

Street Law

Elective

Keansburg High School

2.5 Credits

Half Year (Paired with Civics)

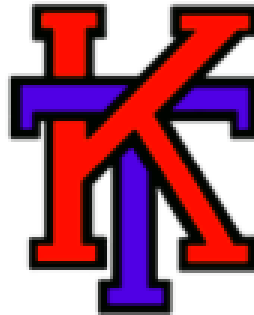


Table of Contents:

Statement of Purpose.....Page 3

Pacing Guide.....Page 4

Unit 1: (Introduction to Law, Human Rights, and the Legal System).....Page 5

Unit 2: (Crime in America).....Page 9

Unit 3: (Crimes Against the Person and Property).....Page 13

Unit 4: (Defenses).....Page 17

Statement of Purpose

This course examines American Law and how it applies to American citizens. Students will increase their operation and components of the American legal system.

Summary of the Course

This course examines American Law and how it applies to American citizens. Students will increase their operation and components of the American legal system.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Pacing Guide

Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Blocks	
1	10 Blocks	Introduction to Law, Human Rights, and the Legal System
2	14 Blocks	Crime in America
3	16 Blocks	Crimes Against the Person and Property
4	5 Blocks	Defenses

Unit 1: Introduction to Law, Human Rights, and the Legal System

Summary of the Unit: This unit provides students with a foundation and frame of reference for their study of law. Within the context of American government, students will gain a new perspective on laws and explore the crucial roles and duties of citizens, legislators, attorneys, and judges who work to preserve and strengthen our system of justice. Students learn the definition of law and the kinds of laws that exist. Students then examine how law is related to values, human rights, and responsibilities within the framework of the U.S Constitution. Additionally, this unit presents alternatives to adjudication and develops practical skills to help students resolve disputes. Finally, this unit helps students determine when a lawyer is needed, how to find and work with lawyers, and how to solve ethical issues related to the practice of law.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit: RESOURCES AVAILABLE [HERE](#)

Including but not limited to

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

- Presentations & Projects
- Open-ended Responses
- Analysis of Exploratory Activities
- Interim and Benchmark Assessments

Instructional Materials:

- Chapters/Topics from Textbook
 - What is Law?
 - Settling Disputes
 - Lawyers
- Additional Materials
 - Primary and Secondary Sources
 - *Law and Order: Special Victims Unit* Episode
 - Human Rights Documentaries
 - Modern Day Slavery Documentaries
 - <http://www.martindale.com/Find-Lawyers-and-Law-Firms.aspx>
 - *Better Call Saul* Clips

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
What is Law?	2 Blocks	<ul style="list-style-type: none"> Define the term law Explain several reasons for having laws Examine why the rule of law is important in a democratic society Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> What is Law Guided Notes and Discussion Questions Criminal vs Civil Action Scenarios 	6.1.12.CivicsPD.14.a 6.1.12.EconET.14.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
Human Rights	5 Blocks	<ul style="list-style-type: none"> Define what human rights are Identify at least five rights included in the Universal Declaration of Human Rights Describe the extent to which the United States government recognizes and enforces international human rights agreements and treaties Analyze and critique situations which may or may not reflect human rights violations in the United States and internationally Research a country and its problems, along with its progress, in dealing with modern day slavery and human rights violations 	<ul style="list-style-type: none"> Universal Declaration of Human Rights Assignment Human Rights Documentaries Viewing Questions Modern Day Slavery Documentaries Viewing Questions Human Trafficking Assignments Modern Day Slavery Project 	6.3.12.CivicsHR.1 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.HistoryCA.14.b 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8

Keansburg School District - Curriculum Guide

		<ul style="list-style-type: none"> Research and analyze current events related to applicable content 		
Settling Disputes / Lawyers	3 Blocks	<ul style="list-style-type: none"> List and describe the three most common methods of settling disputes out of court Analyze disputes in order to determine which method the parties should use to resolve a conflict Identify different steps to take to resolve a dispute through negotiation and through mediation Examine at least five situations in which a person might wish to consult an attorney Analyze a situation to determine whether or not a person involved should hire a lawyer Evaluate whether or not advertising by lawyers is proper or improper in given case scenarios Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> Settling Disputes Guided Notes Settling Disputes Scenarios Lawyers Vocabulary Lawyers Guided Notes When Do You Need A Lawyer Scenarios How to Find A Lawyer The Code of Professional Responsibility Questions 	6.1.12.CivicsPD.14.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples.

Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Social Studies Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplify language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit’s standard, implement the Stock Market game to track profit/loss in monetary terms and demonstrate understanding of global events both past and present. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or aricss, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, participation in the Geography Bee, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Suggested Technological Innovations/ Use:

- Teacher supplemented digital text
- Teacher created PowerPoint

- Teacher created NearPods
- Digital Assessments
- Digital completion activities
- Content-related websites
- Internet
- WebQuests
- ThinkQuest
- Interactive maps
- Google apps, Google Docs
- Prezis
- Wikis
- Video streaming
- Podcasting

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

This course will allow students to explore content with interdisciplinary activities from English, Language Arts, Mathematical and numeracy skills.

Career Ready Practices

- 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.
 - CRP1 - Act as a responsible and contributing citizen and employee
 - CRP2 - Apply appropriate academic and technical skills
 - CRP4 - Communicate clearly and effectively and with reason
 - CRP5 - Consider the environmental, social and economic impacts of decisions
 - CRP6 - Demonstrate creativity and innovation
 - CRP7 - Employ valid and reliable research strategies
 - CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them
 - CRP9 - Model integrity, ethical leadership and effective management
 - CRP11 - Use technology to enhance productivity

- CRP12 - Work productively in teams while using cultural global competence

Financial Literacy

- 9.1.12.A.5 - Analyze how the economic, social, and political conditions of a time period can affect the labor market
- 9.1.12.A.8 - Analyze different forms of currency and how currency is used to exchange goods and services
- 9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities
- 9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services
- 9.1.12.F.6 - Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives

English Language Standards

- The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
 - RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
 - RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
 - RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
 - RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
 - W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics Standards

- The standards define general, cross-disciplinary mathematical expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling (Activities)
 - S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (Activities, Primary Sources)
 - S-IC.B.6 Evaluate reports based on data (Activities, Primary Sources)

Science Standards

- The standards define general, cross-disciplinary scientific expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - 1.HS-15.12.1.CC-2 Modern civilization depends on major technological systems.
 - 1.HS-15.12.1.DCI-1 Resource availability has guided the development of human society.

Unit 2: Criminal Law

Summary of the Unit: This unit provides an overview of criminal law. It explores the nature of crime; current issues in criminal law, and gangs. This unit provides an overview of crime in the United States, describing the nature and causes of crime and looking at the relationships between gangs, guns, alcohol, drugs, and crime. Additionally, this unit introduces students to the study of criminal law. It discusses categories of crimes such as state and federal crimes, crimes of omission, preliminary crimes, misdemeanors, and felonies.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit: RESOURCES AVAILABLE [HERE](#)

Including but not limited to

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- Quizzes
- Tests
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- Analysis of Exploratory Activities
- Interim and Benchmark Assessments

Instructional Materials:

- Chapters/Topics from Textbook
 - Crime in America
 - Introduction to Criminal Law
- Additional Materials
 - Primary and Secondary Sources
 - Gangs in the United States Documentaries
 - *Gangland*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.

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Crime in America	2 Blocks	<ul style="list-style-type: none"> Define who determines what constitutes a crime and the goals for designing crimes Interpret trends in the number of crimes reported, arrests made, and who are the victims of crimes in the United States Compare various theories about the causes of crimes Evaluate methods of reducing crime Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> Crime in America Guided Notes Crime or No Crime Rating Assignment National Council on Crime and Delinquency Primary Source and Questions 	6.1.12.CivicsPI.14.d 6.1.12.CivicsPD.14.a 6.1.12.HistoryCA.14.b 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
Gangs	8 Blocks	<ul style="list-style-type: none"> Explain where gangs operate in the United States Describe common characteristics of gangs, including their illegal activities, initiation rituals, and use of symbols Identify successful strategies communities use to prevent gang membership and to reduce the incidence of criminal gang activity Research and present a project on an assigned gang in the United States Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> Gangs in the United States Guided Notes Gangs in the United States Documentary Viewing Questions Gang Research and Presentation Project 	6.1.12.CivicsPI.14.d 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
Introduction to Criminal Law	4 Blocks	<ul style="list-style-type: none"> Describe the elements of a crime and the requirements that prosecutors face in proving guilt 	<ul style="list-style-type: none"> Criminal Law Vocabulary Introduction to Criminal Law Guided Notes Elements of a Crime Assignment 	6.1.12.CivicsPI.14.d 6.1.12.CivicsPD.14.a 6.1.12.HistoryCA.14.b 9.1.12.CFR.4 9.1.12.EG.5

