

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Content Area: Social Studies

Course Title: Political and Legal Education (PLE)

Grade Level: 12

Purpose: Political and Legal Education is a year-long program designed to provide students with first-hand experiences that will give them a deeper understanding of American government, the political process, and the legal system. This program stresses a two-fold approach: the acquisition of knowledge and the participation of students in the community-at-large. This is an elective course for seniors.

Unit Plan 1
Introduction to Government

Pacing Guide
10 weeks

Unit Plan 2
The Process of Government

Pacing Guide
10 weeks

Unit Plan 3
Government in Action

Pacing Guide
10 weeks

Unit Plan 4
The American Legal System

Pacing Guide
10 weeks

Date Created: July, 2015

Board Approved:

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Introduction to Government

Target Course/Grade Level: Political and Legal Education / 12

Unit Summary

The purpose of this unit is to get students to think about the basics of American Government. Why do we need government, what should it do, and what form should it take? Students will study the form and function of the various levels of government that directly affect them: municipal, county, state and federal.

Primary interdisciplinary connections:

Throughout the course, students will be asked to draw upon a myriad of subjects including but not limited to English, math and science. Students will be asked to reference material from these areas to evaluate political statements and proposals.

21st century themes: civic literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

“Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.” NJ Core Curriculum Content Standards,

B. Plein Coordinator <http://www.nj.gov/education/aps/cccs/ss/>

Learning Targets

Standards: CCSS ELA Literacy RH 11 – 12; CCSS WHST 11 – 12: NJ CCS 6.3, 8.1, CRP

Content Statements:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Critically analyze information, make ethical judgments, and responsibly address controversial issues.
 - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
- Take actions that result in a more just and equitable society.

CPI #

Cumulative Progress Indicator (CPI)

Common Core State Standards - English Language Arts – History / Social Studies

CCSS.ELA-Literacy.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-Literacy.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Common Core State Standards - English Language Arts – Writing	
CCSS.ELA – Literacy. WHST.11-12.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA – Literacy. WHST.11-12.1B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA – Literacy. WHST.11-12.2B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA – Literacy. WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA – Literacy. WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA – Literacy. WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA – Literacy. WHST.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.
CCSS.ELA – Literacy. WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA – Literacy. WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

New Jersey Core Curriculum Content Standards for Social Studies	
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
New Jersey Core Curriculum Content Standards for Technology	
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
New Jersey Core Curriculum Content Standards for 21st Century Life and Career	
CRP1	Act as a responsible and contributing citizen
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.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
Unit Essential Questions <ul style="list-style-type: none"> • What is the purpose of government? • How are various levels of government organized? • Why is it important for American citizens to participate in government? 	Unit Enduring Understandings <ul style="list-style-type: none"> • To some extent, government policy regulates nearly every aspect of daily life. • Governments are structured to address the basic needs of people in a particular society. • It is the responsibility of every citizen to be a participatory member of American society.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Analyze the foundations and structure of American Government on the federal, state, and local levels. • Explain the interrelationships between different levels of government in providing services to citizens and in upholding democratic principles. • Apply their understanding of the importance of geography, scientific innovation, economics and human interactions in the development of public policy. • Recognize the inherent value in the individual citizen becoming a positive and constructive member of a diverse and multidimensional world. 	

Evidence of Learning

Formative Assessments

- Students will write letters inviting local officials to speak with the class
- Students will attend town council and county freeholder meetings
- Students will organize a voter registration drive
- Students will complete an internship on a political campaign
- Students will summarize news articles on current events in government and politics
- Students will participate in out of class activities such as political debates, voter registration drives, poll reporting, political assemblies and any other event deemed applicable by the instructor
- Students will serve on class committees: Voter Registration, Debates, Speakers, Mock Election, Democratic, Republican or Independent Campaign

Summative Assessments

- Students will complete a unit test at the end of the quarter encompassing the topics discussed in class

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plans

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Print and on-line media.
- Voter education information such as a campaign calendar, voter registration forms, and vote by mail applications.
- Report forms for internship hours, meetings, article summaries and out of class activities.

Teacher Notes:

Teachers should be open to the countless opportunities that present themselves for students to get a better understanding of government and how it works. Additional activities could include tours of local and state offices, school-wide assemblies for political candidates, or even a visit by the CSPAN bus!

Be creative and flexible.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: The Process of Government

Target Course/Grade Level: Political and Legal Education / 12

Unit Summary

The purpose of this unit is to learn about the processes of government. Students will learn how laws are made and will be asked to produce a bill to present at New Jersey Model Congress.

Primary interdisciplinary connections:

Throughout the course, students will be asked to draw upon a myriad of subjects including but not limited to English, math and science. Students will be asked to reference material from these areas to evaluate political statements and proposals, including their own.

