

Audubon Public School District



Grade 10-12: Law
Curriculum Guide

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Course Description

Grade 10-12: Law

This course will focus on the elements of how laws are created at all levels of government, how jurisdiction of enforcement agencies apply to the individuals and the complete process by which the criminal justice system works from start to finish. Students will also concentrate on the struggle to balance the rights and responsibilities of the individual with the the needs and expectations of society

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.3.8.CivicsPI.1 ● 6.3.8.CivicsPI.2 ● 6.3.8.CivicsDP.1 ● 6.3.8.CivicsPR.1 ● 6.3.8.CivicsPR.2 ● 6.3.8.CivicsPR.5 ● 6.3.8.CivicsPR.6 ● 6.3.8.CivicsPR.7 ● 6.3.8.EconET.2 ● 6.3.12.CivicsPD.1 ● 6.3.12.HistoryCA.2 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● WHST.6-8.2
Unit 2	<ul style="list-style-type: none"> ● 6.3.8.CivicsPI.4 ● 6.3.8.CivicsPD.2 ● 6.3.12.CivicsPD.1 ● 6.3.12.HistoryCA.1 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● WHST.6-8.2
Unit 3	<ul style="list-style-type: none"> ● 6.3.CivicsPI.1 ● 6.3.8.CivicsPI.4 ● 6.3.8.CivicsPD.3 ● 6.3.8.CivicsDP.2 ● 6.3.8.CivicsDP.3 ● 6.3.8.CivicsPR.2 ● 6.3.8.EconET.1 ● 6.3.12.HistoryCA.2 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● WHST.6-8.2
Unit 4	<ul style="list-style-type: none"> ● 6.3.8.CivicsPI.1 ● 6.3.8.CivicsPI.2 	<ul style="list-style-type: none"> ● RH.6-8.1

	<ul style="list-style-type: none">● 6.3.8.CivicsPI.4● 6.3.8.CivicsPD.3● 6.3.8.CivicsDP.2● 6.3.8.CivicsDP.3● 6.3.8.CivicsPR.3● 6.3.8.CivicsPR.5● 6.3.12.EconCA.1	<ul style="list-style-type: none">● RH.6-8.2● WHST.6-8.2
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Law	Grade 10 - 12	Unit 1	Marking Period 1
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Focus Indicator	
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes)
6.3.12.CivicsPD.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.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● socratic seminars ● vignettes

	<ul style="list-style-type: none"> ● MP1 Debates: effective Forms of Gov't, State sales tax, local property tax, International Treaty vs. Federal Law ● Group project: draft a local ordinance ● Pair project: US Constitutional Law hot topic ● Audit: a local boro meeting (ME, Aud, Aud Park)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Law online syllabus and reading folder by unit 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i> ● https://www.loc.gov/ ● https://lawandjustice.edc.org/sites/default/files/Teaching_the_Law_and_Justice_Curriculum.pdf ● <i>Amend: The Fight for America - Netflix doc</i> ● https://www.theconstitutionproject.com/ ● https://constitutioncenter.org/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of data and trends regarding law ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Law is a social sanction that has the authority of a governmental body and is enforceable by the same ● In the US, laws form by way of discussion, debate and compromise within a representative legislative body of a government elected by its constituents and enforceable by agents of an executive branch of that same government 	<ul style="list-style-type: none"> ● How is a law made? ● What are the ethical and moral foundations of laws? ● What is the process by which an idea becomes a law? ● Why is compromise necessary in the crafting of a law? ● What determines the process by which a law is enforced? ● How may a law be amended or nullified?

