

American Law Curriculum Maps

[Unit 1 - Civil Law](#)

[Unit 2 - Consumer Law](#)

[Unit 3 - Individual Rights and Liberties](#)

Grade: 11/12 Subject: American Law	Unit 1 - Civil Law
Big Idea/Rationale	<u>Unit 1 - Civil Law</u> will identify the different parties in a lawsuit and define tort law. The different types of a torts will be addressed including, intentional acts, negligence, and strict liability. Students will differentiate actions taken against people and property. Tort reform will be a focus including how it relates to public policy.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Identify the different parties in a lawsuit. ● Differentiate between criminal law and tort law. ● Differentiate the types of intentional torts. ● Examine the concept and legal elements of negligence. ● Analyze strict liability standards in tort law. ● Examine public policy involving tort law and tort law reform.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What is tort law? ● What are the different types of torts? ● How does the judicial system treat intentional torts? ● What is negligence? ● What are the different types of defenses to negligence? ● How are civil law and criminal law different? ● What is standard of proof? ● What is preponderance of evidence? ● Who can be sued in civil law? ● How can someone be immune from a tort suit? ● What is a class action? ● What is the purpose of liability insurance?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Tort ● Civil law ● Damages ● Liability ● Remedy ● Settlement ● Common law ● Intentional tort ● Negligence ● Strict liability ● Standard of proof ● Preponderance of evidence ● Immunity ● Waive ● Class action ● Mediation ● Negotiation ● Liability insurance

Standards

New Jersey Student Learning Standards for Social Studies

- 6.1.12.A.2.a—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.A.2.d—Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 6.1.12.D.2.b—Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- 6.1.12.A.14.a—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.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.A.16.a—Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b—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.
- 6.3.12.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

New Jersey Student Learning Standards (21st-Century Life and Careers)

9.4 Career and Technical Education

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

L. Law, Public Safety, Corrections, & Security Career Cluster

● **(4) Law Enforcement Services**

- 9.4.12.L.(5).9—Evaluate and model appropriate reactions to situations involving Fourth Amendment rights in order to demonstrate an understanding of the impact this amendment has on individuals providing legal services and their actions.
- 9.4.12.L.(5).10—Evaluate and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in legal services environments.
- 9.4.12.L.(5).11—Analyze and summarize the impact of the Fourteenth Amendment as it relates to due process and equal protection in order to ensure that legal service professionals respect the constitutional rights of individuals they encounter.

	<ul style="list-style-type: none"> ○ 9.4.12.L.(5).12—Demonstrate the technical knowledge and skills required of legal services professionals in order to prepare for the full range of careers in the pathway. <p>New Jersey Student Learning Standards (History/Social Studies)</p> <ul style="list-style-type: none"> ● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B Creativity and Innovation ● 8.1.C Communication and Collaboration ● 8.1.D Digital Citizenship ● 8.1.E Research and Information Literacy ● 8.1.F Critical Thinking, Problem Solving, and Decision Making ● 8.1.A Nature of Technology: Creativity and Innovation ● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making ● 8.1.C Technological Citizenship, Ethics and Society ● 8.1.D Research and Information Fluency ● 8.1.E Communication and Collaboration ● 8.1.F Resources for a Technological World ● 8.1.G The Designed World
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Interdisciplinary Standards	<p>New Jersey Student Learning Standards (ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking,

	<p>and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <ul style="list-style-type: none"> ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p>New Jersey Student Learning Standards (Writing)</p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
Materials and Resources	<p><i>Street Law: A Course in Practical Law</i>. Fifth Edition, Lee P. Arbetman, Edward T. McMahon & Edward L. O’Brien, eds. West Publishing Company, 1994.</p>
Notes	

