

## Course Overview

**Name of Course:** American Legal Systems

**Name of Department:** Social Studies

**Course Summary:** This is an elective course in the Social Studies Department that focuses on the NJSLS Standards 6.1 Social Studies, 6.2 Civics, 6.3 Active Citizenship in the 21st Century, NJSLA R1-R10, RL 11-12 1-10, RI 11-12 1-10, NJSLA W1-9, NJSLA SL 1-6, and NJSLA L1-L6. The 12 Career Ready Practices, 9.2 Career Awareness, Exploration, and Preparation, 9.3 Career and Technical Education. 8.1 Education Technology and 8.2 Technology

**Course Description:** This course examines the particulars of the American Legal System, its roots in natural and common law, the purposes/values it serves, and the roles of the judiciary, legislature, and private parties. The course is taught using the Socratic method employed at most US law schools and introduces students to fundamental concepts and techniques used by attorneys and courts in analyzing cases, interpreting statutes, and determining disputes. This course is designed for students that may choose a career in political science or Pre-Law.

**Course Expectation:** After completing this class, the students will be able to develop an understanding of their legal rights and responsibilities, knowledge of everyday legal problems, and the ability to analyze, evaluate, and resolve disputes in the several arenas of the United States Legal Systems.

### **Course Essential Questions (Big Ideas):**

- a. How do you locate, evaluate, and identify legitimate sources?
- b. How are present events related to past events?
- c. What is law and what can it do?
- d. Why have the roles and responsibilities of US citizens changed?
- e. What is Judicial Review?
- f. What is the difference between judicial activism and judicial restraint?
- g. How are the US courts organized?
- h. Why do rules, laws, and government not always preserve individual rights and common good? What can be done about it?
- i. How does the government established by the Constitution embody the purposes, values, and principles of the American Dream?
- j. How can a government decision be based on a Constitution that does not explicitly state the answer?

- k. What are the true meanings of the first ten amendments of the Constitution?
- l. What is the difference between Free Speech and obscenities?
- m. What rights does the Fourteenth Amendment guarantee?
- n. What is the difference between original jurisdiction and appellate jurisdiction?
- o. What determines cases to be heard by the Supreme Court?
- p. What is the definition of a crime?
- q. What is the difference between murder and manslaughter?
- r. How have the states addressed issues with computer crimes?
- s. What is delinquency?
- t. What are the many sociological perspectives of delinquency?
- u. What is the definition of a gang?

**Alignment with New Jersey Student Learning Standards:**

**NJSLS 6.1 and 6.2**

**NJSLS 6.3 Active Citizenship in the 21st Century**

**NJSLA R1-10**

**NJSLA RL 11-12**

**NJSLA RI**

**NJSLA W**

**NJSLA SL 11-12**

**NJSLSA**

**NJSLA L 11-12**

**Course Requirements and Major Assignments:**

- a. Powerpoint Presentations
- b. Case Studies
- c. Mock Trials
- d. Research

**Course Unit/Pacing Guide**

<b>Unit #</b>	<b>Unit Title/Major Concepts</b>	<b>Duration: Weeks &amp; School Calendar</b>
<b>Court Systems</b>	<b>The Courts</b>	<b>3 weeks</b>

<b>Constitutional Law</b>	<b>Order and Civil Liberties</b>	<b>4 Weeks</b>
<b>The Judicial Process</b>	<b>Trials</b>	<b>3 Weeks</b>
<b>Criminal Law</b>	<b>Crime</b>	<b>4 Weeks</b>
<b>Juvenile Justice</b>	<b>Delinquency</b>	<b>4 Weeks</b>

