



PISCATAWAY TOWNSHIP SCHOOLS

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Honors US II/Law (Mock Trial)

Content Area: Social Studies

Grade Span: 11

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Approval date: August 2023

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COURSE OVERVIEW

Description

This course is designed to continue and complete the study of U.S. History which was started in U.S. History 1. Students will be exposed to the many and varied aspects of twentieth century United States history with emphasis placed on the overall concepts and trends of the period. At the same time students will be prepared for additional in-depth study of the accompanying Law and Mock Trial course.

Goals

This course is designed to provide students in grade 11 with an in-depth understanding and unique perspective of the criminal justice system, as well as other law enforcement agencies, while encouraging active participation in all areas of the course.

Focus will be placed upon the component elements of various law enforcement agencies including the FDA, FBI, IRS, NAACP, the role and function of the police, courts, and corrections, etc. Procedural rights of individuals will be discussed as they relate to the individual and society in general. Additionally, elements of a crime, as well as crime categories and defenses to crime, will also be discussed and analyzed.

Professionals in the field of law and related law enforcement careers will be utilized as speakers when applicable and available.

Special attention will be placed upon the pre-trial and trial stages of the criminal justice process, affording students an opportunity to engage in related role-playing activities.

Scope and Sequence

Unit	Topic	Length
Unit 1	Imperialism & Progressivism	September
Unit 2	WWI & Roaring 20's	End of Sept – Early October
Unit 3	Great Depression & WWII	Mid Oct – Early Nov
Unit 4	Civil Rights/Rights of the Accused	November
Unit 5	Cold War	December
Unit 6	Immigration & Contemporary America 1979-Present	January
Unit 7	Crime in America	Early Feb
Unit 8	Policing	Late Feb
Unit 9	Adjunction	March
Unit 10	Corrections	April
Unit 11	Special Issues	May

Resources

Core Text:

- The Americans
- Criminal Justice in America 5th Edition

Suggested Resources:

Chris Archer v. New Columbia, Gangs in America, Texas v. Johnson, Felony or Misdemeanor, Theivesville USA, Hate Crime Bill, Free Speech?, Did They Commit Crimes?, Degrees of Homicide, Strange Defenses, New Jersey v. T.L.O., Debate on Insanity, Crash Course: Legal System, Which Defense is Valid?, Stand Your Ground, The Insanity Defense, Now and Then, Victim's Rights Amendment, Miranda v. Arizona, Mapp v. Ohio: The Exclusionary Rule, Officer, Police and the Use of Force, Checking Out Community Policing, Police Lineups, Supreme Court Cases: Search and Seizure, Eye Witness Testimony, Gideon v. Wainwright, State v. Max Paulson Mock Trial, State v. Tony Mini-Mock Trial, State v. Alli Mini Mock Trial, Mini-Mock Trial State v. Anderson, Is it Murder?, The Case of Thomas Evans, Plea Bargain, Rule on the Motion, Writing an Opening Statement, Direct or Circumstantial, The Defense Rests, The People v. Andrew Madison, Pros and Cons of Punishment, Cruel and Unusual, Who Gets Probation, Staying Out, Taking a Stand on Capital Punishment, Gangs in Prisons, The Death Penalty: American Justice

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

This course is designed to provide students in grades 11 and 12 with an in-depth understanding and unique perspective of the criminal justice system, as well as other law enforcement agencies, while encouraging active participation in all areas of the course.

Focus will be placed upon the component elements of various law enforcement agencies including the FDA, FBI, IRS, NAACP, the role and function of the police, courts, and corrections, etc. Procedural rights of individuals will be discussed as they relate to the individual and society in general. Additionally, elements of a crime, as well as crime categories and defenses to crime, will also be discussed and analyzed.

Professionals in the field of law and related law enforcement careers will be utilized as speakers when applicable and available.

Special attention will be placed upon the pre-trial and trial stages of the criminal justice process, affording students an opportunity to engage in related role-playing activities.

NJ State Student Learning Standards

Standard

6.1 U.S.	History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.Civics DP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.History UP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920's, and determine the impact of these policies on business and the consumer.
6.1.12.Civics HR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.Civics PR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security)
6.1.12.Economics M.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
6.1.12.Civics DP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.Civics HR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.History CC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.History CC.12.a	Examine constitutional issues involving war powers, as they related to United States military interventions in the Korean War, the Vietnam War, and other conflicts.
6.1.12.History SE.12.b	Explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.Civics PI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
6.1.12.Civics DP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoP P.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.Civics PI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.Civics PD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.Civics DP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.Civics DP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.Civics PR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced global power structure.
6.1.12.History SE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.History CC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.History CC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.Civics PR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.Geography H E.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.History CA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.Economics NE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.Economics NE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.History UP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.History CC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.History CC.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
6.1.12.Civics HR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.History CC.12.b	Analyze the impact of the American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
6.1.12.History CC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
6.3.12.A	Active Citizenship in the 21 st Century ~ Civics, Government, and Human Rights
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which such problems are universal.
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.3.12.B	Active Citizenship in the 21st Century ~ Geography, People and the Environment
6.3.12.C	Active Citizenship in the 21 st Century ~Economics, Innovation, and Technology
6.3.12.D	Active Citizenship in the 21 st Century ~ History, Culture, and Perspectives