21st century themes: civic literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

“The ways in which Americans, as citizens, engage in their communities, their country and the world are changing and expanding. The challenges of being a responsible, effective citizen are more diverse, nuanced and complex than in the past. Sustaining our democracy, strengthening economic competitiveness and meeting local, state, national and global challenges demands a broader vision of citizenship for the 21st century.” *Reimagining Citizenship for the 21st Century / Partnership for 21st Century Skills*

http://www.p21.org/storage/documents/Reimagining_Citizenship_for_21st_Century_webversion.pdf

Learning Targets

Standards: CCSS ELA Literacy RH 11 – 12; CCSS WHST 11 – 12: NJ CCS 6.3, 8.1, CRP

Content Statements

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
- Critically analyze information, make ethical judgments, and responsibly address controversial issues.
- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
- Propose actions that will result in a more just and equitable society.

CPI #

Cumulative Progress Indicator (CPI)

Common Core State Standards - English Language Arts – History / Social Studies

CCSS.ELA –
Literacy
RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-
Literacy.RH.
11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA – Literacy.RH.11-12.8	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-Literacy.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Common Core State Standards – English Language Arts – Writing	
CCSS.ELA – Literacy. WHST.11-12.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence.
CCSS.ELA – Literacy. WHST.11-12.1B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values and possible biases.
CCSS.ELA – Literacy. WHST.11-12.2B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA – Literacy. WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA – Literacy. WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA – Literacy. WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA – Literacy. WHST.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.
CCSS.ELA – Literacy. WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA – Literacy. WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

New Jersey Core Curriculum Content Standards for Social Studies	
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
New Jersey Core Curriculum Content Standards for Technology	
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New Jersey Core Curriculum Content Standards for 21st Century Life and Career	
CRP1	Act as a responsible and contributing citizen
CRP2	Apply appropriate academic and technical skills.
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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.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
Unit Essential Questions <ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • What is parliamentary procedure and how does it facilitate debate? • How does a bill become a law? • What do political parties do? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Democratic societies must balance the rights and responsibilities of individuals with the common good. • Critical examination and evaluation of data is essential to making informed decisions. • The Constitution establishes principles that guide our government’s ability to make laws. • Successful political parties provide a structure for citizens to participate in the political process.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Discuss the basic principles behind political parties and how and why they function in the United States. Students will then apply their knowledge by forming political parties for New Jersey Model Congress. • Propose an original piece of legislation. Students will research alternatives to their proposal and explain why their proposal is superior to these alternative solutions. • Understand how parliamentary procedure facilitates debate. 	

Evidence of Learning

Formative Assessments

- Students will propose an original piece of legislation, in writing, to be submitted to Model Congress. The legislation must address a national concern and be written in the format prescribed by the Model Congress by-laws.
- Students will summarize news articles dealing with issues that are of a national concern. Articles should pertain to the student's proposed legislation, legislation they plan to oppose, or issues relating to competition bills.
- Students will attend meetings including town council, county freeholders, and board of education.
- Students will write a research paper that displays both support for their legislation and arguments that run counter to their legislation.
- Students will serve on one of the following class committees: Democratic Platform Committee, Republican Platform Committee, or Independent Platform Committee.

Summative Assessments

- Students will complete a unit test at the end of the quarter encompassing the topics discussed in class

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plans

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Print and on-line media.
- Report forms for meetings, article summaries and out of class activities.
- The New Jersey Model Congress Manual.

Teacher Notes:

Encourage students to find a topic that they are passionate about for their bill! If students want to learn more about a particular topic, it will make the research more interesting for them.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Government in Action

Target Course/Grade Level: Political and Legal Education / 12

Unit Summary

The purpose of this unit is immerse students in the practice of government. In preparing for and participating in New Jersey Model Congress, students will learn valuable lessons of statecraft while debating some of the most important topics of our time.

Primary interdisciplinary connections:

Throughout the course, students will be asked to draw upon a myriad of subjects including but not limited to English, math and science. Students will be asked to reference material from these areas to evaluate political statements and proposals.

21st century themes: civic literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

“Citizenship requires a wide range of knowledge, 21st century skills and experiences for effective and productive participation in the democratic process, community life, education and workplaces.”
Reimagining Citizenship for the 21st Century / Partnership for 21st Century Skills

http://www.p21.org/storage/documents/Reimagining_Citizenship_for_21st_Century_webversion.pdf

Learning Targets

Standards: CCSS ELA Literacy RH 11 – 12; CCSS WHST 11 – 12; NJ CCS 6.3, 8.1, CRP

Content Statements

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
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CPI #

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CRP1	Act as a responsible and contributing citizen
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CRP6	Demonstrate creativity and innovation.
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CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
Unit Essential Questions <ul style="list-style-type: none"> • How does Congress function? • What are the procedures used to create laws? • What purpose does a Congressional Committee serve? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The legislative process is governed by a set of standing rules, commonly known as Parliamentary Procedure -- as well as a variety of long-established and customary practices. • Procedures must strike some balance between the opportunity to deliberate or debate and the need to decide on an issue. • Committees of the House and the Senate play an essential and serious role in the legislative process, as they select the small percentage of the bills introduced in Congress.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Identify the basics of the legislative process. They should understand that a law starts with a problem that generates many ideas for solutions. From these ideas, the best possibility is turned into a bill. • Demonstrate a working knowledge of Parliamentary Procedures and be ready to take an active leadership role at Model Congress. • Present and defend their legislation to a mock Congressional committee and, if possible, to an overall session of the House or Senate. 	