<b>Course Unit 1</b>
<b>Unit Title: The Courts</b>
<b>Date/Duration: 3 weeks</b>
<p><b>New Jersey Student Learning Standard(s) (NJSLS) addressed:</b></p> <p><b>NJSLS 6.1.4.A.3</b>  <b>NJSLS 6.1.8.A.3.b</b>  <b>NJSLS 6.3</b>  <b>NJSLS R1-R10</b></p> <p><b>NJSLS 21<sup>st</sup> Century Skills Content Standards(s) addressed:</b></p> <p><b>The 12 Career Ready Practices</b>  <b>9.2 Career Awareness , Explorations, and Preparation</b>  <b>9.3 Career and Technical Education</b></p> <p><b>NJSLS Technology Content Standard(s) addressed:</b></p> <p><b>8.1 Education Technology</b>  <b>8.2 Technology</b></p> <p><b>Primary Interdisciplinary Connections:</b></p> <p><b>Critical Thinking Skills</b>  <b>Reading Comprehension</b>  <b>Analysis</b>  <b>Projects</b>  <b>Essays</b>  <b>PowerPoint Presentation</b></p>

**Guest Speakers  
Socratic Seminars**

**Stage 1: Desired Results**

**Transfer**

*Students will be able to independently use their learning to:*

- Explain Judicial Review
- Discuss the Organization of the Courts
- Explain the similarities and differences between criminal and civil cases
- Discuss the Supreme Court
- Explain the role of the solicitor general
- Explain the similarities and differences between judicial restraint and judicial activism
- Discuss the appointments of judgeships
- Examine the consequences of judicial decisions

**Meaning**

**Understandings:**

- Judicial Review of the other branches
- Judicial Review of the State Government
- Fundamentals of the Supreme Court
- The organization of the courts
- Judicial recruitment

**Essential Questions:**

- What is the purpose of Judicial Review?
- What is judicial restraint?
- What is judicial activism?
- What is common law?
- What is judge made law?
- What is a precedent?
- What is a dissenting opinion?
- How do judges get appointed?

**Acquisition**

**Students will know.....**

- Key terms/vocabulary
- Reasons for judicial review
- The relationship amongst the levels of the courts
- The role of the constitution in

**Students will be able to....**

- Analyze selected cases involving the courts.
- Use problem solving opportunities that develop within the student the knowledge and skills necessary for

<p><b>creating the courts</b></p>	<p><b>survival in our law saturated society</b></p> <ul style="list-style-type: none"> <li>● <b>To be an active participant in their own education, community, legal, and political system</b></li> </ul>
<p><b>Stage 2-Assessment Evidence</b></p>	
<p><i>Students will show their learning by...</i></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● <b>Quizzes</b></li> <li>● <b>Powerpoint presentations</b></li> <li>● <b>Tests</b></li> <li>● <b>Oral reports</b></li> <li>● <b>Writing assignments</b></li> <li>● <b>Individual and group projects</b></li> <li>● <b>Class debates</b></li> <li>● <b>Observations</b></li> <li>● <b>Class discussions</b></li> <li>● <b>Reaction papers</b></li> <li>● <b>Work samples</b></li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● <b>Research/Oral presentations on landmark Supreme Court cases</b></li> <li>● <b>Analyze Marbury v Madison</b></li> <li>● <b>Research Court Systems of the U.S. and present diagrams and presentations</b></li> </ul>
<p><b>Stage 3- Learning Plan</b></p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<p>Examine creation of Supreme Court and Judicial Review  Discuss Marbury V. Madison  The Organization of Courts  The U.S. District Courts  The U.S. Courts of Appeals  The Supreme Court  Judicial Restraint and Judicial Activism  Judicial Recruitment  Consequences of Judicial Decisions</p>	

## Recommended Accommodations and Modifications

### ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

### Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

### Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension
- Follow all EPP modifications, accommodations, and interventions
- Tier 1 classroom modifications and accommodations
- Differentiated Instruction Assignments/ Activities
- Small Group Instruction
- Individualized Instruction
- BSI Teacher: Push-in and pull-out instruction

## Specific Resources for Unit

## General Resources for Course

**The Challenge of Democracy 6th edition  
Business Law**

**Great Cases of the Supreme Court  
Vital Issues of the Constitution  
Juvenile Justice 3rd Edition  
5 Minute Mysteries**

**Course Unit 2**

**Unit Title: Order and Civil Liberties**

**Date/Duration: 4 Weeks**

**New Jersey Student Learning Standard(s) (NJSLS) addressed:**

**NJSLS 6.1.4.A.3  
NJSLS 6.1.8.A.3.b  
NJSLS 6.3  
NJSLA R1-R10**

**NJSLS 21<sup>st</sup> Century Skills Content Standards(s) addressed:**

**The 12 Career Ready Practices  
9.2 Career Awareness , Explorations, and Preparation  
9.3 Career and Technical Education**