UNIT 1: Imperialism & Progressivism

Summary and Rationale	
Students will study the causes of and results of America as it emerges as a world power, as well as progressive political changes in society.	
Recommended Pacing	
Early September	
NJ State Student Learning Standards	
Standard	
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.EconomicsNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.HistoryCC.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that whenever groups of people interact, regardless of reason, cultural, political, economic, and/or technological change results. • Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Is change inevitable? • Is Change progress? • Does human interaction have positive or negative results? • Is conflict inevitable? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Intro to Imperialism & Alaska / Hawaii • Latin America / Platt & Teller Amendment 	

- China: Chinese Exclusion Act, Boxer Rebellion, & John Hay's Open Door Policy
- The Progressives and Working Conditions: Muller v. OR
- Progressive Amendments: 16, 17, 18, 19

Students will be able to:

- Relate industrial growth to the need for social and governmental reforms.
- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans
- Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods and explain the positive or negative impact of these practices on the nation and individuals.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

Resources

Core Text: The Americans

Suggested Resources:

*Additional resources are available in the department resource file in Schoology.

Some Suggested Core Documents for use with this unit:

Letter from Acting Secretary of State Robert Bacon to U.S. Ambassador to the United Kingdom Whitelaw Reid Discussing Postcards Regarding the Chicago Meatpacking Industry, 10/09/1907

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2657925>

Act of December 4, 1905 (Pure Food and Drug Act), Public Law 59- 384, 34 STAT 768, which prevented the manufacture, sale, or transportation of adulterated, misbranded, poisonous, or deleterious foods, drugs, medicines, and liquors and the regulation of traffic of such items., 12/04/1905

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=299825>

Petition Against the Annexation of Hawaii, 1898

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595390>

Chinese Exclusion Act

<http://ourdocuments.gov/doc.php?doc=47>

UNIT 2: The First World War, the Roaring 20s and the Stock Market Crash

Summary and Rationale	
Students will study America’s entry into WWI and continue by looking at the 1920s and the stock market crash that capped that decade.	
Recommended Pacing	
End of Sept – Early October	
NJ State Student Learning Standards	
Standard	
6.1.12.Civics DP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
6.1.12.History CA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.History UP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920’s, and determine the impact of these policies on business and the consumer.
6.1.12.Civics HR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.Civics DP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Students will understand that civilizations form institutions to problem solve and meet their needs, and that these institutions are shaped by the heritage of the people and the problems they’re facing. ● Students will understand that a local, national, global and an individual’s economy are all inter-dependent. ● Students will understand that purposes, processes, and principles of government are defined and influenced by documents, historical events, and various organizations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Is conflict inevitable? • What defines and shapes government? • Can anyone live alone? 	

- Who controls the economy?
- Are institutions necessary?

Objectives

Students will know:

- Causes & U.S. Involvement of WWI
- *U.S. vs. Schenck*
- Treaty of Versailles
- 18th Amendment, Prohibition, & the Rise of Organized Crime
- The Red Scare/Palmer Raids/Sacco & Vanzetti
- Gitlow vs. NY (1925)
- Scope's "Monkey" Trial (1925)

Students will be able to:

- Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- Explain how global competition by nations for land and resources led to increased militarism.
- Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- Analyze the push-pull factors that led to the Great Migration.

- Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

Resources

Core Text: The Americans

Suggested Resources:

*Additional resources are available in the department resource file in Schoology.

ELA/Literary Assessments: <https://achievethecore.org/category/415/ela-literacy-assessments>

SHEG: Palmer Raids <https://sheg.stanford.edu/history-lessons/palmer-raids>

Some suggested core documents for use with this unit:

Zimmermann Telegram as Received by the German Ambassador to Mexico
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=302025>

Fourteen Points <http://ourdocuments.gov/doc.php?doc=62>

Wilson's "Fourteen Points" Message:
<http://teachingamericanhistory.org/library/document/fourteen-points/>

Treaty of Versailles:

This website contains a summation of the document:

http://www.historylearningsite.co.uk/treaty_of_versailles.htm

This website contains the document as a whole:

http://avalon.law.yale.edu/subject_menus/versailles_menu.asp

UNIT 3: The Great Depression and WWII

Summary and Rationale	
Students will study the causes of and effects of the Great Depression and America’s entry into WWII.	
Recommended Pacing	
Mid Oct – Early Nov	
NJ State Student Learning Standards	
Standard	
6.1.12.Civics PR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security)
6.1.12.Civics DP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.Civics HR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that a local, national, global and an individual’s economy are all inter-dependent. • Students will understand that interpretations in the social sciences are influenced by individual experiences, societal values, and cultural traditions 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is truth? • Whose history is it? • Is change inevitable? • Who controls the economy? • Are institutions necessary? • Is change progress? • Does human interaction have positive or negative results? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Causes/Effects of the Great Depression • The New Deal & the Second New Deal • The "Court Packing" plan • Scottsboro Boys / Powell vs. Alabama / Norris vs. Alabama • Causes & U.S. Entry • Lend-Lease • Bombing of Pearl Harbor • Japanese Internment/Korematsu vs. US • Use of the Atomic Bomb/The Manhattan Project / Peace Treaty 	

