



Curriculum Map
CONTEMPORARY LAW
ELECTIVE
Saugus High School
Saugus, MA 01906

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. AUTONOMOUS LEARNING SKILLS

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. CRITICAL THINKING

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. EFFECTIVE WRITING SKILLS

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. PROBLEM SOLVING SKILLS

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. PERSONAL AND SOCIAL RESPONSIBILITY

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER CONTEMPORARY LAW ELECTIVE (154)

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
1. Define what is as law 2. Describe how laws are made 3. Discuss how to get and find help from a lawyer		1. Identify the nature of crime 2. Describe the gun laws 3. Discuss the impact of substance abuse on crime <u>U.S.1.9</u> Documents to Read: <i>the Bill of Rights</i>	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT TWO	
Unit I: Introduction to the Law and the Legal System Chapter 1, pg 6-18 Chapter 1-3, pg. 14-31 Chapter 6, pg. 61-68 Case Studies, pg. 6, 13, 22, 52, 60, 68		Unit 2: Criminal Law and Juvenile Justice Chapter 7, pg. 70-75 Chapter 7, pg. 79-83 Chapter 7, pg. 83-92 Case Study, pg. 81	
Objectives (Students will...) -Understand “what is law” -Explain how and why people need lawyers	Essential Question How does understanding our legal system help you to function as an informed citizen?	Objectives (Students will...) -Define “crime” -Examine gangs and crime -Discuss the 2 nd Amendment in terms of guns and the law -Identify substance abuse and crime	Essential Question What is the major crime problem in our community? Have most crimes increased or decreased over the last 3 years? Where can we get this information?
Teacher Resources Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Video	Teacher Resources Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Video
Evaluation/Activities Performance Assessment Activities Section Quizzes Chapter Test(s) 1 and 6	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Performance Assessment Activities Section Quizzes Chapter 7 Test	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 3		Week 4	
Performance Standards		Performance Standards	
1. Describe classes of rimes 2. Identify parties of rimes 3. Identify preliminary crimes		Identify crimes against the person	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
Unit 2: Criminal Law and Juvenile Justice Chapter 7, pg. 70-75 Chapter 7, pg. 79-83 Chapter 7, pg. 83-92 Case Study, pg. 81		Unit 2 Continued Chapter 9, pg. 103-111 Case Study, pg. 104	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Compare/contrast state and federal crimes	Are witnesses to crimes under any obligation to come to the aid of the victim(s)?	-Identify crimes against the person	Should all women participate in anti-rape, self-defense classes? Is there a suicide hotline or other suicide prevention programs in our area?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video	Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Performance Assessment Activities Section Quizzes Chapter 8 Test (98-102)	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Performance Assessment Activities Section Quiz Chapter 9 Test	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 5		Week 6	
Performance Standards Define and describe elements of crime		Performance Standards: Identify crimes against property	
Unit/Topic/Lesson UNIT TWO Unit 2 Continued Chapter 8, pg. 97-98 Supplemental Materials		Unit/Topic/Lesson UNIT TWO Unit 2 Continued Chapter 9 and 10, pg. 111- 116 Case Study, pg. 111	
Objectives (Students will...) -Determine what elements make up a crime	Essential Question Would procedures in a criminal trial be the same as those in a civil trial?	Objectives (Students will...) -Explain what is meant by crimes against property	Essential Question What is meant by “The more laws, the more offenders?” -- Anonymous
Teacher Resources Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Video	Teacher Resources Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Video
Evaluation/Activities Essays Performance Assessment Activities Section Quiz Chapter 8 Test (97-98)	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Performance Assessment Activities Section Quizzes Chapter Test(s) 9 and 10	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 7		Week 8	
<p align="center">Performance Standards</p> <p>1. Discuss defenses for crimes 2. Describe the difference between duress and necessity 3. Explain entrapment</p>		<p align="center">Performance Standards</p> <p>1. Identify the investigation phase 2. Describe the arrest process 3. Explain search and seizure</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2 Continued Chapter 11, pg. 126 Chapter 11, pg. 126-128 Chapter 12, pg. 131-132</p> <p>Supplemental Materials</p>		<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2 Continued Chapter 12, pg. 133-152 Case Studies, pg. 137, 139, 145, 147</p>	
