524  
*Social Studies*



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*Born on October 2016*  
*Aligned to the NJSLS-ELA adopted 2016*  
*Aligned to the Social Studies, Technology, and 21<sup>st</sup> Century Life and Careers Standards adopted 2014*  
*Adopted by the Secaucus Board of Education on December 22, 2016*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner, that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

### **Course Description**

History of American Justice is a full year course in which eleventh and twelfth grade students are provided with an overview of the American justice system with a focus on contemporary issues. Students will analyze the values and rights of Americans set forth in the Constitution of the United States of America while also examining the legal practices of other nations. Students will also investigate social issues and think critically to explore new ways to reform and re-enforce current laws and legal practices. Students will be encouraged to engage in public speaking throughout the course and work in groups to foster social skills and team building.

### **Course Objectives:**

- Increase awareness and understanding of legal rights held by all Americans
- Provide a historical framework of the American justice system
- Develop critical thinking and problem solving skills
- Develop a positive self-concept, build self-esteem, and move toward self-actualization.
- Promote awareness of current events
- Develop skills in research and writing
- Promote civic duty and social awareness

### **Interdisciplinary Connections**

- ✓ Religion
- ✓ Technology
- ✓ Mass Media
- ✓ Data Analysis
- ✓ Psychology
- ✓ Science

**Potential Course Modifications (ELLs, Special Education, Gifted and Talented)**

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<b>Unit:</b>	<b>What is Law?</b>							
<b>Timing:</b>	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.							
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" data-bbox="535 479 1879 868"> <p><b>Social Studies</b>                      9.3 - 21<sup>st</sup> Century Life Skills</p> <ul style="list-style-type: none"> <li>• GV: 1, 2</li> <li>• GV-GOV: 1, 2, 3 &amp; 4</li> <li>• GV-PLN: 4</li> </ul> <p>RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.4, RH. 11-12.7, RH. 11-12.10                      WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.3, WHST.11-12. 4, WHST.11-12. 8                      RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, RL.11-12.9, RL.11-12.10                      RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.9, RI.11-12.10</p> </td> </tr> <tr> <td data-bbox="535 868 934 1006"><b>Technology</b></td> <td data-bbox="934 868 1879 1006">8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td data-bbox="535 1006 934 1096"><b>Career Ready Practices</b></td> <td data-bbox="934 1006 1879 1096">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </table>		<p><b>Social Studies</b>                      9.3 - 21<sup>st</sup> Century Life Skills</p> <ul style="list-style-type: none"> <li>• GV: 1, 2</li> <li>• GV-GOV: 1, 2, 3 &amp; 4</li> <li>• GV-PLN: 4</li> </ul> <p>RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.4, RH. 11-12.7, RH. 11-12.10                      WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.3, WHST.11-12. 4, WHST.11-12. 8                      RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, RL.11-12.9, RL.11-12.10                      RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.9, RI.11-12.10</p>		<b>Technology</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
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<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>						
<ul style="list-style-type: none"> <li>• What is Law?</li> <li>• How do laws reflect the values and norms of a</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Understand that a study of a society's laws provides insight to the norms and values of that society.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical Analysis:</b> Have students research the history of law through the "Code of Hammurabi". Compare and contrast the Code of Hammurabi with contemporary justice in the United States.</li> </ul>						