- The Holocaust
- Nuremberg Trials

Students will be able to:

- Analyze how the actions and policies of the United States government contributed to the Great Depression.
- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- Explain the interdependence of various parts of a market economy.
- Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
- Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
- Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
- Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- Analyze the decision to use the atomic bomb and the consequences of doing so.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Explain the role that geography played in the development of military strategies and weaponry in World War II.
- Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Resources

Core Text: The Americans

Suggested Resources:

*Additional resources are available in the department resource file in Schoology.

DOCSTeach: New Deal <https://www.docsteach.org/activities/student/the-new-deal-revolution-or-reform>

FDR Presidential Library <https://fdrlibrary.org/>

SHEG: Japanese Internment <https://sheg.stanford.edu/history-lessons/japanese-internment>

Core Documents for use with this unit:

Art and Projects associated with the New Deal:

<http://www.archives.gov/seattle/exhibit/picturing-the-century/great-depression.html>

<http://www.archives.gov/education/lessons/fdr-inaugural/activities.html>

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=195691>

Lend Lease Act

<http://ourdocuments.gov/doc.php?doc=71>

Joint Address to Congress Leading to a Declaration of War Against Japan (1941)

<http://ourdocuments.gov/doc.php?doc=73>

Letter from Albert Einstein to President Franklin D. Roosevelt, 08/02/1939

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=593374>

Executive Order 9066: Resulting in the Relocation of Japanese (1942)

<http://www.ourdocuments.gov/doc.php?flash=true&doc=74>

UNIT 4: Civil Rights (Supreme Court Cases)

Summary and Rationale	
Students will study major social and cultural changes in America from 1945-1975, focusing on education, civil rights, women’s rights, media, and suburbia.	
Recommended Pacing	
November	
NJ State Student Learning Standards	
Standard	
6.1.12.Civics DP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.CivicsP I.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.
6.1.12.Civics DP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoPP .13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.Civics DP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Students will understand that the Earth is characterized by varied physical environments and that a reciprocal relationship, both positive and negative, exists between human behavior and these environments. ● Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes. ● Students will understand that purposes, processes, and principles of government are defined and influenced by documents, historical events, and various organizations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Is change inevitable? • Is change progress? • Can you influence change? • What is truth? • Whose history is it? 	

- Do humans have a positive or negative effect on the environment?

Objectives

Students will know:

- *Plessy v Ferguson*
- *Gitlow v NY*
- *Brown v Board of Education I & II*
- *Powell vs Alabama* (1932)
- *Norris vs Alabama*
- *Griffin vs. Illinois* (1956)
- *Trop vs. Dulles* (1958)
- *Mapp v. Ohio* (1961)
- *Gideon v Wainwright* (1963)
- *Malloy vs. Hogan* (1964)
- *Escobedo vs. Illinois* (1964)
- *Miranda v Arizona* (1966)
- *T.L.O. vs NJ* (1985)

Students will be able to:

- Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
- Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
- Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
- Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
- Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans.
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- Explain why the Peace Corps was created and how its role has evolved over time.

Resources

Core Text: The Americans

Suggested Resources:

*Additional resources are available in the department resource file in Schoology.

Judgment in Plessy v. Ferguson

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=1685178>

Petition from the citizens of New Jersey praying for Congress to make the act of lynching a crime against the United States, 02/21/1900

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=306656>

NEH EDSITEment: Black Separatism <https://edsitement.neh.gov/lesson-plan/black-separatism-or-beloved-community-malcolm-x-and-martin-luther-king-jr>

Some core documents for use with this unit:

Executive Order 9981: Desegregation of the Armed Forces

<http://ourdocuments.gov/doc.php?doc=84>

Opinion in Brown v. Board of Education of Topeka: 08/31/1951

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2641494>

Civil Rights Act

<http://ourdocuments.gov/doc.php?doc=97>

Voting Rights Act

<http://ourdocuments.gov/doc.php?doc=100>

UNIT 5: The Cold War 1945-1975

Summary and Rationale	
Students will study the Cold War as well as the Korean and Vietnam Wars. What were the causes and how did Us foreign policy lead to these wars and adjust as a result?	
Recommended Pacing	
December	
NJ State Student Learning Standards	
Standard	
6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they related to United States military invention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.HistorySE.12.b	Explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistoryCC.12.b	Analyze the impact of the American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Students will understand that interpretations in the social sciences are influenced by individual experiences, societal values, and cultural traditions. ● Students will understand that societal change occurs when subordinate groups use threats, trade, and/or reason against the dominant group. ● Students will understand that purposes, processes, and principles of government are defined and influenced by documents, historical events, and various organizations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What defines and shapes government? • Is change inevitable? • Is progress change? • Can you influence change? • What is truth? • Whose history is it? • Do humans have a positive or negative effect on the environment? 	

