

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		American Law 11-12	
Unit 1:	Structure of the Judicial Branch	Month:	February
Unit 2:	Individual Rights and Liberties	Month:	February-March
Unit 3:	Criminal Law	Month:	April-May
Unit 4:	Civil and Tort Law	Month:	May-June
BOE Approval Date:		12/18/12	

**Pine Hill Public Schools
Curriculum**

Unit Title: Structure of the Judicial Branch		Unit #: 1
Course or Grade Level: American Law 11-12		Length of Time: 2 to 3 weeks
Date Created: 11-29-12		BOE Approval Date:
Pacing	February	
Essential Questions	<ul style="list-style-type: none"> • What are the differences between trial courts and appeals courts? • What is the jurisdiction of the federal court system? • What is judicial review and how was it established? • What is the four-step procedure involved in a case before the Supreme Court? • What judicial philosophies are currently employed by the justices of the Supreme Court? • Who are the current members of the Supreme Court? 	
Content	<ul style="list-style-type: none"> • Types of Courts • State Court System vs. Federal Court System • Establishment of Judicial Review • Procedures of the Supreme Court • Judicial Philosophies 	
Skills	<ul style="list-style-type: none"> • Analyzing the legal justification used to establish the power of judicial review • Distinguishing between the judicial restraint and judicial activism 	
Math Skills/ Science Processes		
Assessments	<ul style="list-style-type: none"> • Class Reading Comprehension Assignments • Unit Test • Report on past or present Supreme Court Justice 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Cooperative Learning • IEP/504 Accommodations 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading Comprehension • Technology 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet Research 	
2009 NJCCCS		
Standard: 6.1 U.S. History: America in the World		
Strand(s): A. Civics, Government, and Human Rights		
Content Statement(s):	CPI # / CPI(s):	
	6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	

				6.1.12.A.2.e Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Individual Rights and Liberties	Unit #: 2
Course or Grade Level: American Law 11-12	Length of Time: 2 to 3 weeks
Date Created: 11-29-12	BOE Approval Date:
Pacing	February-March
Essential Questions	<ul style="list-style-type: none"> • What rights are people granted by the Bill of Rights and the Fourteenth Amendment? • How has the Supreme Court extended and clarified individual rights throughout history? • What are the legal justifications used in Supreme Court decisions to extend or restrict rights?
Content	<ul style="list-style-type: none"> • Rights Established in the Bill of Rights • Important Supreme Court Cases Clarifying Rights • Supreme Court and Civil Rights • Supreme Court and Civil Liberties
Skills	<ul style="list-style-type: none"> • Analyzing the legal arguments used by the Supreme Court in precedent setting cases • Critiquing Supreme Court decisions
Math Skills/ Science Processes	
Assessments	<ul style="list-style-type: none"> • Class Reading Comprehension Assignments • Unit Test
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Cooperative Learning • IEP/504 Accommodations
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading Comprehension • Technology

Lesson resources / Activities	<ul style="list-style-type: none"> • Internet Research 						
2009 NJCCCS							
Standard: 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century							
Strand(s): A. Civics, Government, and Human Rights D. History, Culture, and Perspectives							
Content Statement(s):				CPI # / CPI(s):			
				6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.			
				6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. 6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.			
<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Criminal Law	
Unit #: 3	
Course or Grade Level: American Law 11-12	Length of Time: 4 to 5 weeks
Date Created: 11-29-12	BOE Approval Date:
Pacing	April-May
Essential Questions	<ul style="list-style-type: none"> • What processes take place during the law enforcement phase of a criminal case? • What procedures take place during the pre-trial phase of a case? • What are the steps and procedures followed during a criminal trial?
Content	<ul style="list-style-type: none"> • Law Enforcement Procedures • Pre-Trial Procedures • Trial Procedures
Skills	<ul style="list-style-type: none"> • Understanding legal terminology • Critiquing strategies taken in fictional legal trials
Math Skills/ Science Processes	
Assessments	<ul style="list-style-type: none"> • Class Reading Comprehension Assignments • Movie Assignments • Unit Test
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Cooperative Learning • IEP/504 Accommodations
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading Comprehension • Technology
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet Research • Movies Involving the Criminal Justice Process
2009 NJCCCS	
Standard: 6.3 Active Citizenship in the 21st Century	
9.4 Career and Technical Education	
Strand(s): D. History, Culture, and Perspectives	
L. Law, Public Safety, Corrections, & Security Career Cluster	
Content Statement(s):	CPI # / CPI(s):
	6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. 9.4.12.L.(5).10 Evaluate and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in legal services environments.

<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Civil and Tort Law	Unit #: 4
Course or Grade Level: American Law 11-12	Length of Time: 2 to 3 weeks
Date Created: 11-29-12	BOE Approval Date:
Pacing	May-June
Essential Questions	<ul style="list-style-type: none"> • What are the major concerns of tort law? • What are the three major categories of tort law? • What are the major arguments used by supporters and those that oppose tort reform? • What protections exist under the law for consumers? • What rights exist under the law regarding marriage, support of children, and inheritance?
Content	<ul style="list-style-type: none"> • Tort Law • Consumer Law • Family Law
Skills	<ul style="list-style-type: none"> • Understanding the responsibilities society places on individuals regarding other people • Acquiring a basic knowledge of an individual's rights as a consumer
Math Skills/ Science Processes	
Assessments	<ul style="list-style-type: none"> • Class Reading Comprehension Assignments • Unit Test
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Cooperative Learning • IEP/504 Accommodations
Inter- disciplinary Connections	<ul style="list-style-type: none"> • Reading Comprehension • Technology

Lesson resources / Activities	<ul style="list-style-type: none"> • Internet Research • Movies Involving the Civil Litigation Process 						
2009 NJCCCS							
Standard: 9.2 Personal Financial Literacy							
Strand(s): E. Becoming a Critical Consumer							
Content Statement(s):				CPI # / CPI(s):			
				9.2.12.E.6 Apply consumer protection laws to the issues they address.			
<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		