Grade: 11/12 Subject: American Law	Unit 2 - Consumer Law
Big Idea/Rationale	<p><u>Unit 2 - Consumer Law</u> will examine the different types of contracts and their elements. Students will focus on financial services, warranties, disclaimers. The unit will address the differences among federal, state, and local laws that protect consumers. It will provide background knowledge on the costs and risks of credit. There will be a concentration on the importance of building good credit and consumer awareness.</p>
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Differentiate federal, state, and local laws that protect the consumer. ● Identify the elements of contract law. ● Explain the differences between warranties and disclaimers. ● Identify different types of consumer protection agencies and organizations. ● Examine the general types of credit and the effect of interest rates. ● Analyze the risks and costs of credit.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What federal laws protect the consumer? ● How do consumer groups, businesses, and the media protect consumers? ● What are the elements of a contract? ● What is the difference between oral and written contracts? ● How can a contract be breached or illegal? ● How are criminal courts and civil courts different? ● What type of cases are tried in small claims court? ● What are damages? ● What is a subpoena? ● What are the different types of credit? ● How do interest rates work? ● When does one file for bankruptcy?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Federal Trade Commission ● Consumer Protection Agency ● Remedy ● Cease and desist orders ● Consent decrees ● Restitution ● Better Business Bureau ● Food and Drug Administration ● Fraud ● Damages ● Specific performance ● Small claims court ● Subpoena ● Corrective advertising ● Offer ● Acceptance ● Mutual agreement ● Consideration ● Cosign

	<ul style="list-style-type: none"> ● Ratified ● Express warranty ● Implied warranty ● Disclaimer ● Unsecured and secured credit ● Collateral ● Default ● Annual percentage rate ● Variable interest rate ● Interest rate ● Bankruptcy
<p>Standards</p>	<p>New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> ● 6.1.12.A.2.a—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.A.2.d—Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. ● 6.1.12.D.2.b—Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. ● 6.1.12.A.14.a—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.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. ● 6.1.12.A.14.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. ● 6.1.12.A.16.a—Examine the impact of media and technology on political and social issues in a global society. ● 6.1.12.A.16.b—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. ● 6.3.12.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy. <p>New Jersey Student Learning Standards (21st-Century Life and Careers)</p> <p>9.4 Career and Technical Education</p> <p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p>L. Law, Public Safety, Corrections, & Security Career Cluster</p> <ul style="list-style-type: none"> ● (5) Legal Services <ul style="list-style-type: none"> ○ 9.4.12.L.(5).5—Demonstrate specific academic writing strategies

	<p>used by professionals in legal services environments.</p> <ul style="list-style-type: none"> ○ 9.4.12.L.(5).6—Use legal terminology accurately to effectively communicate within the legal services community. <p>New Jersey Student Learning Standards (History/Social Studies)</p> <ul style="list-style-type: none"> ● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B Creativity and Innovation ● 8.1.C Communication and Collaboration ● 8.1.D Digital Citizenship ● 8.1.E Research and Information Literacy ● 8.1.F Critical Thinking, Problem Solving, and Decision Making ● 8.1.A Nature of Technology: Creativity and Innovation ● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making ● 8.1.C Technological Citizenship, Ethics and Society ● 8.1.D Research and Information Fluency ● 8.1.E Communication and Collaboration ● 8.1.F Resources for a Technological World ● 8.1.G The Designed World
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Interdisciplinary Standards	<p>New Jersey Student Learning Standards (ELA)</p> <ul style="list-style-type: none"> ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking,

	<p>and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <ul style="list-style-type: none"> ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p>New Jersey Student Learning Standards (Writing)</p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
Materials and Resources	<p><i>Street Law: A Course in Practical Law</i>. Fifth Edition, Lee P. Arbetman, Edward T. McMahon & Edward L. O’Brien, eds. West Publishing Company, 1994.</p>
Notes	