- In the US, laws are tested by way of adjudication over violations of a law and are under constant review by a legally appointed body to ascertain whether said law comports with the a primary document tenets (a constitution or charter)

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 		<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 		<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Law	Grade 10 - 12	Unit 2	Marking Period 2
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Focus Indicator	
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
6.3.12.CivicsPD.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.HistoryCA.1.	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● socratic seminars ● vignettes ● MP2 Debates: Jurisdiction topics: drones, types of roadways, natural resources, federal property ● Group project: investigate and report on a recent crime that involves multiple jurisdictions and LE agencies ● Pair project: interview an LEO ● Audit: a local boro meeting (ME, Aud, Aud Park)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Law online syllabus and reading folder by unit 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i> ● https://www.loc.gov/ ● https://lawandjustice.edc.org/sites/default/files/Teaching_the_Law_and_Justice_Curriculum.pdf ● https://www.pbs.org/wgbh/frontline/documentary/policing-the-police-2020/ ● https://www.pbs.org/wgbh/frontline/article/where-tribal-justice-works/ ● https://www.theconstitutionproject.com/ ● https://constitutioncenter.org/

Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of data and trends regarding law ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● A jurisdiction is the official power to make legal decisions and judgments ● Law enforcement agencies are vested with power from a governing body to enforce compliance with the law 	<ul style="list-style-type: none"> ● Where do various jurisdictions physically lie? ● What are the bounds of actions within a jurisdiction? ● Why do multiple government bodies occasionally overlap their jurisdictions? ● How are controversies between jurisdictions rectified? ● How do agencies of differing jurisdictions apply the law ?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Career education	
<ul style="list-style-type: none"> Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> Equity Discussions: People who benefit from knowing multiple languages.

Law	Grade 10 - 12	Unit 3	Marking Period 3
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Focus Indicator	
6.3.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time
6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.3.12.HistoryCA.2	: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Socratic Seminars ● Vignettes ● MP3 Debates: stop & frisk, “broken windows” policy, panhandling, minimum sentencing, taxation ● Group project: Com / contrast presentation of the enforcement of a similar state law within 2 different jurisdictions

	<ul style="list-style-type: none"> ● Pair project: com / contrast a specific crime stat over 20 years between 2 different towns ● Audit: a local boro meeting (ME, Aud, Aud Park)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Law online syllabus and reading folder by unit 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i> ● https://www.loc.gov/ ● https://lawandjustice.edc.org/sites/default/files/Teaching_the_Law_and_Justice_Curriculum.pdf ● https://www.pbs.org/wgbh/frontline/documentary/american-insurrection/ ● https://www.pbs.org/wgbh/frontline/documentary/police-on-trial/ ● https://www.niot.org/cops/camdensturn ● https://www.theconstitutionproject.com/ ● https://constitutioncenter.org/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of data and trends regarding law ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● There are discretions and limitations built into law enforcement policy ● Rights of the individual are protected by law ● Individuals have responsibilities regarding public safety 	<ul style="list-style-type: none"> ● How do law enforcement agencies balance discretion and requirement in the execution of their duties? ● What rights do individuals possess within any jurisdiction of a governing body?

<ul style="list-style-type: none"> • There is an expectation that laws, customs, values and beliefs will be enshrined in and enforced by law 	<ul style="list-style-type: none"> • Why do societies deem it necessary to enforce laws, customs values and beliefs? • What are the expectations and responsibilities of the individual regarding the process of the criminal justice system?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids 	<ul style="list-style-type: none"> • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing
Enrichment	<ul style="list-style-type: none"> • Utilize collaborative media tools • Provide differentiated feedback • Opportunities for reflection • Opportunities for self-evaluation 	<ul style="list-style-type: none"> • Encourage student voice and input • Model close reading • Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> • Utilize “skeleton notes” where some required information is already filled in for the student • Provide access to a variety of tools for responses • Provide opportunities to build familiarity and to practice with multiple media tools • Graphic organizers 	<ul style="list-style-type: none"> • Leveled text and activities that adapt as students build skills • Provide multiple means of action and expression • Consider learning styles and interests • Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 		<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 		<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Law	Grade 10 - 12	Unit 4	Marking Period 4
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Focus Indicator	
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.12.EconCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Bellwork ● Graphic Organizers ● Quizlet ● EdPuzzle 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Socratic Seminars ● Vignettes ● MP4 Debates: minimum sentencing, non-violent offenses, illicit drug possession, rehabilitation and education in correctional institutions, death penalty, plea bargains, bond reform