<p>society?</p> <ul style="list-style-type: none"> <li>● What is justice and why does it not mean the same thing to everyone?</li> <li>● Does the United States court system deliver justice equally to all people?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recognize that justice system in America is broken into two main categories, criminal and civil, and each fills a specific role the society.</li> <li>❖ Understand that the criminal and civil justice systems in America operate independently of each other, and although similar in nature,</li> <li>❖ Examine how the law was created in antiquity as a response to ever growing needs of societal control during the birth of civilization</li> <li>❖ Appreciate that justice means different things to different people based on their perspective.</li> <li>❖ Identify the different factors that come into play when determining if justice is served.</li> <li>❖ Analyze the reasons why societies cannot function properly if there is not set of predetermined laws that identify and define specific crimes.</li> <li>❖ Understand that societies establish law and define crime based on the</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Class Activity:</b> Have students verbally express various crimes they are familiar with. After compiling a list, have the class collectively rank these crimes in terms of their destructiveness toward society. Have students discuss what the punishments for these crimes are and if they are just.</li> <li>● <b>Text:</b> Have students complete "Problems 1.1 - 1.8" as class-work and/or homework assignments before completion of unit.</li> <li>● <b>Global Studies:</b> Human Rights - Discuss "human rights" and have students look at the laws of authoritative regimes around the world. Juxtapose human rights violations in the USA and that of other countries.</li> <li>● <b>Vocabulary:</b> Students will complete terms within Chapter 1 of "Street Law" text before completion of the unit.</li> <li>● <b>Class Activity:</b> Discuss "Problems 2.1, 2.2 and 2.3" as a group to cover how laws are generally made.</li> <li>● <b>Presentation:</b> After explaining the process in which laws are created, abolished and altered, have students come up with a law they would like to create or change in some way. How would society be improved by this new law? Who would be in support of this law? Who would be against the new law? A short written assignment no longer than 2 pages should be created alongside a brief presentation to the class.</li> </ul>
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	<p>needs, norms and traditions of the government, people, or both.</p> <ul style="list-style-type: none"> <li>❖ Recognize that laws have positive and negative effects on a society</li> </ul>	
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p><b>Textbook:</b>  <i>Street Law (A Course in Practical Law)</i>                      by L. Arbetman and E. O'Brien</p>	<p><a href="#">The Code of Hammurabi</a></p> <p><a href="#">United for Human Rights</a></p>

<b>Unit:</b>	<i>The Constitution</i>					
<b>Timing:</b>	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies</b>            9.3 - 21<sup>st</sup> Century Life Skills</p> <ul style="list-style-type: none"> <li>• GV: 1, 2</li> <li>• GV-GOV: 1, 2, 3 &amp; 4</li> <li>• GV-PLN: 4</li> </ul> <p>RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.4, RH. 11-12.7, RH. 11-12.10            WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.3, WHST.11-12. 4, WHST.11-12. 8            RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, RL.11-12.9, RL.11-12.10            RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.9, RI.11-12.10</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="537 873 932 1003"><b>Technology</b></td> <td data-bbox="932 873 1881 1003">8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td data-bbox="537 1003 932 1092"><b>Career Ready Practices</b></td> <td data-bbox="932 1003 1881 1092">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </table> </div>		<b>Technology</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
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<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>				
<ul style="list-style-type: none"> <li>• What rights does the U.S Constitution provide to</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Understand how a study of a society's laws provides insight to the norms and values of that</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical Analysis:</b> Have students research the "Philadelphia Convention". Who were the men that drafted the United States Constitution? What philosophies inspired them to create the constitution? What disputes arose during the "Philadelphia Convention" amongst the delegates?</li> </ul>				

