

Law Curriculum



Table of Contents

CTECS - Vision of Graduate	2
CTECS Instructional Model	4
Curriculum Introduction	5
Curriculum Components	5
Social Studies Philosophy	7
Law - Course Map	8
Law Unit 1 - Intro to Law	9
Law Unit 2 - Constitutional Law	16
Law Unit 3 - Criminal Law	23
Law Unit 4 - Criminal Law Procedures	29
Law Unit 5 - Mock Trial	36
Law Unit 6 - Criminal Law - Sentencing/ Death Penalty	42
Law Unit 7 - Juveniles	48
Law Unit 8 - Civil Law/Torts	55
Law Unit 9- Consumer Law	61
Law Unit 10- Family Law	67

CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Social Studies Vision

The vision for social studies in the Connecticut Technical Education and Career System (CTECS) is to empower students to think critically about the past in order to navigate and shape the future. Within our technical high school setting, we connect historical knowledge to real-world industries, civic responsibility, innovation, and workforce readiness. Through inquiry, analysis of diverse perspectives, and application of historical thinking skills, students develop informed judgment, ethical awareness, and the ability to engage thoughtfully in a rapidly changing global society.

Our vision is to graduate college and career-ready students who understand the historical foundations of their trades, communities, and democratic institutions—and who are prepared to contribute responsibly as skilled professionals and informed citizens.

Social Studies Curriculum Philosophy

The CTECS Social Studies Curriculum 24-25 revision was modeled after the CSDE Social Studies Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CT State Social Studies Standards](#)
- [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)

Law Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Priority Standards	D2.Civ.1.9-12 D2.Civ.2.9-12 D2.Civ.4.9-12 D2.Civ.10.9-12	D2.Civ.2.9-12 D2.Civ.4.9-12 D2.Civ.8.9-12	D2.Civ.2.9-12 D2.Civ.4.9-12 D2.Civ.8.9-12	D2.Civ.2.9-12 D2.Civ.4.9-12 D2.Civ.8.9-12	D2.Civ.2.9-12 D2.Civ.4.9-12 D2.Civ.8.9-12

	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Unit Priority Standards	D2.Civ.2.9-12 D2.Civ.4.9-12 D2.Civ.8.9-12	D2.Civ.10.9-12 D2.Civ.11.9-12 D2.His.16.9-12 D4.7.9-12	D2.Civ.2.9-12 D2.Civ.4.9-12 D2.Eco.9.9-12	D2.Civ.3.9-12 D2.Civ.4.9-12 D2.Civ.5.9-12	D2.Civ.3.9-12 D2.Civ.4.9-12

Law Curriculum Unit 1

Priority Standards Addressed in Unit 1

Content Standards

D2.Civ.1.9-12

Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions..

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present..

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Civ.10.9-12

Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
 - Inq.9-12.8 (Supporting Standard)
- command of the language; written and verbal
 - D2.Civ.4.9-12
 - Inq.9-12.8 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12
 - Inq.9-12.8 (Supporting Standard)

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.10.9-12
- willing to adapt new information and question things
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.10.9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.10.9-12
- able to determine the root cause of issues
 - D2.Civ.2.9-12
 - D2.Civ.10.9-12

Big Ideas:

- Legal authority is distributed across multiple levels of government and institutions, each with defined powers and responsibilities that shape how laws are created, interpreted, and enforced.
- Citizens influence the legal system through participation, and their rights and responsibilities shape how laws are created, challenged, and enforced in a democracy.
- The Constitution is the foundation of the U.S. legal system, establishing powers, limits, and rights that are continually interpreted and contested through the courts.
- Legal decisions are influenced by competing interests, values, and perspectives, requiring a balance between individual rights, civic responsibilities, and the rule of law.