**NJSLS Technology Content Standard(s) addressed:**

**8.1 Education Technology  
8.2 Technology**

**Primary Interdisciplinary Connections:**

**Critical Thinking Skills  
Reading Comprehension  
Analysis  
Projects  
Essays  
PowerPoint Presentation  
Guest Speakers  
Socratic Seminars**

Stage 1: Desired Results	
Transfer	
<p><i>Students will be able to independently use their learning to:</i></p> <ul style="list-style-type: none"> <li>● Explain the 1st amendment.</li> <li>● Examine the Establishment Clause.</li> <li>● Discuss how the government supports freedom of Religion.</li> <li>● Examine the Free-Exercise Clause.</li> <li>● Discuss the Clear and Present Danger Test.</li> <li>● Examine Free Speech.</li> <li>● Explain the rights of freedom of press and assembly</li> <li>● Discuss the 2nd Amendment</li> <li>● Examine the 14th Amendment</li> <li>● Examine a person's Miranda Rights</li> <li>● Discuss the right to privacy</li> </ul>	
Meaning	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>● The Bill of Rights and the court cases that correlate to each amendment</li> <li>● The clauses that uphold our Freedom of Religion</li> <li>● Freedoms of expressions which includes freedom of speech, press, assembly, and petition</li> <li>● How court cases have influenced the Constitution.</li> <li>● How to interpretation of the Constitution can help and hurt certain people.</li> <li>● How did we get these rights found in the Constitution</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the Bill of Rights?</li> <li>● What is the difference between civil liberties and civil rights?</li> <li>● What is the Establishment Clause?</li> <li>● What was the outcome of Lemon v. Kurtzman?</li> <li>● What is the Free-Exercise Clause?</li> <li>● How do justices use the clear and present danger test?</li> <li>● Do we have freedom of speech?</li> <li>● Can the Press abuse their power of freedom of the press?</li> <li>● What is a public figure?</li> <li>● What is the Fourteenth Amendment?</li> <li>● What are Miranda Rights?</li> <li>● What is the exclusionary rule?</li> <li>● What is the good faith exception?</li> <li>● Do we have a right to privacy?</li> </ul>



<b>Acquisition</b>	
<b>Students will know.....</b> <ul style="list-style-type: none"> <li>● Key Terms and vocabulary</li> <li>● The Bill of Rights and the challenges the courts faced in challenges</li> <li>● How the courts safeguard their rights</li> <li>● How the Supreme Court checks the other two branches of government</li> <li>● The role citizens play in establishing laws</li> <li>● The outcomes of landmark Supreme Court cases</li> <li>● The history behind each amendment in the Bill of rights</li> </ul>	<b>Students will be able to....</b> <ul style="list-style-type: none"> <li>● Analyze cases to explore the relationships between court cases and their rights</li> <li>● Evaluate and interpret the decisions of court cases regarding the Bill of Rights and the constitution.</li> <li>● Examine how states and federal governments interpret amendments to the Constitution</li> <li>● Discuss order versus free speech</li> <li>● Examine the right to bear arms</li> <li>● Discuss fundamental freedoms</li> <li>● Evaluate the 14th Amendment: the right to due process</li> <li>● Discuss Criminal Procedures and the amendments attached to them</li> </ul>
<b>Stage 2-Assessment Evidence</b>	
<i>Students will show their learning by...</i>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Powerpoint presentations</li> <li>● Tests</li> <li>● Oral reports</li> <li>● Writing assignments</li> <li>● Individual and group projects</li> <li>● Class debates</li> <li>● Observations</li> <li>● Class discussions</li> <li>● Reaction papers</li> <li>● Work samples</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Research majority and dissenting opinions on numerous court cases such as Tinker v. Des Moines, Gideon v Wainwright, and Roe v. Wade</li> <li>● Presentations on the Bill of Rights and Court cases</li> <li>● Discuss Youtube clips in class</li> <li>● Group discussions</li> <li>● Dissenting opinions: how to write an opinion</li> <li>● Case study activities</li> </ul>