Objectives

Students will know:

- Post-War & McCarthyism / The Rosenberg's
- The Korean War
- The Space Race
- The Cuban Missiles Crisis
- The Vietnam War / *NY Times vs US*
- Iran-Contra Affair
- End of the Cold War (1988-1991)

Students will be able to:

- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- Explain how the Arab-Israeli conflict influenced American foreign policy.
- Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.
- Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- Assess the impact of agricultural innovation on the world economy.
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

Resources

Core Text: The Americans

Suggested Resources:

*Additional resources are available in the department resource file in Schoology.

National Spy Museum: Cuban Missile Crisis <https://www.spymuseum.org/education-programs/educators/lesson-plans-activities/minute-by-minute-the-role-of-i/>

National Constitution Center: War Making Powers <https://constitutioncenter.org/learn/educational-resources/lesson-plans/war-making-executive-and-legislative-powers>

SHEG: Korean War <https://sheg.stanford.edu/history-lessons/korean-war-0>

Some Core Documents for use with this unit:

JFK on the Cuban Missiles Crisis

<http://www.americanrhetoric.com/speeches/jfkcubanmissilecrisis.html>

Gulf of Tonkin Resolution, as Introduced, S.J. Res. 189, 08/04/1964

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2127364>

US Recognition of Israel

<http://ourdocuments.gov/doc.php?doc=83>

Marshall Plan

<http://ourdocuments.gov/doc.php?doc=82>

Eisenhower Library: Sputnik and the Space Race

http://www.eisenhower.archives.gov/Research/Digital_Documents/Sputnik

UN Charter Preamble

<http://www.un.org/en/documents/charter/preamble.shtml>

Telegram from George Kennan Charge d'Affaires at United States Embassy in Moscow to the Secretary of State : The Long Telegram

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2642322>

Truman Doctrine Documents

http://www.trumanlibrary.org/whistlestop/study_collections/doctrine/large/index.php

UNIT 6: Immigration & Contemporary America 1979-Present

Summary and Rationale	
Students will study America from 1979 to the present, focusing on politics, foreign policy, rights, and culture.	
Recommended Pacing	
January	
NJ State Student Learning Standards	
Standard	
6.1.12.CivicsP D.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.Civics DP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.CivicsP R.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced global power structure.
6.1.12.Histor ySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.Histor yCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.Histor yCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.CivicsP R.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Students will understand that governments are created and changed by people to address the competing interests between individual rights and societal needs. ● Students will understand that a local, national, global and an individual's economy are all interdependent. ● Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is the purpose of government? • Which is more important-individual rights or the good of the whole? • Can anyone live alone? • Who controls the economy? 	

- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- Jimmy Carter's & The Hostage Crisis
- The election of Ronald Reagan & Rise of Modern Conservatism
- Bush & The 1st Gulf War
- Bill Clinton & Lewinski
- Don't Ask Don't Tell
- George W. Bush & 9/11 & Wars in Afghanistan and Iraq
- Barak Obama & Health Care

Students will be able to:

- Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.
- Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
- Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- Determine the relationship between United States domestic and foreign policies.
- Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

- Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- Relate the role of America’s dependence on foreign oil to its economy and foreign policy.
- Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- Determine the impact of media and technology on world politics during this time period.
- Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- Analyze the impact of American culture on other world cultures from multiple perspectives.

Resources

Core Text: The Americans

Suggested Resources:

*Additional resources are available in the department resource file in Schoology

Election of 2008: Televised Debate <https://www.youtube.com/watch?v=CUY7-D7w1Cs>

Suggested Documents for use with this unit:

“A Quilt of a Country” by Anna Quindlen- PARCC Exemplar

<http://www.newsweek.com/quilt-country-151869>

<http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/handout%205-%20Grade%2011%20lesson.pdf>

Reagan’s Remarks at Brandenburg Gate, Berlin, Germany [President's Speaking Copy], 06/12/1987

<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=198491>

Letter from Jimmy Carter to Ayatollah Ruhollah Khomeini Regarding the Release of the Iranian Hostages,

11/06/1979 <http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=593939>

George Bush speech on 9/11

<http://www.americanrhetoric.com/speech/gwbush911addresstothetation.htm>

UNIT 7: Crime in America

State Standards	
Standard	
6.3.12.A	Active Citizenship in the 21 st Century ~ Civics, Government, and Human Rights
6.3.12.C	Active Citizenship in the 21 st Century ~Economics, Innovation, and Technology
6.3.12.D	Active Citizenship in the 21 st Century ~ History, Culture, and Perspectives
Standard	
6.1.12.Histor yCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.Civics PR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.Civics DP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.EconE M.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
6.1.12.Civics PI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.Civics PD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.Civics DP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.GeoH E.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.EconN E.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.Histor yCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
6.1.12.Histor yCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Instructional Focus