Essential Questions:

- How do different levels of government exercise legal authority?
- How can citizens influence laws and legal decisions?
- How does the Constitution structure and limit government power under the law?
- Why do constitutional interpretations change over time?
- How do personal beliefs and biases influence legal interpretation and decision-making?
- How should courts balance individual rights with the common good?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>D2.Civ.1.9-12</p> <ul style="list-style-type: none"> ● Citizens ● Rights ● Responsibilities ● Government ● Law ● Authority ● Accountability 	<p>D2.Civ.1.9-12</p> <ul style="list-style-type: none"> ● Distinguish between legal powers of government and individual responsibilities under the law ● Analyze how laws regulate citizen behavior and government authority ● Evaluate how legal accountability maintains social order ● Understand why laws exist and how

	<p>they structure society</p> <ul style="list-style-type: none"> ● Apply rules and responsibilities to legal scenarios
<p>D2.Civ.2.9-12</p> <ul style="list-style-type: none"> ● Civic participation ● Democracy (direct, representative) ● Rights ● Public policy ● Legal influence 	<p>D2.Civ.2.9-12</p> <ul style="list-style-type: none"> ● Analyze how citizens influence law and policy through democratic processes ● Compare how different democratic theories view the role of law and citizen participation ● Evaluate the effectiveness of civic participation in shaping legal outcomes ● Interpret legal rights in real-world civic and judicial contexts ● Advocate for change using legal and civic channels
<p>D2.Civ.4.9-12</p> <ul style="list-style-type: none"> ● U.S. Constitution ● Separation of powers ● Checks and balances ● Federalism ● Limits ● Rights 	<p>D2.Civ.4.9-12</p> <ul style="list-style-type: none"> ● Explain how the U.S. Constitution establishes legal authority and limits ● Analyze how powers are divided to enforce and interpret laws ● Evaluate constitutional protections in specific legal cases ● Apply constitutional principles to hypothetical legal scenarios ● Assess government actions for compliance with constitutional limits
<p>D2.Civ.10.9-12</p> <ul style="list-style-type: none"> ● Personal interests ● Perspectives ● Ethics ● Civic virtues (justice, responsibility, equality) ● Constitutional rights ● Human rights ● Bias ● Conflict of interest ● Equity and fairness ● Precedent 	<p>D2.Civ.10.9-12</p> <ul style="list-style-type: none"> ● Analyze how personal interests and bias influence legal decisions ● Evaluate the application of civic virtues and democratic principles in law ● Interpret constitutional and human rights in real-world legal contexts ● Apply multiple perspectives to legal arguments and case analyses ● Construct evidence-based legal arguments considering ethics, rights, and fairness ● Apply civic virtues and democratic principles to real-world situations ● Construct arguments considering multiple perspectives
<p>Academic Vocabulary</p> <p>Chapter 1:</p>	

- human rights
- Criminal laws
- felony
- misdemeanor
- civil law
- civil action
- Defendant
- plaintiff
- prosecutor
- beyond a reasonable doubt
- preponderance of the evidence
- judicial review
- unconstitutional
- veto
- federalism
- bill of rights

Chapter 4:

- negotiation
- settlement
- arbitration
- mediation

Chapter 5:

- trial courts
- plea bargain
- voir dire
- precedent
- appeals court
- dissenting opinion
- concurring opinion
- probate
- litigator
- privilege
- contingency fee
- retainer
- disbarred

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet

- SORA
- YouTube

Suggested Texts:

- [Street Law](#), Glencoe, 2005-[Street Law - Education. Empowerment. Justice.](#)
Chapter 1: What is law?
Chapter 4: Settling Disputes
Chapter 5: The Court System
Chapter 6: Lawyers
- [UW School of Law](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)
- How is law in your daily life activity.

Assessments:

Formative Assessments

Required:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

Required:

- *In development.*

Suggested:

Steps in a Typical Mediation Session Chart-Page 41 (Street Law textbook)
Steps in a Trial Chart pg. 47 (Street Law textbook)

- Case Studies:
 - Case of the Shipwrecked sailors
 - Case of the Apathetic Bystanders

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical

- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 2

Priority Standards Addressed in Unit 2

Content Standards

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Civ.8.9-12

Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- willing to adapt new information and question things
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- able to determine the root cause of issues
 - D2.Civ.2.9-12
 - D2.Civ.8.9-12

Big Ideas:

- Citizens shape and are shaped by the Constitution through participation, as their rights and actions influence how laws are created, interpreted, and challenged over time.
- The Constitution establishes a system of limited government whose meaning is continuously interpreted and contested, especially through judicial review and legal precedent.
- Constitutional systems reflect different approaches to protecting rights and promoting civic virtues, revealing tensions between democratic ideals and real-world practices.