<b>Stage 3- Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<p>Examine the Bill of Rights  Discuss 1st amendment  Freedom of Religion and the clauses  Examine Freedom of Expression: speech, Press, Assembly, and Petition  The Right to Bear Arms  The 14th Amendment  Fundamental Safeguards: 5-8  9th amendment: Right to Privacy?  10th amendment</p>	
<b>Recommended Accommodations and Modifications</b>	
<p>ELL:</p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul> <p>Special Education:</p> <ul style="list-style-type: none"> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> <li>• Use large print books, Braille, or books on CD (digital text)</li> <li>• Follow all IEP modifications/504 plan</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>• Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> </ul> <p>Title 1 (At- Risk Students):</p>	

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension
- Follow all EPP modifications, accommodations, and interventions
- Tier 1 classroom modifications and accommodations
- Differentiated Instruction Assignments/ Activities
- Small Group Instruction
- Individualized Instruction
- BSI Teacher: Push-in and pull-out instruction

### **Specific Resources for Unit**

### **General Resources for Course**

**The Challenge of Democracy 6th edition**  
**Business Law**  
**Great Cases of the Supreme Court**  
**Vital Issues of the Constitution**  
**Juvenile Justice 3rd Edition**  
**5 Minute Mysteries**

### **Course Unit 3**

**Unit Title: Trials**

**Date/Duration: 3 Weeks**

**New Jersey Student Learning Standard(s) (NJSLS) addressed:**

**NJSLS 6.1.4.A.3**  
**NJSLS 6.1.8.A.3.b**  
**NJSLS 6.3**  
**NJSLS R1-R10**

**NJSLS 21<sup>st</sup> Century Skills Content Standards(s) addressed:**

**The 12 Career Ready Practices**

**9.2 Career Awareness , Explorations, and Preparation**

**9.3 Career and Technical Education**

**NJSLS Technology Content Standard(s) addressed:**

**8.1 Education Technology**

**8.2 Technology**

**Primary Interdisciplinary Connections:**

**Critical Thinking Skills**

**Reading Comprehension**

**Analysis**

**Projects**

**Essays**

**PowerPoint Presentation**

**Guest Speakers**

**Socratic Seminars**

**Stage 1: Desired Results**

**Transfer**

*Students will be able to independently use their learning to:*

- **Distinguish the differences between original jurisdiction and appellate jurisdiction**
- **Distinguish between general jurisdiction and special jurisdiction**
- **Basic structure of the federal court system**
- **Cases under federal trial court jurisdiction**
- **Writ of certiorari**
- **Structure of state courts**
- **Differences among arbitration, mediation, and mandatory arbitration**
- **Steps of the litigation process**
- **Difference between a deposition and set of interrogatories**
- **Appeals**
- **Steps in criminal prosecution**

**Meaning**

<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• The Federal Court Systems</li> <li>• Court Jurisdiction</li> <li>• The State Court Systems</li> <li>• The Alternative Dispute Resolution</li> <li>• The Civil Procedure</li> <li>• Criminal Procedure</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the differences between original and appellate jurisdiction?</li> <li>• What is the difference between general jurisdiction and special jurisdiction?</li> <li>• What are diversity cases?</li> <li>• What is a writ of certiorari?</li> <li>• What is mediation?</li> <li>• What is arbitration?</li> <li>• What is mandatory arbitration?</li> <li>• What is a complaint?</li> <li>• What is cross examination?</li> <li>• What are the steps in a civil procedure?</li> <li>• What are the steps in a criminal procedure?</li> <li>• What is a writ of execution?</li> </ul>
<p><b>Acquisition</b></p>	
<p><b>Students will know.....</b></p> <ul style="list-style-type: none"> <li>• What laws the federal courts apply when deciding a case between states.</li> <li>• What is discovery and the techniques used.</li> <li>• How the appellate court works</li> <li>• The steps in criminal prosecution</li> </ul>	<p><b>Students will be able to....</b></p> <ul style="list-style-type: none"> <li>• Examine the structure of the federal court system and judge which cases are heard</li> <li>• Determine which cases may be heard by the Supreme Court</li> <li>• Identify the structure found in most state court systems</li> <li>• Describe the civil litigation process</li> <li>• Explain the techniques used for alternative dispute resolution</li> <li>•</li> </ul>
<p><b>Stage 2-Assessment Evidence</b></p>	
<p><i>Students will show their learning by...</i></p>	