Unit Essential Questions

- What characteristics distinguish criminal from civil cases?
- What are the elements of a crime?
- What are the degrees of criminal homicide?
- What are the major types of property crimes in the US?
- What are the greatest dangers of cybercrime?
- What are hate crimes?
- What are some ways that a defense attorney can try to establish reasonable doubt?
- What is an affirmative defense?
- What are the main justification defenses?
- What are the main excuse defenses?
- What is required for a valid argument of self-defense?
- What does the law state about defending your home?

Objectives

Students will know:

- Crimes are separated into two categories based on their severity and the punishments attached to them. A felony is a crime that carries a potential prison sentence of more than one year. Felonies are usually more serious crimes. A misdemeanor is any crime that can result in a jail term of one year or less.
- Every crime is made up of certain elements. At trial, each element of a particular crime must be proven beyond a reasonable doubt in order to convict a person.
- A single act can be both a crime and a civil wrong. For example, the state can prosecute and punish the person for the crime, and the injured person can sue for damages in civil court.
- Criminal laws exist at both the state and federal levels. Some acts can be prosecuted only in state courts while other acts can be prosecuted only in federal courts.
- The person who commits a crime is called the principal. An accomplice is the person who helps the principal commit the crime. The accomplice can be charged with the same crime as the principal.
- In a few cases, failing to act may be a crime if the person had a legal duty to act. This is called a crime of omission.
- Crimes against the person include homicide, suicide, kidnapping, assault, battery, and rape. They are all serious offenses that can result in harsh punishments.
- The category of crimes against property includes two groups – crimes in which property is destroyed and crimes in which property is stolen or taken against the owner's will.
- During the late 1990s, there were fewer crimes against property, in part because Americans developed better ways to prevent these crimes.
- Arson and vandalism are examples of crimes involving the destruction of property.
- Larceny is the unlawful taking and carrying away of another person's property with the intent never to return it to the owner.

- Robbery is the taking of property from a person's immediate possession by using force or threats, and is therefore also a crime against a person,
- Burglary is the unlawful entry into any dwelling or structure with the intention to commit a crime.
- A person who is entrusted with property but then takes it unlawfully is guilty of embezzlement.
- Extortion, which is also called blackmail, takes place when one person uses threats to obtain another person's property. The threats may include harm to the victim's body, property, reputation, or loved ones.
- The internet has led to an increase in cybercrime, which is any unlawful use of a computer or computer technology.
- To win a conviction in a criminal case, the prosecutor must prove beyond a reasonable doubt that the defendant committed the crime with the required intent.
- The defendant does not have to present a defense, but if he or she does, there are a number of possible defenses available.
- The defendant may decide to try to prove that (1) no crime was committed, or (2) there was no criminal intent because the act was simply committed by mistake.
- When there is confusion or doubt about who committed a crime, the defendant may try to prove that there has been a case of mistaken identity and that he or she was not the person responsible for the crime.
- Today, DNA testing can sometimes be used to prove whether or not the defendant was responsible. In recent years, some people convicted of crimes have been able to prove their innocence because of this testing.
- Sometimes a criminal act may be considered excusable or justifiable. This type of defense includes self-defense and defense of property and others.
- The law allows people to use deadly force when their own or someone else's life is in danger. The law also permits people to use reasonable force to protect themselves, their property, and others from harm.
- The law recognizes several reasons that may excuse a defendant from criminal responsibility. These defenses include infancy, intoxication, insanity, entrapment, duress, and necessity.

Students will be able to:

- Determine which crimes are classified as misdemeanors and which crimes are classified as felonies.
- Describe what is meant by specific intent, general intent, criminal negligence, and strict liability.
- Distinguish between the degrees of homicide and be able to recall the possible penalties for each of the crimes.
- Explain the difference between robbery and extortion
- Make a judgment on whether or not they think the federal government should pass hate-crime legislation.
- Describe the greatest dangers of cyber crime
- Explain why freedom of speech is important.
- Students will be able to describe some of the ways that a defense attorney can try to establish reasonable doubt.
- Students will be able to describe situations in which they think affirmative defenses will work.

- Students will be able to describe when the self-defense defense can and cannot be used.
- Students will be able to make a judgement as to what their opinions are on Stand Your Ground laws.
- Students will be able to describe the insanity defense and analyze what requirements need to be proved in order for the defense to be successful.
- Students will be able to define, identify, and explain the significance of the excuse defenses available for defense attorneys to use.
- Students will be able to describe the conditions necessary for the entrapment defense to be used by defense attorneys.