Essential Questions:

- How do citizens use constitutional rights to influence laws and public policy?
- How does the Constitution limit and distribute government power?
- How do different constitutional systems protect rights and promote democratic principles?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
D2.Civ.2.9-12 <ul style="list-style-type: none"> ● Citizenship and civic participation ● Constitutional rights (e.g., speech, voting, petition) ● Theories of democracy (direct, representative, participatory) ● Expansion and limitation of suffrage ● Legal mechanisms for participation (elections, courts, advocacy) ● Comparative political/legal systems ● Public opinion and political influence ● Rule of law 	D2.Civ.2.9-12 <ul style="list-style-type: none"> ● Analyze how citizens use constitutional rights to influence government ● Explain how participation has expanded or been restricted over time ● Compare democratic systems and citizen roles across countries ● Evaluate the effectiveness of different forms of civic participation ● Use legal evidence (cases, laws, constitutional text) to support claims ● Apply theories of democracy to real-world legal issues
D2.Civ.4.9-12 <ul style="list-style-type: none"> ● U.S. Constitution ● Separation of powers ● Checks and balances ● Federalism ● Enumerated and implied powers ● Judicial review ● Constitutional interpretation ● Amendments and constitutional change 	D2.Civ.4.9-12 <ul style="list-style-type: none"> ● Explain how the Constitution structures and limits government power ● Analyze how courts interpret the Constitution ● Evaluate how constitutional meaning has changed over time ● Apply constitutional principles to legal scenarios

<ul style="list-style-type: none"> ● Legal precedent (case law) ● Limits on government power 	<ul style="list-style-type: none"> ● Use evidence from landmark cases and constitutional text ● Construct legal arguments about rights and government authority
<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Civic virtues (e.g., rule of law, equality, accountability, liberty) ● Democratic principles ● Constitutional systems (U.S. and comparative) ● Human rights and civil liberties ● Legal protections and violations ● Government legitimacy ● Authoritarian vs. democratic systems 	<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Evaluate how different systems uphold or violate democratic principles ● Compare constitutional and political systems across contexts ● Analyze how civic virtues are reflected in laws and policies ● Assess the effectiveness of legal systems in protecting rights ● Use evidence from historical and contemporary examples ● Make judgments about justice, fairness, and legitimacy in legal systems
<p>Academic Vocabulary</p> <p>Chapter 8:</p> <ul style="list-style-type: none"> ● Crime ● Criminal law ● Defendant ● Plaintiff ● Prosecutor ● Beyond a reasonable doubt ● Preponderance of the evidence ● Mens rea ● Motive ● Strict liability ● Unlawful imprisonment ● Principle ● Accomplice ● Accessory before and after the fact ● Felony ● Misdemeanor <p>Chapter 9:</p> <ul style="list-style-type: none"> ● Abduction ● Suicide ● Malice ● Homicide ● First-degree murder ● Second-degree murder ● Voluntary manslaughter 	

- Involuntary manslaughter
- Negligent homicide
- Negligence
- Assault
- Battery
- Bullying
- Sexual assault
- Rape
- Statutory rape
- Date rape
- Acquaintance rape

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- Street Law, Glencoe, 2005-[Street Law - Education. Empowerment. Justice.](#)
 - Chapter 8: Introduction to Criminal Law
 - Chapter 9: Crimes Against the Person
- [UW School of Law](#)
- [Constitutional Law: Google Drive](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
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Assessments:

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REQUIRED:

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Suggested:

- Brief Source Analysis
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- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

REQUIRED:

- *In development.*

Suggested:

- Case Studies-
 - The Case of the Drowning Girl
 - You be the Judge- Homicide Cases
 - The Dying Cancer Patient

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior

knowledge

- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 3

Priority Standards Addressed in Unit 3

Content Standards

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Civ.8.9-12

Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- willing to adapt new information and question things
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- able to determine the root cause of issues
 - D2.Civ.2.9-12
 - D2.Civ.8.9-12

Big Ideas:

- Citizens play a critical role in the criminal justice system—as jurors, voters, and advocates—and their participation shapes how laws are enforced and justice is carried out.
- The Constitution establishes limits on government power in the criminal justice system, protecting individual rights while allowing the state to enforce laws and maintain order.
- Criminal justice systems reflect a society’s commitment to fairness, accountability, and the rule of law, but they often reveal tensions between justice, security, and equality.