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Powerpoint presentations</li> <li>• Tests</li> <li>• Oral reports</li> <li>• Writing assignments</li> <li>• Individual and group projects</li> <li>• Class debates</li> <li>• Observations</li> <li>• Class discussions</li> <li>• Reaction papers</li> <li>• Work samples</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Mapping the 13 Federal Judicial Courts</li> <li>• Mapping of New Jersey Courts</li> <li>• Diagram of U.S. Courts</li> <li>• Guest Speakers</li> <li>• Cases for analysis</li> <li>• Youtube videos</li> <li>• Mock Trial</li> </ul>
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### Stage 3- Learning Plan

#### *Summary of Key Learning Events and Instruction*

The Federal Court System  
 Court Jurisdictions  
 State Court Systems  
 Alternative Dispute Resolution  
 Techniques of Alternative Dispute  
 Civil Procedure  
 Criminal Procedure

#### **Recommended Accommodations and Modifications**

##### ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

##### Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

**Title 1 (At- Risk Students):**

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension
- Follow all EPP modifications, accommodations, and interventions
- Tier 1 classroom modifications and accommodations
- Differentiated Instruction Assignments/ Activities
- Small Group Instruction
- Individualized Instruction
- BSI Teacher: Push-in and pull-out instruction

**Specific Resources for Unit**

**General Resources for Course**

**The Challenge of Democracy 6th edition  
Business Law  
Great Cases of the Supreme Court  
Vital Issues of the Constitution  
Juvenile Justice 3rd Edition  
5 Minute Mysteries**

**Course Unit 4**

**Unit Title: Crime**

**Date/Duration: 4 Weeks**

**New Jersey Student Learning Standard(s) (NJSLs) addressed:**

**NJSLS 6.1.4.A.3  
NJSLS 6.1.8.A.3.b  
NJSLS 6.3  
NJSLA R1-R10**

**NJSLS 21<sup>st</sup> Century Skills Content Standards(s) addressed:**

**The 12 Career Ready Practices  
9.2 Career Awareness , Explorations, and Preparation  
9.3 Career and Technical Education**

**NJSLS Technology Content Standard(s) addressed:**

**8.1 Education Technology  
8.2 Technology**

**Primary Interdisciplinary Connections:**

**Critical Thinking Skills  
Reading Comprehension  
Analysis  
Projects  
Essays  
PowerPoint Presentation  
Guest Speakers  
Socratic Seminars**

### **Stage 1: Desired Results**

#### **Transfer**

***Students will be able to independently use their learning to:***

- **Discuss the definitions and classes of crime**
- **Examine the elements of crime**
- **Identify the most common criminal defenses**
- **Discuss the many specific crimes**
- **Describe criminal law**
- **Examine computer crimes**