	<ul style="list-style-type: none"> ● Group project: Juvenile detention com/con 2 states ● Pair project: interview with public defender or prosecutor - DA official ● Audit: a local boro meeting (ME, Aud, Aud Park)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Law online syllabus and reading folder by unit 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>NPR</i> ● https://www.pbs.org/wgbh/pages/frontline/shows/juvenile/ ● https://www.pbs.org/wgbh/frontline/documentary/supreme-revenge/ ● https://www.pbs.org/wgbh/americanexperience/films/island-murder/www.loc.gov/ ● https://lawandjustice.edc.org/sites/default/files/Teaching_the_Law_and_Justice_Curriculum.pdf ● https://www.theconstitutionproject.com/ ● https://constitutioncenter.org/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of data and trends regarding law ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The process by which parties are represented in court are delineated by state and federal law ● Punishment is evaluated on the scale and degree of a crime ● A correctional system serves multiple functions in a society 	<ul style="list-style-type: none"> ● What is the difference between a misdemeanor and an infraction? ● What is the difference between a crime and a misdemeanor?

	<ul style="list-style-type: none"> • How does incarceration differ between federal and state sentencing? • What are the purposes of a correctional system? • What is the process from start to finish of a basic court proceeding in a civil case and a criminal case?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids 	<ul style="list-style-type: none"> • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing
Enrichment	<ul style="list-style-type: none"> • Utilize collaborative media tools • Provide differentiated feedback • Opportunities for reflection • Opportunities for self-evaluation 	<ul style="list-style-type: none"> • Encourage student voice and input • Model close reading • Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> • Utilize “skeleton notes” where some required information is already filled in for the student • Provide access to a variety of tools for responses • Provide opportunities to build familiarity and to practice with multiple media tools • Graphic organizers 	<ul style="list-style-type: none"> • Leveled text and activities that adapt as students build skills • Provide multiple means of action and expression • Consider learning styles and interests • Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 		<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 		<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Appendix A

July 2017

Juvenile Justice

<https://www.audubonschools.org/docs/district/curriculum%20&%20instruction/curriculum%20guides/high%20school%20curriculum/social%20studies/criminal%20law/criminal%20law-%20juvenile%20justice.pdf?id=1521>

Rights in the Community

<https://www.audubonschools.org/docs/district/curriculum%20&%20instruction/curriculum%20guides/high%20school%20curriculum/social%20studies/criminal%20law/criminal%20law-%20rights%20in%20the%20community.pdf?id=1522>

The Legal System

<https://www.audubonschools.org/docs/district/curriculum%20&%20instruction/curriculum%20guides/high%20school%20curriculum/social%20studies/criminal%20law/criminal%20law-%20the%20legal%20system.pdf?id=1523>

Appendix B: LGBTQ, Holocaust, Amistad

LGBTQ, Holocaust, Amistad World History Educators are required to engage students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust. Below is some guidance and resources related to these topics. LGBTQ: N.J.S.A. 18A:35-4.35-36 requires boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

For persons with disabilities/LGBTQ contributions instructional material, please visit:

<https://www.nj.gov/education/cccs/resources/educators/>

Holocaust:

Info on the Holocaust mandate:

<https://www.nj.gov/education/holocaust/docs/donate.pdf>

For Holocaust instructional materials, please visit: <https://www.nj.gov/education/holocaust/curriculum/materials/>

Amistad: Teacher resources:

<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>

Web based resources:

<http://www.njamistadcurriculum.net/>

Below is instructional content and/or activities during the year that engage Audubon students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust.

Course: Law

Unit	Persons w/ disabilities / LGBTQ contributions	Amistad	Holocaust
1	Brian Mast Tammy Duckworth Jim Baird Dan Crenshaw	Mia Love, UT rep Maxine Waters, CA rep	Lee Zeldin, NY rep Dianne Feinstein, CA senator
2			
3	Jim Ritter, Seattle PD		Merrick Garland, AG DOJ

4	Pamela Chen, USDC jurist of eastern NY	Thurgood Marshall, SCOTUS Clarence Thomas, SCOTUS Ketanji Brown Jackson, SCOTUS	Elana Kagan, SCOTUS
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