<p>Americans?</p> <ul style="list-style-type: none"> <li>● How do documents define the structure and function of government and why are they important?</li> <li>● Does the government inform the people, or do they people inform the government?</li> <li>● How do laws reflect the values and norms of a society?</li> <li>● How is the United States Constitution organized to balance conflicting interests in a</li> </ul>	<p>society.</p> <ul style="list-style-type: none"> <li>❖ Analyze how governments weigh the rights of individuals against the well-being of the masses.</li> <li>❖ Understand that The Constitution a living document.</li> <li>❖ Understand why the "Founding Fathers" created a constitutional democracy</li> <li>❖ Explain the meaning and importance of the democratic values and principles fundamental to government in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Graphic Organizer:</b> Students will make a visualization of the checks and balances system held between the three branches of America government.</li> <li>● <b>Research:</b> Students will research amendments 1-5 to obtain foundational knowledge on the U.S. Constitution</li> <li>● <b>Class Activity:</b> Problem 36.1 - Rank constitutional rights</li> <li>● <b>Free Speech:</b> Students should complete Problems 37.1, 2, 3, 6 &amp; 7 as class-work and/or homework</li> <li>● <b>1st Amendment Issues Discussion:</b> Have students define "hate speech". How are hate groups protected and limited by the 1st Amendment? Discuss hate groups such as the Ku Klux Klan and the Westboro Baptist Church. How do these groups demonstrate their message? Should hate groups be allowed to demonstrate hate speech?</li> <li>● <b>Church and State:</b> Investigate the separation of church and state and the growing problem of Islamaphobia and Xenophobia in a post 9/11 U.S.</li> <li>● <b>Contemporary Debate:</b> Students will analyze the creation of the 2nd amendment and its existence in the 21st Century. Students will take a position in support or reform with regards to the right to bear arms.</li> <li>● <b>21 Century Issues:</b> Students will research Cody Wilson and Defense Distributed to analyze how modern technology may compromise law enforcement's ability to control guns on a</li> </ul>
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<p>democracy?</p> <ul style="list-style-type: none"> <li>• What does the constitution say about "American values"?</li> </ul>		<p>global level.</p> <ul style="list-style-type: none"> <li>• <b>Historical Analysis:</b> 9/11 and the Patriot Act- Lecture on how 9/11 led to the creation of the Patriot Act. Students will decide whether or not the Patriot Act is in violation with the 4th Amendment.</li> <li>• <b>Video:</b> PBS "Rise of the Drones". Explain to class how military class drones could potentially be used to keep civilian targets under surveillance.</li> <li>• <b>Due Process:</b> Complete Problems 41.1, 41.2 and 41.3</li> <li>• <b>Historical Analysis:</b> Students will research the 13th, 15th and 19th amendments to understand historical inequality in America and how laws have changed overtime to bridge the inequality gap.</li> <li>• <b>Case Study:</b> Brown v. BOE</li> </ul>
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<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p><b>Textbook:</b>  <i>Street Law (A Course in Practical Law)</i>                      by L. Arbetman and E. O'Brien</p>	<p><a href="#">Questioning Its Marvels and Morals ‘Nova: Rise of the Drones,’ on PBS</a></p> <p><a href="#">Cody Wilson Announces Impending Release of 3D Files for \$150 Machine Gun; Some Fear He is ‘Making Things Easier’ for Terrorists</a></p> <p><a href="#">“No, there’s no “hate speech” exception to the First Amendment”</a></p> <p><a href="#">The US Patriot Act</a></p>

<b>Unit:</b>	<b>Urban Issues</b>							
<b>Timing:</b>	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.							
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<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>						
<ul style="list-style-type: none"> <li>• How has urbanization affected the nature of crime</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Understand how education, wealth, family and occupational</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Complete terms within Ch.7 of text as class-work and/or homework</li> <li>• <b>Intro to Urban Crime:</b> Complete Problems 7.1-7.4 as</li> </ul>						

<p>and its policing?</p> <ul style="list-style-type: none"> <li>• What determines the crime rate of an area?</li> <li>• Who commits crimes and why?</li> <li>• Who joins gangs and why?</li> <li>• How has 9/11 changed urban policing?</li> </ul>	<p>opportunities contribute to an area's crime rate</p> <ul style="list-style-type: none"> <li>❖ Identify why people living in low-income, marginalized urban-ethnic communities may have a higher risk of joining gangs</li> <li>❖ Examine how surplus equipment from the "War on Terror" has led to an increase in the militarization of municipal police</li> <li>❖ Research how a history of ethnic-marginalization and discrimination has led to tensions between African-American communities and the police in the 21st Century</li> <li>❖ Analyze the correlation between substance abuse and the crime rate of a community?</li> <li>❖ Urbanization has challenged law enforcement agencies with organized crime, drug epidemics and violence.</li> </ul>	<p>class-work and/or homework</p> <ul style="list-style-type: none"> <li>• <b>History of American Street Gangs.</b> Watch "Blood and Crips: Made in America"</li> <li>• <b>Lecture:</b> What role do "housing projects" play in the proliferation of crime and street gangs in low income communities? What alternatives exist to housing projects?</li> <li>• <b>Local Lessons:</b> Students will research towns/cities with the highest crime rate in New Jersey and take a virtual tour via Google Earth and Google images. Students will determine why these areas have higher crime rates than other areas. How do the crime rates of these communities relate to the most dangerous cities in the entire country?</li> <li>• <b>Presentation:</b> Select students to research and present information on the following gangs; Aryan Brotherhood, Crips, Bloods, MS-13 and the Hell's Angels. When did these gangs come into existence? Where were they formed? Are they racially homogenous? What are their symbols? What crimes have they been known to commit? Supplement these presentations with videos of gang member interviews and other video clips related to the material</li> <li>• <b>Substance Abuse in New Jersey:</b> Students will research how New Jersey's substance abuse rates compare to that of the national average with a focus on the growing prescription painkiller and heroin epidemic.</li> <li>• <b>Presentation:</b> The sale of illegal drugs are a main source of empowerment to street gangs. Select students to research the following substances; Marijuana, Crack/Cocaine,</li> </ul>
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		<p>Heroion/Opiates, Crystal Meth, MDMA, Inhalants, Flakka. What are the chemical components of these substances? What are their street nicknames? What are desired (positive) effects of these substances? What are the negative/lethal potential of these drugs? Is this drug gaining or losing popularity?</p> <ul style="list-style-type: none"> <li>• <b>Drugs in the City:</b> Read and Complete problem 7.10 &amp; 7.11 as a class</li> </ul>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p><b>Textbook:</b>  <i>Street Law (A Course in Practical Law)</i>                      by L. Arbetman and E. O'Brien</p>	<p><a href="#">Psychoactive Drugs and Plants</a></p> <p><a href="#">Gang Awareness</a></p> <p><a href="#">10 Most Dangerous Towns in NJ</a></p> <p><a href="#">Heroin epidemic grips newborns</a></p>