Meaning	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Definition of a crime</li> <li>• Criminal law and the American System</li> <li>• Classes of crime</li> <li>• Penalties for criminal offenses</li> <li>• A Criminal act</li> <li>• State of mind for committing crimes</li> <li>• Motive</li> <li>• Crimes against people</li> <li>• Crimes against property</li> <li>• Crimes involving business</li> <li>• Computer crimes within states</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Describe the nature of an act within the meaning of criminal liability.</li> <li>• Identify the four mental states that can be found within the criminal code</li> <li>• Distinguish between motive from the required elements of criminal liability</li> <li>• Explain the three standards for the insanity defense</li> <li>• Differentiate among crimes against government, against people, and against property</li> <li>• Classify major business crimes</li> <li>• Identify the different computer crimes the state has</li> <li>• What are the steps the federal government has taken to combat computer crimes?</li> </ul>
Acquisition	
<p><b>Students will know.....</b></p> <ul style="list-style-type: none"> <li>• The Definition of a crime</li> <li>• The classes of crimes</li> <li>• Penalties for criminal offenses</li> <li>• A criminal act</li> <li>• Requisite state of mind</li> <li>• What is a motive</li> <li>• Criminal defenses</li> <li>• Crimes against people</li> <li>• Crimes against property</li> <li>• Computer crimes</li> </ul>	<p><b>Students will be able to....</b></p> <ul style="list-style-type: none"> <li>• Discuss the definition of a crime.</li> <li>• Examine the different types of classes of crime</li> <li>• Discuss the differences and similarities for penalties of criminal offenses</li> <li>• Distinguish the difference between a criminal act and a state of mind</li> <li>• Examine the different state of minds</li> <li>• Explain what a motive is.</li> <li>• Discuss the many different types of criminal defenses</li> <li>• Analyze the M’Naghten Rule</li> <li>• Discuss the many crimes against people</li> <li>• Examine crimes against property</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiate between computer crimes against states and the federal government</li> </ul>
<b>Stage 2-Assessment Evidence</b>	
<i>Students will show their learning by...</i>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Powerpoint presentations</li> <li>• Tests</li> <li>• Oral reports</li> <li>• Writing assignments</li> <li>• Individual and group projects</li> <li>• Class debates</li> <li>• Observations</li> <li>• Class discussions</li> <li>• Reaction papers</li> <li>• Work samples</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Cases for Analysis</li> <li>• Key terms</li> <li>• Guest speakers</li> <li>• Powerpoint presentations</li> <li>• Socratic seminar</li> <li>• Examples of cases</li> </ul>
<b>Stage 3- Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<p><b>Definition and classes of crime:</b></p> <p><b>Definition</b></p> <p><b>Classes</b></p> <p><b>Penalties</b></p> <p><b>Elements of a crime:</b></p> <p><b>Criminal act</b></p> <p><b>State of mind</b></p> <p><b>Motives</b></p> <p><b>Criminal defenses:</b></p> <p><b>Insanity</b></p> <p><b>Entrapment</b></p> <p><b>Justifiable force</b></p> <p><b>Mistake</b></p> <p><b>Specific crimes:</b></p> <p><b>Against people</b></p>	

**Against property  
Business**

**Criminal Law and the computer:  
States  
Federal**

### **Recommended Accommodations and Modifications**

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

**Title 1 (At- Risk Students):**

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension
- Follow all EPP modifications, accommodations, and interventions
- Tier 1 classroom modifications and accommodations
- Differentiated Instruction Assignments/ Activities

- Small Group Instruction
- Individualized Instruction
- BSI Teacher: Push-in and pull-out instruction

### **Specific Resources for Unit**

### **General Resources for Course**

**The Challenge of Democracy 6th edition**  
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**Juvenile Justice 3rd Edition**  
**5 Minute Mysteries**

### **Course Unit 5**

**Unit Title: Delinquency**

**Date/Duration: 4 Weeks**

**New Jersey Student Learning Standard(s) (NJSLS) addressed:**

**NJSLS 6.1.4.A.3**  
**NJSLS 6.1.8.A.3.b**  
**NJSLS 6.3**  
**NJSLS R1-R10**

**NJSLS 21<sup>st</sup> Century Skills Content Standards(s) addressed:**

**The 12 Career Ready Practices**  
**9.2 Career Awareness , Explorations, and Preparation**  
**9.3 Career and Technical Education**

**NJSLS Technology Content Standard(s) addressed:**

**8.1 Education Technology**  
**8.2 Technology**

**Primary Interdisciplinary Connections:**

**Critical Thinking Skills**  
**Reading Comprehension**  
**Analysis**  
**Projects**  
**Essays**  
**PowerPoint Presentation**  
**Guest Speakers**  
**Socratic Seminars**