Evidence of Learning

Formative Assessments

- Students will attend the New Jersey Model Congress.
- Students will prepare a documentation folder to be used to support their proposed legislation. The folder should contain their research paper, primary sources, articles, and official documents that provide factual information that can be used at Model Congress.
- Students will write a sponsor speech for their bill. The speech should include an introduction, background information on the topic, and factual information that stresses the need for the legislation.
- Students will debate in class using the rules of parliamentary procedure. Debate will include leadership day competition bills, committee bills and class bills.
- Students will research bills from the bill packet received from Model Congress.
- Students will submit written article summaries dealing with issues that are of national concern.
- Students will attend government meetings and submit a report form for each meeting. Government meetings will include town council, county freeholders, and the board of education.
- Students will serve on a party committee.
- Students will visit Washington, DC to observe the United States Congress in action.

Summative Assessments

- Students will complete a unit test at the end of the quarter encompassing the topics discussed in class

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plans

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Print and on-line media.
- Report forms for meetings, article summaries and out of class activities.
- The New Jersey Model Congress Manual.

Teacher Notes:

Give students as many opportunities as possible to debate using Parliamentary Procedure. The more comfortable they are with the rules, the more confident they will be in applying them.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: The American Legal System

Target Course/Grade Level: Political and Legal Education / 12

Unit Summary

The purpose of this unit is give students direct, hands-on experiences with the American Legal System. In the course of preparing and conducting a mock trial, students study the facts of the case, prepare opening statements, present evidence, cite relevant laws and information, examine and cross-examine witnesses, conduct redirect examination, present closing arguments, arrive at a verdict, and state the reasoning behind the decision. Students are asked to summarize the facts, reflect on their roles, relate the experience to other course content and broader issues, and compare the reenactment to a real trial.

Primary interdisciplinary connections:

Throughout the course, students will be asked to draw upon a myriad of subjects including but not limited to English, math and science. For this unit, students will be asked to reference material from these areas to evaluate legal statements and proposals.

21st century themes: civic literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

“Studying law develops one’s understanding of the levers of power in our society in a way that is even more effective than that of political science. This is because law is directly concerned with power and reaches into every part of life. For that very reason law is extraordinarily important to the way of life of any people.”

<http://www.law.unsw.edu.au/future-students/undergraduate/why-study-law#sthash.sh5vmxyC.dpuf>

Learning Targets

Standards: CCSS ELA Literacy RH 11 – 12; CCSS WHST 11 – 12: NJ CCS 6.3, 8.1, CRP

Content Statements

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
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Cumulative Progress Indicator (CPI)

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CCSS.ELA-Literacy.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-Literacy.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Common Core State Standards - English Language Arts – Writing	
CCSS.ELA – Literacy. WHST.11-12.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA – Literacy. WHST.11-12.1B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA – Literacy. WHST.11-12.2B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA – Literacy. WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA – Literacy. WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA – Literacy. WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA – Literacy. WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA – Literacy. WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

New Jersey Core Curriculum Content Standards for Social Studies	
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
New Jersey Core Curriculum Content Standards for Technology	
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
New Jersey Core Curriculum Content Standards for 21st Century Life and Career	
CRP1	Act as a responsible and contributing citizen
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.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
Unit Essential Questions <ul style="list-style-type: none"> • What is meant by the rule of law? • What is the structure of the judicial branch of government? • What is the process for a trial? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The United States government, its officials and agents, as well as individuals and private entities are accountable under the law. • The process by which the laws are enacted, administered, and enforced strives to be accessible, fair, and efficient. Social pressures can impact the judicial process and ethical dilemmas can arise in the pursuit of justice. • The American legal system is adversarial. Each party presents his or her point of view as persuasively as possible to a neutral party – usually a judge or jury.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Effectively analyze and evaluate evidence, arguments, claims and beliefs • Analyze and evaluate major alternative points of view • Synthesize and make connections between information and arguments • Interpret information and draw conclusions based on the best analysis • Reflect critically on learning experiences and processes 	

Evidence of Learning

Formative Assessments

- Students will complete a legal brief on an approved federal case. Following a brief review of the facts of the case, the legal issues pertinent to the facts must be stated, followed by the court's decision and rationales pertaining to the majority and dissenting opinions. This will be done using power point.
- Students will attend municipal court sessions and submit the appropriate form.
- Students will attend a Superior Court session and submit the appropriate form.
- Students will participate in all mock trial sessions organized by the class.
- Students will attend the Toms River Mock Trial and perform their assigned role.
- Students will submit summaries of news articles on issues concerning the judiciary.

Summative Assessments

- Students will complete a unit test at the end of the quarter encompassing the topics discussed in class

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plans

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- New Jersey Mock Trial High School Workbook (available through the New Jersey State Bar Association)
- Report forms for article summaries and court sessions.

Teacher Notes:

In order to make the mock trial as realistic as possible, get permission to use an actual courtroom for the event. It adds to the authenticity of the exercise.