<b>Unit:</b>	<b>Criminology</b>					
<b>Timing:</b>	Approximately 6-8 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies</b>            9.3 - 21<sup>st</sup> Century Life Skills</p> <ul style="list-style-type: none"> <li>• GV: 1, 2</li> <li>• GV-GOV: 1, 2, 3 &amp; 4</li> <li>• GV-PLN: 4</li> </ul> <p>RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.4, RH. 11-12.7, RH. 11-12.10            WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.3, WHST.11-12. 4, WHST.11-12. 8            RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, RL.11-12.9, RL.11-12.10            RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.9, RI.11-12.10</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Technology</b></td> <td>8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td><b>Career Ready Practices</b></td> <td>CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </table> </div>		<b>Technology</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
<b>Technology</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3					
<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>				
<ul style="list-style-type: none"> <li>• Why do people commit crimes?</li> <li>• What types of crimes are there?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Understand that many different people from contrasting socio-economic backgrounds commit a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Complete terms within Ch.8, 9 and 10 as class-work and/or homework before completion of unit.</li> <li>• <b>Guilty by Association:</b> Discuss how accomplices and accessories to crime can be tried equally to the person who physically committed the crime. After discussing parties to a</li> </ul>				

<ul style="list-style-type: none"> <li>• What is the difference between a State and Federal offense?</li> <li>• What criteria determines whether a crime is a misdemeanor or a felony?</li> </ul>	<p>wide variety of crimes for their own particular motives.</p> <ul style="list-style-type: none"> <li>❖ Understand that crimes are committed by both rich and poor people</li> <li>❖ Research how conspiracy charges were created to combat organized crime and terrorist groups in the modern age</li> <li>❖ Identify how continued digitization, cybercrime and cyber terrorism are growing concerns for law enforcement agencies.</li> </ul>	<p>crime, discuss problems 8.1, 8.2 and 8.3</p> <ul style="list-style-type: none"> <li>• <b>Conspiracy:</b> Students will research the foundations of conspiracy cases and provide an example to the class of one such case. Focus should be toward RICO and terrorist cases.</li> <li>• <b>Activity:</b> You Be the Judge- Homicide cases (Chapter 9)</li> <li>• <b>Debate:</b> Read and complete "The Case of the Dying Cancer Patient 9.1" and discuss the legal ramifications of assisted suicide.</li> <li>• <b>Assault:</b> Discuss Ch.9 terms and complete Problem 9.2 to determine what crimes of assault have been committed in each scenario.</li> <li>• <b>Modern Issues:</b> Discuss how modern technology and reliance on credit cards and online shopping has led to an increase in identity theft and credit card fraud. Complete Ch.10 "Identity Theft" activity.</li> <li>• <b>Cyber-Terror:</b> Research and discuss the threat of cyber-terrorism. What countries have been accused of committing cyber-terrorism against the United States? What steps should be taken to prevent future cyber-attacks?</li> <li>• <b>White-Collar Crime:</b> Have select students research several famous embezzlement cases such as Charles Ponzi and Bernie Madoff. Have students present the background of these cases to the class. Who was the perpetrator? Who were the victims? What was the sentence of the perpetrator?</li> </ul>
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Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p><b>Textbook:</b>  <i>Street Law (A Course in Practical Law)</i>                      by L. Arbetman and E. O'Brien</p>	<p><a href="#">Understanding RICO conspiracy charges</a></p> <p><a href="#">Cyber Crime: What We Investigate</a></p> <p><a href="#">Cyber Warfare and the New Digital Arms Race</a></p> <p><a href="#">California Patients and Doctors Wrestle With Assisted Suicide</a></p>