**Stage 1: Desired Results**

**Transfer**

*Students will be able to independently use their learning to:*

- **Explain delinquency**
- **Discuss the three schools of thought on delinquency: Classical, Positivistic, and Neoclassical**
- **Examine Biological and Sociobiological theories**
- **Discuss the differences and similarities between the psychological and learning theories of delinquency**
- **Discuss the difference and similarities of the many sociological explanations for deviance**
- **Discuss the strengths and weaknesses of the self control theory, strain theory, and labeling theory**
- **The definition of a gang**
- **Examine the different types of gangs**
- **Discuss the increase in gang violence**
- **Analyze approaches to reduce gangs in the area**

**Meaning**

**Understandings:**

- **The definition of delinquency**
- **The Differences between the three schools of thought on delinquency**
- **Biological and Sociobiological theories**
- **Psychological Explanations of Delinquency**
- **The Ecological Perspective**

**Essential Questions:**

- **What is delinquency?**
- **What is the difference between the Classical School, Positivistic School, and Neoclassical School of thoughts on delinquency?**
- **What are the biological and sociobiological theories of delinquency**

<ul style="list-style-type: none"> <li>• Learning Theory</li> <li>• The Subculture of violence</li> <li>• Social Control Theory</li> <li>• Modes of Adaptation</li> <li>• Radical Conflict</li> <li>• Gang Theories</li> <li>• Definition of a gang</li> <li>• Gang Types</li> <li>• Near Groups</li> <li>• The GREAT Program</li> </ul>	<ul style="list-style-type: none"> <li>• What is the psychoanalytical explanations of delinquency?</li> <li>• What are concentric zones?</li> <li>• What is differential association?</li> <li>• What are the difference and similarities between the subculture views of delinquency?</li> <li>• What are the difference and similarities between the Social control theories?</li> <li>• What is the labelling theory?</li> <li>• What is the definition of a gang?</li> <li>• What are the different types of gangs?</li> <li>• What is cohesion?</li> <li>• What types of intervention strategies are available to prevent gang membership?</li> </ul>
<b>Acquisition</b>	
<p><b>Students will know.....</b></p> <ul style="list-style-type: none"> <li>• The biological and psychological approaches to delinquency</li> <li>• Differences among the Classical, Positivistic, and Neoclassical theories of delinquency</li> <li>• Somatotypes</li> <li>• Psychoanalytic defense approaches</li> <li>• The ecological perspective</li> <li>• Concentric zones</li> <li>• Learning theory</li> <li>• Subcultural theories</li> <li>• Social control theory</li> <li>• Modes of adaptation</li> <li>• How to define a gang</li> <li>• Gang types</li> <li>• Near groups</li> <li>• Gang violence</li> <li>• Legal and law enforcement challenges</li> </ul>	<p><b>Students will be able to....</b></p> <ul style="list-style-type: none"> <li>• Analyze the different schools of thought of delinquency</li> <li>• Discuss biological and sociobiological factors that may lead to delinquency</li> <li>• Explain somatotypes</li> <li>• Discuss psychoanalytic defense mechanisms</li> <li>• Examine the ecology of crime</li> <li>• Discuss the differences and similarities of learning theories</li> <li>• Differentiate amongst the many different subcultural theories</li> <li>• Examine the many control theories</li> <li>• Explain Merton's Modes of Adaptation</li> <li>• Discuss a degradation ceremony</li> <li>• Examine the parts of a gang?</li> <li>• Discuss the many different gangs</li> <li>• Analyze near groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss gang behavior</li> <li>• Explain the different approaches law enforcement take to reduce gang enlistment.</li> </ul>
<b>Stage 2-Assessment Evidence</b>	
<i>Students will show their learning by...</i>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Powerpoint presentations</li> <li>• Tests</li> <li>• Oral reports</li> <li>• Writing assignments</li> <li>• Individual and group projects</li> <li>• Class debates</li> <li>• Observations</li> <li>• Class discussions</li> <li>• Reaction papers</li> <li>• Work samples</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Key terms</li> <li>• Guest speakers</li> <li>• Powerpoint presentations</li> <li>• Socratic seminar</li> <li>• Examples of cases</li> <li>• Oral presentation/ project</li> <li>• Create programs against gang recruitment</li> <li>• Posters</li> </ul>
<b>Stage 3- Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<b>Recommended Accommodations and Modifications</b>	
<p>ELL:</p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul> <p>Special Education:</p>	

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
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