Resources

Core Text:

Criminal Justice in America 5th Edition

Suggested Resources:

Chris Archer v. New Columbia, Gangs in America, Texas v. Johnson, Felony or Misdemeanor, Theivesville USA, Hate Crime Bill, Free Speech?, Did They Commit Crimes?, Degrees of Homicide, Strange Defenses

UNIT 8: Policing

NJ State Student Learning Standards	
Standard	
6.3.12.A	Active Citizenship in the 21st Century ~ Civics, Government, and Human Rights
6.3.12.B	Active Citizenship in the 21st Century ~ Geography, People and the Environment
6.3.12.C	Active Citizenship in the 21st Century ~ Economics, Innovation, and Technology
6.3.12.D	Active Citizenship in the 21st Century ~ History, Culture, and Perspectives
Standard	
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Instructional Focus	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is the difference between a search and a seizure? ● How does the Fourth Amendment protect people? ● What is a search warrant and what do officers have to prove before they can get a warrant from a judge? ● Why do courts require officers to obtain warrants? ● When is it reasonable for a police officer to make a search without a warrant? ● What are the Miranda warnings and what are they supposed to prevent? ● What role does the Fifth Amendment play in the court systems? ● What controversies surround racial profiling? ● When can police use force to make arrests? ● Who should police the police? ● How can you best assure mutual respect between you and the police? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● An arrest takes place when a person suspected of a crime is taken into custody. 	

- The police may have an arrest warrant, which shows that a judge agrees there is probable cause for the arrest. To show probable cause, there must be some facts that connect the person to the crime.
- A police officer may use as much physical force as is reasonably necessary to make an arrest. However, a police officer who uses too much force or violates a citizen's rights can be sued under the federal Civil Rights Act.
- A police officer does not need probable cause to stop and question an individual on the street. However, the officer must have reasonable suspicion to believe the individual is involved in criminal activity.
- The reasonable suspicion standard does not require as much evidence as probable cause. Therefore, it is easier for police to stop and question a person than it is to arrest a person.
- The Fourth Amendment entitles each individual to be free from unreasonable searches and seizures and sets forth conditions under which search warrants may be issued.
- In evaluating Fourth Amendment cases, the courts seek to balance the government's need to gather evidence against an individual's right to expect privacy.
- A search warrant is a court order issued by a judge who agrees that the police have probable cause to conduct a search of a particular person or place.
- There are many circumstances in which searches may be conducted without a warrant. Even so, these searches must be reasonable under the Fourth Amendment. If a court finds that evidence was collected as the result of an unlawful search, the evidence cannot be used against the defendant at trial.
- In situations in which a defendant is in custody and the police want to interrogate the person, the U.S. Constitution requires that the defendant first be given a warning of his or her right to an attorney and right to be free from self-incrimination. These warnings are often called Miranda warnings.

Students will be able to:

- Students will be able to detail and discuss methods that police use conducting investigations.
- Students will be able to explain how police officers use lineups, show-ups, and informants.
- Students will be able to describe how DNA technology has changed the field of law enforcement.
- Students will be able to identify the Fourth Amendment and how it pertains to search and seizures conducted by the police.
- Students will be able to explain why warrants are important and describe what steps are necessary for police to obtain a search warrant.
- Students will be able to identify situations where police officers can conduct searches without warrants.
- Students will be able to explain the significance of the *Miranda v. Arizona* case and discuss how it has changed police work.
- Students will be able to discuss the limits of police authority and explain some of the controversies that police face in modern day society.

- Students will be able to explain the importance of the Fifth Amendment as it relates to police questioning and the court system.

Resources

Core Text:

Criminal Justice in America 5th Edition

Suggested Resources:

New Jersey v. T.L.O., Debate on Insanity, Crash Course: Legal System, Which Defense is Valid?, Stand Your Ground, The Insanity Defense, Now and Then, Victim's Rights Amendment

UNIT 9: Adjunction

NJ State Student Learning Standards	
Standard	
6.3.12.A	Active Citizenship in the 21st Century ~ Civics, Government, and Human Rights
6.3.12.B	Active Citizenship in the 21st Century ~ Geography, People and the Environment
6.3.12.C	Active Citizenship in the 21 st Century ~ Economics, Innovation, and Technology
6.3.12.D	Active Citizenship in the 21st Century ~ History, Culture, and Perspectives
Standard	
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Instructional Focus	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What does it mean that prosecutors and defense attorneys are "officers of the court"? ● What are the rights of criminal defendants? ● What are the steps of the criminal case process? ● What is due process of law? ● What is double jeopardy? ● What occurs during an arrest? ● When do you need an attorney? ● What things usually occur in the pretrial stage of a criminal case? ● What is bail and why is it important? ● What are the advantages and disadvantages of plea bargaining? ● What happens at an arraignment? ● What role does a jury play in a criminal trial? ● What is the difference between direct and circumstantial evidence? ● What are some of the rules of evidence in a criminal case? ● When can an attorney make objections in trial situations? ● What qualities would a person need to be a successful trial lawyer? ● What things should and shouldn't be considered and discussed by the jurors? 	