<b>Unit:</b>	<i>Investigation and Pretrial Proceedings</i>					
<b>Timing:</b>	Approximately 6-8 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies</b>            9.3 - 21<sup>st</sup> Century Life Skills</p> <ul style="list-style-type: none"> <li>• GV: 1, 2</li> <li>• GV-GOV: 1, 2, 3 &amp; 4</li> <li>• GV-PLN: 4</li> </ul> <p>RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.4, RH. 11-12.7, RH. 11-12.10            WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.3, WHST.11-12. 4, WHST.11-12. 8            RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, RL.11-12.9, RL.11-12.10            RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.9, RI.11-12.10</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Technology</b></td> <td>8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td><b>Career Ready Practices</b></td> <td>CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </table> </div>		<b>Technology</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
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<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>				
<ul style="list-style-type: none"> <li>• Why are some cities more prone to crime than others?</li> <li>• Why are some</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Analyze how the United States criminal justice system is unique in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Complete terms within Ch.12 and 13 as class-work and/or homework before completion of unit.</li> <li>• <b>Reading:</b> Steps to Take: What to Do If You Are Arrested (ch.12)</li> </ul>				

<p>people more apt to commit crime?</p> <ul style="list-style-type: none"> <li>• Does America incarcerate too many people?</li> <li>• Why is the 2nd Amendment one of the most debated freedoms?</li> <li>• Do policing methods unfairly determine who goes to jail or runs into trouble with the law</li> <li>• Should juveniles receive special protection in the legal system?</li> <li>• Should America's justice system ever show forgiveness toward people convicted of a violent crime?</li> <li>• Is the nation's system for addressing crime effective and consistent with</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how crime rates are impacted by a number of variables.</li> <li>• Analyze how nature and nurture are both important variables in predicting criminal behavior.</li> <li>• Understand that society struggles with whether the death penalty is humane and is a deterrent to crime.</li> <li>• Recognize that it is important to be aware of your rights and take professional legal advice when being accused of a crime.</li> <li>• Examine the history of American crime and violence and its nature and cause.</li> <li>• Understand how people are arrested, how is a legal search and seizure completed, and how do law enforcement officials conduct interrogations and obtain confessions?</li> <li>• Understand what determines bail and what a preliminary hearing is.</li> <li>• Understand a plea bargain.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity:</b> Search and Seizure - 4th Amendment Violations (12.4)</li> <li>• <b>Policing the Police:</b> What is the "blue wall of silence"? What problems arise when police investigate cases of police misconduct?</li> <li>• <b>Video:</b> The Central Park Five. Investigate racial profiling, police interrogation techniques and the problem of plea bargains through the case of the Central Park Five.</li> <li>• <b>Contemporary Issues:</b> Black Lives Matter/Race Riots- Select students to research and present on the following incidents. Baltimore Riots (Freddie Gray, 2015), Ferguson Riots (Michael Brown. 2014), L.A. Riots (Rodney King, 1992), Newark Riots (1967), Watts Riots (L.A. 1965), Eric Garner (NYC, 2014), Emmett Till (1955), Trayvon Martin (2012). Discuss how these events tie into the larger narrative of tensions based on race and discrimination in the United States between the African American community and the police.</li> <li>• <b>The 8th Amendment and "For Profit Bail":</b> Discuss how the United States is the only first-world country with a commercialized bail bond industry. How is bail set? How does the current bail bond system affect poor people? How can the current bail system be reformed?</li> <li>• <b>Activity:</b> You Be the Judge - Bail Hearing (ch.13)</li> <li>• <b>Discussion:</b> What is a plea bargain? Why do people</li> </ul>
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<p>its Constitutional ideals of equality under the law?</p> <ul style="list-style-type: none"> <li>• How do long prison terms affect families and communities?</li> <li>• How have mandatory minimum sentences contributed to higher incarceration rates?</li> </ul>		<p>sometimes take a plea bargain for a crime they didn't commit?</p>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research</p>	<p>Interactive Whiteboard DVD/video player Laptops with Internet access <b>Textbook:</b> <i>Street Law (A Course in Practical Law)</i> by L. Arbetman and E. O'Brien</p>	<p><a href="#">Justice for All? Teaching About Crime and Punishment in America</a> <a href="#">A Judge Explains How to Change America's Twisted Bail System</a> <a href="#">PBS's Frontline: Policing the Police</a> Ken Burns- <a href="#">The Central Park Five</a> <a href="#">Michael Brown: What the Ferguson riots tell us about race in America today</a></p>