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		<ul style="list-style-type: none"> • Identify how a single act can be tried in both a criminal court and a civil court • Identify two or three crimes that are prosecuted only in state courts and/or federal courts • Analyze scenarios to determine what part of the crime the person was a part of • Describe crimes of omission • Explain the purpose of criminalizing certain behaviors that occur before a crime is committed • Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> • Parties of a Crime Scenarios • Should it Be A Crime Case Studies 	9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
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- Digital Assessments
- Digital completion activities
- Content-related websites
- Internet
- WebQuests
- ThinkQuest
- Interactive maps
- Google apps, Google Docs
- Prezis

- Wikis
- Video streaming
- Podcasting

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Financial Literacy

- 9.1.12.A.5 - Analyze how the economic, social, and political conditions of a time period can affect the labor market
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 - N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling (Activities)
 - S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (Activities, Primary Sources)
 - S-IC.B.6 Evaluate reports based on data (Activities, Primary Sources)

Science Standards

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 - 1.HS-15.12.1.CC-2 Modern civilization depends on major technological systems.
 - 1.HS-15.12.1.DCI-1 Resource availability has guided the development of human society.

Unit 3: Crimes Against the Person and Property

Summary of the Unit: This unit continues to focus on criminal law, however, the attention is brought to the different types of crimes. This unit contains information on crimes against the person and crimes against property. Crimes against the person are crimes directed at people. They include homicide, kidnapping, assault, battery, and rape. All of these are serious crimes, and a defendant found guilty of any one of them could receive a harsh sentence. State laws define the elements of these crimes quite specifically. Additionally, this unit focuses on crimes in which property is destroyed, such as arson and vandalism, and crimes in which property is taken against the will of the owner, such as larceny. Cybercrimes are also included, along with laws and strategies that are used to prevent and address computer crimes.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit: RESOURCES AVAILABLE [HERE](#)

Including but not limited to

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[Formative Assessments](#)

- Quizzes
- Tests
- Presentations & Projects
- Open-ended Responses
- Analysis of Exploratory Activities
- Interim and Benchmark Assessments

Instructional Materials:

- Chapters/Topics from Textbook
 - Crimes Against the Person
 - Crimes Against Property
- Additional Materials
 - Primary and Secondary Sources
 - Jack Kevorkian Documentary
 - Elizabeth Smart Documentary
 - Ariel Castro Documentary
 - *Law and Order: Special Victims Unit* Episodes
 - *Cops*
 - *Zodiac* Clip

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Crimes Against the Person	10 Blocks	<ul style="list-style-type: none"> • Differentiate between the different types of homicides • Research famous cases and current events that outline instances of crimes against the person • Describe the legal consequences for those who assist someone else in committing suicide • Examine how differing degrees of seriousness are reflected in legal classifications of types of assault and battery • Distinguish between forcible rape and statutory rape • Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> • Crimes Against the Person Vocabulary • Crimes Against the Person Chart • Crimes Against the Person Famous Cases and Current Events • Crimes Against the Person Scenarios and Case Studies • Crimes Against the Person Scenario Creation • Serial Killers, Mass Murders, and Spree Killers Research Presentation Project 	6.1.12.CivicsPI.14.d 6.1.12.CivicsPD.14.a 6.1.12.HistoryCA.14.b 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
Crimes Against Property	6 Blocks	<ul style="list-style-type: none"> • Identify two crimes related to arson • Identify types and consequences of vandalism • Define two classes of larceny • List an example of embezzlement • Identify two harms associated with robbery • Define the terms extortion, burglary, forgery, and uttering 	<ul style="list-style-type: none"> • Crimes Against Property Vocabulary • Crimes Against Property Scenarios and Case Studies • Crimes Against Property Current Events 	6.1.12.CivicsPI.14.d 6.1.12.CivicsPD.14.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8

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		<ul style="list-style-type: none"> • Identify examples of forgery and uttering • Analyze case studies about crimes against property • Describe various types of crimes that did not exist before the development of computers and the internet because they depend on using that technology • Research and analyze current events related to applicable content 		
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Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Social Studies Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplify language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.

- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard, implement the Stock Market game to track profit/loss in monetary terms and demonstrate understanding of global events both past and present. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or aricss, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, participation in the Geography Bee, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Suggested Technological Innovations/ Use:

- Teacher supplemented digital text
- Teacher created PowerPoint
- Teacher created NearPods
- Digital Assessments
- Digital completion activities
- Content-related websites
- Internet
- WebQuests
- ThinkQuest
- Interactive maps
- Google apps, Google Docs
- Prezis
- Wikis
- Video streaming
- Podcasting

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

This course will allow students to explore content with interdisciplinary activities from English, Language Arts, Mathematical and numeracy skills.

Career Ready Practices

- 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.
 - CRP1 - Act as a responsible and contributing citizen and employee
 - CRP2 - Apply appropriate academic and technical skills
 - CRP4 - Communicate clearly and effectively and with reason
 - CRP5 - Consider the environmental, social and economic impacts of decisions
 - CRP6 - Demonstrate creativity and innovation
 - CRP7 - Employ valid and reliable research strategies
 - CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them
 - CRP9 - Model integrity, ethical leadership and effective management
 - CRP11 - Use technology to enhance productivity
 - CRP12 - Work productively in teams while using cultural global competence

Financial Literacy

- 9.1.12.A.5 - Analyze how the economic, social, and political conditions of a time period can affect the labor market
- 9.1.12.A.8 - Analyze different forms of currency and how currency is used to exchange goods and services
- 9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities
- 9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services
- 9.1.12.F.6 - Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives

English Language Standards

- The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics Standards

- The standards define general, cross-disciplinary mathematical expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling (Activities)
 - S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (Activities, Primary Sources)
 - S-IC.B.6 Evaluate reports based on data (Activities, Primary Sources)

Science Standards

- The standards define general, cross-disciplinary scientific expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - 1.HS-15.12.1.CC-2 Modern civilization depends on major technological systems.
 - 1.HS-15.12.1.DCI-1 Resource availability has guided the development of human society.

Unit 4: Defenses

Summary of the Unit: This unit describes the defenses available to people accused of a crime. For a conviction to occur in a criminal case, two requirements must be met. The prosecutor must establish beyond a reasonable doubt that the defendant committed the act in question and that the defendant committed the act with the required intent. The defendant does not have a present a defense. He or she can simply force the government to prove its case. Several defenses are available to defendants in criminal cases.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit: RESOURCES AVAILABLE [HERE](#)

Including but not limited to

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

- Quizzes
- Tests
- Presentations & Projects
- Open-ended Responses
- Analysis of Exploratory Activities
- Interim and Benchmark Assessments

Instructional Materials:

- Chapters/Topics from Textbook
 - Defenses
- Additional Materials
 - Primary and Secondary Sources
 - *Law and Order: Special Victims Unit*
 - *The Night Of* Clips
 - Andrea Yates Documentary

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.

Keansburg School District - Curriculum Guide

Defenses	5 Blocks	<ul style="list-style-type: none"> • Define what a prosecutor must prove for a conviction to occur in a criminal case and what a defendant is not required to do in a criminal case • Describe how a defendant may establish reasonable doubt that he or she did not commit a crime • Examine circumstances under which the law recognizes the right of a person to use reasonable force in self-defense • Describe how the defense of infancy can be applied • Research famous cases in which your assigned defenses was used • Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> • Defenses Vocabulary • Defenses Summaries • Defenses Examples • Defenses Scenarios • Famous Defenses Research Project 	6.1.12.CivicsPI.14.d 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
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Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students

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- **Students with Disabilities:** Use of visual and multi-sensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.
- **English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).
- **Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

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