Objectives

Students will know:

- The criminal justice process includes everything that happens to a person from the moment of arrest, through prosecution and conviction, to release from jail or prison.
- Every criminal case goes through several standard proceedings before it reaches court. In some cases, these proceedings eliminate the need for a trial.
- Booking is the formal process of making a police record of the arrest. The accused person first provides some basic information for identification purposes and then is fingerprinted and photographed.
- Within a short time of arrest and booking, the accused must appear before a judge.
- The defendant has an attorney appointed or is given the chance to obtain one.
- The judge decides if the defendant will be released on bail or remain in jail while awaiting trial.
- Bail is an amount of money that an arrested person puts up in order to be released from jail while waiting for trial.
- The purpose of bail is to make sure the defendant appears at the trial. If the person fails to return for trial, the court keeps the money. Sometimes the court will release a person before trial without requiring bail because there is very little chance the person will attempt to flee.
- A preliminary hearing is a screening process used in felony cases to decide if there is enough evidence to make the defendant stand trial.
- After an indictment or information is issued, the defendant must appear in court to enter a plea. If the defendant pleads guilty, the judge will set a date for sentencing. If the defendant pleads not guilty, the judge will set a date for trial and ask whether the defendant would like a trial by jury.
- The plea-bargaining process is often used to obtain guilty pleas before the trial begins.
- Most criminal cases never go to trial because most defendants plead guilty beforehand. In a plea bargain, the accused often will agree to plead guilty in exchange for a somewhat reduced sentence.
- The Sixth Amendment guarantees the right to a jury trial in most criminal cases. However, a jury is not required in every case, and most trials proceed without one.
- The Sixth Amendment provides defendants with a right to a speedy trial in all criminal cases.
- Defendants in a criminal case have a right to compel, or force, witnesses to testify through the use of a subpoena—a court order that requires witnesses to testify.
- The Sixth Amendment also provides defendants with the right to face the witnesses testifying against them and to ask them questions through cross examination.
- The Fifth Amendment protects a defendant from having to testify against himself or herself in a criminal case. The prosecutor cannot use the decision not to testify as evidence of the defendant's guilt.
- The Sixth Amendment provides each defendant with the right to have a lawyer assist with his or her defense. In cases for which imprisonment is a possible punishment, the government provides defense counsel for indigent (poor) defendants.

- If the jury returns a verdict of "not guilty," the case is usually over. If the jury finds the defendant guilty, the defense may ask the judge to overturn the jury's verdict. The defense may also appeal to a higher court, known as an appellate court, claiming that there were legal errors made by the judge during the trial.

Students will be able to:

- Students will be able to describe the roles that judges, prosecutors, and defense attorneys play in a court case.
- Students will be able to define, identify, and explain the significance of the rights that criminal defendants have in criminal and civil cases.
- Students will be able to make judgements as to which rights of the accused that they feel are the most important and detail why they feel that way.
- Students will be able to define what an arrest is and describe what is required to arrest an individual.
- Students will be able describe what typically happens in the pretrial phase of a criminal justice case.
- Students will be able to define bail, they will also be able to describe what happens at a bail hearing.
- Students will be able to define plea bargaining and be able explain why it is commonly used.
- Students will be able to describe what happens at a preliminary hearing.
- Students will be able to identify the typical proceedings in an arraignment.
- Students will be able to evaluate how lawyers on both sides choose a jury.
- Students will be able to discuss some of the strategies that attorneys use in criminal cases.
- Students will be able to determine when lawyers can make objections in a criminal case.
- Students will be able to identify the special rules that exist when examining witnesses.
- Students will be able to explain the importance of opening and closing statements as they relate to a criminal case.

Resources

Core Text:

Criminal Justice in America 5th Edition

Suggested Resources:

Miranda v. Arizona, Mapp v. Ohio: The Exclusionary Rule, Officer, Police and the Use of Force, Checking Out Community Policing, Police Lineups, Supreme Court Cases: Search and Seizure, Eyewitness Testimony

UNIT 10: Corrections

NJ State Student Learning Standards	
Standard	
6.3.12.A	Active Citizenship in the 21st Century ~ Civics, Government, and Human Rights
6.3.12.B	Active Citizenship in the 21st Century ~ Geography, People and the Environment
6.3.12.D	Active Citizenship in the 21st Century ~ History, Culture, and Perspectives
Standard	
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Instructional Focus	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is the purpose of punishment? ● How has punishment changed throughout the history of the United States? ● Why did prisons develop? ● What is the difference between fixed and indeterminate sentencing? ● What are mandatory sentences? ● Are too many people behind bars? ● What are the alternatives to prison? ● Who should be placed on probation? ● Are super-maximum-security prisons a good idea? ● What is the purpose of incarceration? ● What problems do parole officer's face? ● Why do prisons separate those sentenced to death from other prisoners? ● What are the controversies surrounding the death penalty? 	
Objectives	
Students will know:	