<b>Unit:</b>	<i>Trial, Sentencing and Corrections</i>					
<b>Timing:</b>	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies</b>            9.3 - 21<sup>st</sup> Century Life Skills</p> <ul style="list-style-type: none"> <li>• GV: 1, 2</li> <li>• GV-GOV: 1, 2, 3 &amp; 4</li> <li>• GV-PLN: 4</li> </ul> <p>RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.4, RH. 11-12.7, RH. 11-12.10            WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.3, WHST.11-12. 4, WHST.11-12. 8            RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, RL.11-12.9, RL.11-12.10            RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.9, RI.11-12.10</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Technology</b></td> <td>8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td><b>Career Ready Practices</b></td> <td>CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </table> </div>		<b>Technology</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
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<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>				
<ul style="list-style-type: none"> <li>• Why is the right to a jury trial guaranteed by the Bill of Rights?</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Identify the proceedings of a criminal trial</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Complete terms within Ch.14 and 15 as class-work and/or homework before completion of unit.</li> <li>• <b>Activity:</b> Trial by Jury (14.1)</li> </ul>				

<ul style="list-style-type: none"> <li>• Why is the right to a speedy trial important?</li> <li>• How does our criminal justice system provide protection for both the victim and the accused?</li> <li>• What are the purposes of punishment?</li> <li>• What are the challenges offenders face in prison and when reentering society?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Analyze historical cases and examine how verdicts were reached</li> <li>❖ Juxtapose the justice system of the United States and that of other countries</li> <li>❖ Understand the workings of a correctional facility through testimony by inmates and guards.</li> <li>❖ Understand the concept of an appeal.</li> <li>❖ Research various sentencing options</li> <li>❖ Identify types of evidence that can be entered into a trial.</li> <li>❖ Understand the function of judge and jury to determine whether the evidence provided in a case is valid in reaching a particular verdict depending on the infraction committed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> The Case of The Tape-Recorded Witness Statement (ch.14)</li> <li>• <b>Trials of the Century:</b> Select students to research the following famous trials and present their findings to the class: Charles Manson, O.J. Simpson, Saddam Hussein, Jack Kevorkian, Nuremberg Trials, Al Capone, Sacco and Vanzetti. What were the details of these trials? What were the defendants accused of? What was the evidence provided? What were the verdicts? Do you believe the trial was conducted fairly?</li> <li>• <b>Activity:</b> Freedom From Self Incrimination (14.4)</li> <li>• <b>Case Study:</b> 1. What was decided in the case Gideon v. Wainwright (1963)? 2. What is a "Public Defender" 3. What are the pros and cons of the "Public Defender"? 4. How can the current system be fixed?</li> <li>• <b>Innocence Project and Appeals Court:</b> Have students research the "Innocence Project" and find examples in which appeals courts have overturned a ruling. What new evidence was offered to overturn these past rulings?</li> <li>• <b>Sentencing Options:</b> Review the "Sentencing Options" in ch.15 and discuss what crimes and circumstances would warrant certain sentencing.</li> <li>• <b>Activity:</b> Three Strikes Law (15.1)</li> <li>• <b>Debate:</b> Capital Punishment - Students will discuss the pros and cons of capital punishment.</li> </ul>
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Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p><b>Textbook:</b>  <i>Street Law (A Course in Practical Law)</i>                      by L. Arbetman and E. O'Brien</p>	<p><a href="#">The Innocence Project</a></p> <p><a href="#">Serial podcast</a></p> <p><a href="#">Kids for Cash: The Movie</a></p> <p><a href="#">10 Reasons to Oppose "3 Strikes, You're Out"</a></p> <p><a href="#">5 Surprising Facts About the Death Penalty Worldwide</a></p>