<p align="center">Objectives (Students will...)</p> <p>-Understand the role of the prosecutor in a criminal case -Understand the role of the defendant in a criminal case -Examine the defenses that may be available to a defendant</p>	<p align="center">Essential Question</p> <p>Under what age in our state are children presumed incapable of committing a crime?</p>	<p align="center">Objectives (Students will...)</p> <p>-Explain the sequence of events in the criminal justice process</p>	<p align="center">Essential Question</p> <p>What should you do if arrested?</p>
<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Court TV</p>	<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Court TV</p>
<p align="center">Evaluation/Activities</p> <p>Performance Assessment Activities Section Quizzes Chapter 11 Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Performance Assessment Activities Section Quizzes Chapter 12 Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p>1. Outline the interrogation process 2. Discuss Miranda vs. Arizona Supreme Court Case</p>		<p align="center">Performance Standards</p> <p>1. Describe the trial process 2. Describe the initial appearance 3. Identify grand juries 4. Discuss plea bargaining</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2 Continued Chapter 13, pg. 155-163</p> <p>Landmark Cases</p>		<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Unit 2 Continued Chapter 14, pg. 166-171 Chapter 13, pg. 163</p> <p>Supplemental Materials</p>	
<p align="center">Objectives (Students will...)</p> <p>-Determine the steps taken before a criminal case reaches the courtroom.</p>	<p align="center">Essential Question</p> <p>What happens to a defendant during each of the steps in a pretrial proceeding?</p> <p>How does the bail system work?</p> <p>Does a school principal need a warrant to search your locker?</p>	<p align="center">Objectives (Students will...)</p> <p>-Understand “due process”</p>	<p align="center">Essential Question</p> <p>Should jurors be allowed to take notes during a trial?</p>
<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video</p>	<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video</p>
<p align="center">Evaluation/Activities</p> <p>Performance Assessment Activities Section Quizzes SC Case Study Chapter 13 Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Essays Performance Assessment Activities Section Quizzes Chapter Test(s) 13 and 14</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 11		Week 12	
Performance Standards		Performance Standards	
Describe the right to an attorney		<ol style="list-style-type: none"> 1. Discuss sentencing options 2. Describe the purpose of punishment 3. Identify parole 	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
Unit 2 Continued Chapter 14, pg. 170 Supplemental Materials		Unit 2 Continued Chapter 15, pg. 173-177 Case Study, pg. 175	
Objectives (Students will...) -Review and understand the Sixth Amendment to the US Constitution	Essential Question Why is the right to a jury trial guaranteed by the Bill of Rights?	Objectives (Students will...) -Examine the final phase of the criminal justice process--sentencing	Essential Question Is race a factor in imposing the death penalty? Does Massachusetts have the death penalty?
Teacher Resources Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Video Court TV	Teacher Resources Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Video
Evaluation/Activities Performance Assessment Activities Section Quiz	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Performance Assessment Activities Section Quizzes Chapter 15 Test (173-177)	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 13		Week 14	
Performance Standards		Performance Standards	
1. Discuss capital punishment 2. Describe prison and purpose		1. Identify juvenile justice 2. Explain juvenile courts 3. Describe juvenil punishment	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
Unit 2 Continued Chapter 15, pg. 178-183 Case Study, pg, 181		Unit 2 Continued Chapter 16, pg. 187-192 Supplemental Materials	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Examine the final phase of the criminal justice process--correction	Should inmates lose all right once they are sent to prison?	-Explain the history and overview of the juvenile courts	Do you think it should be mandatory that all juveniles who commit a serious violent crime be tried in adult criminal court?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video Court TV	Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Performance Assessment Activities Section Quizzes Chapter 15 Test (178-183)	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Performance Assessment Activities Section Quizzes Chapter 16 Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 15		Week 16	