- The final stage of the criminal justice system begins with the sentencing of a guilty defendant by either a judge or a jury.
- The sentence is a critical decision in the criminal justice process because it can determine the defendant's fate for years or even for life.
- Most criminal statutes set out basic guidelines for sentencing, but judges generally have considerable say in determining the appropriate sentence for a defendant.
- Judges may have several options for sentencing. These options include suspending the sentence—or allowing the defendant to serve the sentence at a later time; releasing the defendant to the supervision of a probation officer; and sentencing the defendant to serve his or her time at home.
- A judge may also issue a fine, require the defendant to pay back the victim for harm caused, or allow the defendant to work in the community during the day but return to prison at night or on weekends.
- The most severe sentences a judge may impose are imprisonment and death.
- There are four general reasons given for punishing convicted defendants—retribution, deterrence, rehabilitation, and incapacitation.
- Parole is the release of a convicted person from prison before his or her entire sentence has been served. Parole is a privilege that may be granted to those convicts who seem to have reformed and appear ready to rejoin society.
- Capital punishment, also known as the death penalty, is a highly controversial topic. The U.S. Supreme Court has upheld the constitutionality of capital punishment under certain circumstances.
- There are several treatment and punishment options available to the government, including halfway houses, mental facilities, and prisons.
-

Students will be able to:

- Students will be able to identify the five reasons for punishing a lawbreaker.
- Students will be able to analyze how punishment has changed throughout American History.
- Students will be able to detail the different sentencing options that exist in the criminal justice system.
- Students will be able to make a judgment on whether or not they believe there are too many people behind bars.
- Students will be able to identify some of the alternatives to prison and evaluate how effective they are.
- Students will be able to describe some of the current controversies surrounding Prisons in America today.
- Students will be able to describe the parole boards' role in the criminal justice system.
- Students will be able to describe how juveniles are dealt with differently in the criminal justice system.

Resources

Core Text:

Criminal Justice in America 5th Edition

Suggested Resources:

Gideon v. Wainwright, State v. Max Paulson Mock Trial, State v. Tony Mini-Mock Trial, State v. Alli Mini Mock Trial, Mini-Mock Trial State v. Anderson, Is it Murder?, The Case of Thomas Evans, Plea Bargain, Rule on the Motion, Writing an Opening Statement, Direct or Circumstantial, The Defense Rests

UNIT 11: Special Issues

NJ State Student Learning Standards	
Standard	
6.3.12.A	Active Citizenship in the 21st Century ~ Civics, Government, and Human Rights
6.3.12.B	Active Citizenship in the 21st Century ~ Geography, People and the Environment
6.3.12.C	Active Citizenship in the 21st Century ~ Economics, Innovation, and Technology
6.3.12.D	Active Citizenship in the 21st Century ~ History, Culture, and Perspectives
Standard	
6.1.12.Histor yCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.Civics PR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.Histor yCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Instructional Focus	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is the purpose of punishment? ● How has punishment changed throughout the history of the United States? ● Why did prisons develop? ● What is the difference between fixed and indeterminate sentencing? ● What are mandatory sentences? ● Are too many people behind bars? ● What are the alternatives to prison? ● Who should be placed on probation? ● Are super-maximum-security prisons a good idea? ● What is the purpose of incarceration? ● What problems do parole officer's face? ● Why do prisons separate those sentenced to death from other prisoners? ● What are the controversies surrounding the death penalty? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● The final stage of the criminal justice system begins with the sentencing of a guilty defendant by either a judge or a jury. ● The sentence is a critical decision in the criminal justice process because it can determine the defendant's fate for years or even for life. 	

- Most criminal statutes set out basic guidelines for sentencing, but judges generally have considerable say in determining the appropriate sentence for a defendant.
- Judges may have several options for sentencing. These options include suspending the sentence—or allowing the defendant to serve the sentence at a later time; releasing the defendant to the supervision of a probation officer; and sentencing the defendant to serve his or her time at home.
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- Capital punishment, also known as the death penalty, is a highly controversial topic. The U.S. Supreme Court has upheld the constitutionality of capital punishment under certain circumstances.
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- Students will be able to analyze how punishment has changed throughout American History.
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- Students will be able to make a judgment on whether or not they believe there are too many people behind bars.
- Students will be able to identify some of the alternatives to prison and evaluate how effective they are.
- Students will be able to describe some of the current controversies surrounding Prisons in America today.
- Students will be able to describe the parole board’s role in the criminal justice system.
- Students will be able to describe how juveniles are dealt with differently in the criminal justice system.

Resources

Core Text:
Criminal Justice in America 5th Edition

Suggested Resources:

The People v. Andrew Madison, Pros and Cons of Punishment, Cruel and Unusual, Who Gets Probation, Staying Out, Taking a Stand on Capital Punishment, Gangs in Prisons, The Death Penalty: American Justice