Grade: 11/12 Subject: American Law	Unit 3 - Individual Rights and Liberties
Big Idea/Rationale	<p>Unit 3 - Individual Rights and Liberties will introduce the basics of constitutional law. Students will identify the rights guaranteed in the Constitution. First Amendment freedoms will be a major focus in the unit. Landmark Supreme Court cases and legislation involving constitutional rights will be covered. Students will examine how constitutional rights can be limited in specific cases.</p>
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Evaluate significant cases involving First Amendment rights. ● Differentiate the clear and present danger test and incitement test. ● Examine the relationship between the establishment clause and free exercise clause. ● Analyze how individual liberties are guaranteed and limited in the Constitution. ● Examine how government programs provide economic, health, and educational benefits to families and individuals.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What different types of speech does the Constitution guarantee? ● How can laws governing free speech be struck down on the grounds of vagueness and overbreadth? ● How does the First Amendment protect symbolic speech? ● When does the government have the power to prohibit obscenity? ● What is defamation? ● How are libel and slander different? ● How is commercial speech not fully protected in the Constitution? ● What laws regulate the time, place, and manner of expression? ● What is the difference between fighting words and hate speech? ● What is the clear and present danger test? ● How did the Supreme Court use the balancing test? ● What is the incitement test and when is it used? ● How does the freedom of press protect against government censorship protected?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Freedom of speech ● Vagueness ● Overbreadth ● Symbolic speech ● Obscenity ● Defamation ● Slander ● Libel ● Fighting words ● Hate speech ● Clear and present danger test ● Balancing test ● Incitement test ● Censorship

	<ul style="list-style-type: none"> ● Prior restraint ● Public forums ● Establishment clause ● Free exercise clause
<p>Standards</p>	<p>New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> ● 6.1.12.A.2.a—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.A.2.d—Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. ● 6.1.12.D.2.b—Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. ● 6.1.12.A.14.a—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.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. ● 6.1.12.A.14.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. ● 6.1.12.A.16.a—Examine the impact of media and technology on political and social issues in a global society. ● 6.1.12.A.16.b—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. ● 6.3.12.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy. <p>New Jersey Student Learning Standards (21st-Century Life and Careers) 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p>L. Law, Public Safety, Corrections, & Security Career Cluster</p> <ul style="list-style-type: none"> ● (4) Law Enforcement Services <ul style="list-style-type: none"> ○ 9.4.12.L.(4).1—Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services. ○ 9.4.12.L.(4).1—Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement service. ○ 9.4.12.L.(4).11—Examine and summarize Fourth Amendment concerns in the areas of search and seizure and probable cause. ○ 9.4.12.L.(4).12—Examine and summarize the rights of an individual being interrogated under the Fifth and Sixth

	<p>Amendments in order to ensure trial, jury, and due process rights for individuals in the law enforcement environments.</p> <ul style="list-style-type: none"> ○ 9.4.12.L.(4).13—Examine and summarize the impact of the Fourteenth Amendment as it relates to due process and equal protection, with a focus on both current events and historical accounts in order to ensure that law enforcement professionals respect the constitutional rights of individuals they encounter. ○ 9.4.12.L.(4).14—Examine and summarize limits on and types of interrogation procedures, with a focus on Miranda rights and the Fifth Amendment, in order to protect the rights of both U.S. and non-U.S. citizens in the course of providing law enforcement services. ○ 9.4.12.L.(4).16—Examine and summarize procedures and protocols involved in basic civil law enforcement procedures in order to serve writs, warrants, and summonses. ○ 9.4.12.L.(4).17—Describe how to ensure compliance with established procedures to avoid the violation of constitutional rights. <p>Common Core State Standards (History/Social Studies)</p> <ul style="list-style-type: none"> ● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
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	<ul style="list-style-type: none"> ● 8.1.A Nature of Technology: Creativity and Innovation ● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making ● 8.1.C Technological Citizenship, Ethics and Society ● 8.1.D Research and Information Fluency ● 8.1.E Communication and Collaboration ● 8.1.F Resources for a Technological World ● 8.1.G The Designed World
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21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
Materials and Resources	<p><i>Street Law: A Course in Practical Law</i>. Fifth Edition, Lee P. Arbetman, Edward T. McMahon & Edward L. O’Brien, eds. West Publishing Company, 1994.</p>
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