<p align="center">Performance Standards</p> <p>Discuss Brown vs. Board of Education Supreme Court Case U.S.II.25 Analyze the origins, goals, and key events that led to Brown v. Board of Education (1954) and other key Supreme Court decisions</p>		<p align="center">Performance Standards</p> <p>Identify contracts: a) elements b) minors c) written and oral d) illegal</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Landmark Cases</p>		<p align="center">Unit/Topic/Lesson UNIT FOUR</p> <p>Unit 4: Consumer and Housing Law Chapter 23, pg. 276-279</p> <p>Supplemental Materials</p>	
<p align="center">Objectives (Students will...)</p> <p>-Understand various Supreme Court cases such as: <i>Gideon v. Wainwright</i> <i>Miranda v. Arizona</i> <i>Goss v. Lopez</i> <i>Brown v. Board of Education.</i></p>	<p align="center">Essential Question</p> <p>Why are the above referred to as “landmark” cases?</p> <p>How has <i>Brown v. Board</i> affected your education?</p>	<p align="center">Objectives (Students will...)</p> <p>-Compare/contrast contracts and warranties</p>	<p align="center">Essential Question</p> <p>Can a minor be held to a contract that involves necessities such as food, clothing, shelter, or medical aid?</p> <p>Can a consumer who has been harmed by products sue for damages?</p>
<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video</p>	<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video</p>
<p align="center">Evaluation/Activities</p> <p>SC Case Study Essays</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Performance Assessment Activities Section Quizzes Essays Chapter 13 Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 17		Week 18	
<p align="center">Performance Standards</p> <p>1. Describe warranties: a) implied b) expressed c) disclaimers 2. Discuss credit and other financial services</p>		<p align="center">Performance Standards</p> <p>1. Describe deceptive sales practices 2. Emphasize becoming a “smart consumer”</p>	
<p align="center">Unit/Topic/Lesson UNIT FOUR</p> <p>Unit 4: Continued Chapter 24, pg. 281-285 Chapter 25, pg. 287-304 Case Studies, pg. 280, 286, 291, 300</p>		<p align="center">Unit/Topic/Lesson UNIT FOUR</p> <p>Unit 4: Continued Chapter 26, pg. 308-319 Chapter 27, pg. 321-337 Case Studies, pg. 307, 310, 312, 320, 327</p>	
<p align="center">Objectives (Students will...)</p> <p>-Identify what is meant by “credit” -Recognize deceptive sales practices</p>	<p align="center">Essential Question</p> <p>What steps should be taken by a consumer who is unable to pay his or her bills?</p> <p>In what unusual places have you seen advertising and how affective have those ads been?</p> <p>What is a telemarketing scam?</p>	<p align="center">Objectives (Students will...)</p> <p>-Examine the laws that protect consumers -Understand how to become a “smart consumer”</p>	<p align="center">Essential Question</p> <p>What are the steps to consider before making a purchase?</p> <p>What are the steps to take in the event of an accident?</p> <p>What should you consider before renting?</p>
<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video</p>	<p align="center">Teacher Resources</p> <p>Street Law, Arbetmam et al (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video</p>
<p align="center">Evaluation/Activities</p> <p>Problem Based Activity Section Quizzes Chapter Tests(s) 24 and 25</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Problem Based Activity Section Quizzes Problem Based Activity Section Quizzes Chapter Test(s) 26 and 27</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 19		Week 20	
<i>Performance Standards</i> REVIEW FOR FINAL YEAR EXAM		<i>Performance Standards</i> EXAM WEEK	
Unit/Topic/Lesson UNITS REVIEW TEXTBOOK CHAPTERS AND SUPPLEMENTALS		Unit/Topic/Lesson	
Objectives (Students will...) -Demonstrate knowledge of content material as presented in Semester Course -Understand test-taking strategies: multiple choice, open response, and primary source documents	Essential Question What do students know and are able to do?	Objectives (Students will...)	Essential Question
Teacher Resources Study Guides and Preview Materials	Media Resources	Teacher Resources	Media Resources
Evaluation/Activities STANDARDIZED FINAL EXAM FOR CONTEMPORARY LAW (153)	Completion date: Completed by: Comments	Evaluation STANDARDIZED FINAL EXAM FOR CONTEMPORARY LAW (153)	Completion date: Completed by: Comments