

Original Adoption:	August 2018
Created by:	PLC
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Revised by:	PLC

Board Approved August 21st, 2019

Toms River Regional Schools Social Studies Curriculum	
Content Area: Social Studies	
Course Title: Political and Legal Education	Grade Level: High School Grade : 12
Introduction to Government	40 days
The process of Government	40 Days
Government in Action	40 Days
The American Legal System	45 Days

Unit 1: Introduction to Government	Duration: 40 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>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.</p> <p>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.</p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p>	
Primary Interdisciplinary Connections:	
<p>Infused within the unit are connections to the NJSLs for Language Arts Literacy</p> <p>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</p> <p>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.</p> <p>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.</p> <p>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

● **TECHNOLOGY STANDARDS**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at

www.NJ.gov/education/aps/cccs/career/

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- 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.
- CRP12. Work productively in teams while using cultural global competence.

9.1.12.A.1

Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2

Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.B.1

Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.C.1

Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

9.1.12.C.2

Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.3

Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

9.1.12.C.4

Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5

Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.2

Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3

Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.2.12.A.1

Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

9.3.12.C.2

Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

Performance Tasks/Use of Technology:

www.kahoot.com

Other Assessments

Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <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? 	<p><i>Students will be able to..</i></p> <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. ● 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.

Instructional Plan

Suggested Activities	Resources
<p>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!</p> <p>Be creative and flexible.</p>	<ul style="list-style-type: none"> ● 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. ●

Suggested Options for Differentiation	
<p><i>English Language Learners</i></p> <ul style="list-style-type: none">● Provide clear and specific directions● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing● Provide class notes ahead of time to allow students to preview material and increase comprehension● Provide extended time● Simplify written and verbal instructions● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words <p><i>Special Education</i></p> <ul style="list-style-type: none">● Utilize graphic organizers to help provide a purpose for reading and increase comprehension● Assign peer tutor● Provide clear and specific directions● Provide class notes ahead of time to allow students to preview material and increase comprehension● Provide extended time● Simplify written and verbal instructions <p>504 Plans</p> <ul style="list-style-type: none">● Utilize graphic organizers to help provide a purpose for reading and increase comprehension● Assign peer tutor● Provide clear and specific directions● Provide class notes ahead of time to allow students to preview material and increase comprehension● Provide extended time● Simplify written and verbal instructions <p><i>Gifted and Talented</i></p> <ul style="list-style-type: none">● Extension activities● Opportunities for Critical Thinking● Problem Solving/Design Challenges● Technology Integration● Student Choice Activities● Student Driven Activities● Group Projects	

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Special Education

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Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects

- Tiered Activities

Students at Risk of School Failure

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials

Teacher Notes:

Unit 2: TheProcess of Government

Duration: 40 Days

Standards/Learning Targets

Focus Standards (Major Standards)

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.

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RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

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9.1.12.A.1

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9.1.12.A.2

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9.1.12.B.1

Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.C.1

Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

9.1.12.C.2

Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.3

Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

9.1.12.C.4

Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5

Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.2

Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3

Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.2.12.A.1

Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

9.3.12.C.2

Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

Performance Tasks/Use of Technology:

www.khoot.com

Other Assessments

Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
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Summative

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Benchmark

- State Standardized Assessments
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Alternative

- Portfolio Project
- Modified assignments

Knowledge and Skills

Content

Skills

Students will know...

Students will be able to..

<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? 	<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. ● 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.
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Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● 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. ● 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 	<ul style="list-style-type: none"> ● Print and on-line media. ● Report forms for meetings, article summaries and out of class activities. ● The New Jersey Model Congress Manual.

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.

Suggested Options for Differentiation

English Language Learners

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Special Education

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- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials

- Google Shared Drive
- Text support material

Teacher Notes:

Unit 3: Government in Action	Duration: 40 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	

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.

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9.1.12.D.3

Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.2.12.A.1

Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

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Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

<p>Performance Tasks/Use of Technology: www.kahoot.com</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment <p>Summative</p> <ul style="list-style-type: none"> ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects <p>Benchmark</p> <ul style="list-style-type: none"> ● State Standardized Assessments ● Quarterly Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> ● Portfolio Project ● Modified assignments
Knowledge and Skills	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <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? 	<p><i>Students will be able to..</i></p> <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

	<p>an essential and serious role in the legislative process, as they select the small percentage of the bills introduced in Congress</p> <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.
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Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● 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. ● 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 	<ul style="list-style-type: none"> ● Print and on-line media. ● Report forms for meetings, article summaries and out of class activities. ● The New Jersey Model Congress Manual.

<p>competition bills, committee bills and class bills.</p> <ul style="list-style-type: none"> ● 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. 	
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Suggested Options for Differentiation

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- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials

- Google Shared Drive

Teacher Notes:

Unit 4: The American Legal System	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>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.</p> <p>6.3.12.D.1</p>	

Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Language Arts 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

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.

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.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

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.

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

9.1.12.A.1

Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2

Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.B.1

Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.C.1

Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

9.1.12.C.2

Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.3

Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

9.1.12.C.4

Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5

Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.2

Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3

Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.2.12.A.1

Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

9.3.12.C.2

Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

Evidence of Student Learning

Performance Tasks/Use of Technology:

www.kahoot.com

Other Assessments

Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks

	<ul style="list-style-type: none"> ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment <p>Summative</p> <ul style="list-style-type: none"> ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects <p>Benchmark</p> <ul style="list-style-type: none"> ● State Standardized Assessments ● Quarterly Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> ● Portfolio Project ● Modified assignments
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Knowledge and Skills

Content	Skills
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<p><i>Students will know...</i></p> <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? ● 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 	<p><i>Students will be able to..</i></p> <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
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Instructional Plan	
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Suggested Activities	Resources
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<ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ● New Jersey Mock Trial High School Workbook (available through the New Jersey State Bar Association) ● Report forms for article summaries and court sessions.
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Suggested Options for Differentiation
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<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time

- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

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