Essential Questions:

- What role and impact do citizens play in the criminal justice system (e.g., juries, voting, advocacy)?
- How does the Constitution limit government power in criminal cases?
- What makes a criminal justice system fair and just?

Learning Outcomes***Students will know:******As evidenced by: (oral, written, or performance):*****D2.Civ.2.9-12**

- Citizenship in the justice system
- Jury system (jury duty, jury selection)
- Voting and public policy on crime
- Advocacy and civic participation
- Theories of democracy (direct, representative)
- Rights of the accused
- Public opinion and criminal justice policy
- Comparative justice systems (e.g., jury vs. judge-based systems)
- Rule of law

D2.Civ.2.9-12

- Analyze the role of citizens in the criminal justice system
- Explain how participation (jury service, voting) impacts justice outcomes
- Compare citizen roles in U.S. and other legal systems
- Evaluate how public opinion shapes criminal law and policy
- Use evidence from legal examples to support claims
- Apply democratic theories to criminal justice scenarios

D2.Civ.4.9-12

- U.S. Constitution
- Due process
- Rights of the accused (search and seizure, right to counsel, fair trial)
- Bill of Rights (especially 4th, 5th, 6th, 8th Amendments)
- Limits on government power
- Judicial review

D2.Civ.4.9-12

- Explain how the Constitution limits government in criminal cases
- Analyze how courts interpret rights of the accused
- Apply constitutional protections to criminal law scenarios
- Evaluate conflicts between public safety and individual rights

<ul style="list-style-type: none"> ● Legal precedent (case law) ● Law enforcement authority ● Balance between security and liberty 	<ul style="list-style-type: none"> ● Use evidence from court cases and constitutional text ● Construct legal arguments about rights and government authority
<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Criminal justice systems (U.S. and comparative) ● Civic virtues (fairness, accountability, equality, rule of law) ● Democratic principles in law ● Justice and equity ● Punishment and rehabilitation ● Bias and inequality in legal systems ● Human rights in criminal justice ● Government legitimacy 	<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Evaluate fairness and effectiveness of criminal justice systems ● Compare how different systems handle crime and punishment ● Analyze how civic virtues are upheld or violated in legal systems ● Assess the impact of bias and inequality in justice outcomes ● Use evidence from cases and global examples ● Make judgments about justice, fairness, and legitimacy
<p>Academic Vocabulary</p> <p>Chapter 10</p> <ul style="list-style-type: none"> ● Arson ● Vandalism ● Larceny ● Shoplifting ● Concealment ● Embezzlement ● Robbery ● Extortion ● Burglary ● Forgery ● Uttering ● Receiving stolen property ● Unauthorized use of a vehicle ● Carjacking ● Cybercrime <p>Chapter 11</p> <ul style="list-style-type: none"> ● Alibi ● DNA evidence ● Infancy ● Intoxication ● Insanity defense ● Entrapment ● Duress ● Necessity 	

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- [Street Law](#), Glencoe, 2005-[Street Law - Education. Empowerment. Justice.](#)
 - Chapter 10: Crimes Against Property
 - Chapter 11: Defenses
- [UW School of Law](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)
- How is law in your daily life activity.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)
- How is law in your daily life activity.

Assessments:

Formative Assessments

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments**REQUIRED:**

- *In development.*

Suggested:

- Case Studies-
 - Problems 10.1, 10.4, 10.5, 11.1, 11.2, 11.3
 - Case of the store owner and the teenage minority shoplifters
 - Steps to take Identify Theft

Opportunities for Interdisciplinary Connections:

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- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 4

Priority Standards Addressed in Unit 4

Content Standards

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Civ.8.9-12

Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- willing to adapt new information and question things
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8..9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- able to determine the root cause of issues
 - D2.Civ.2.9-12
 - D2.Civ.8.9-12

Big Ideas:

- Citizens are essential participants in criminal procedure—especially through juries and civic engagement—and their involvement helps ensure fairness, accountability, and legitimacy in the justice system.
- The Constitution establishes procedural safeguards that limit government power and protect individual rights throughout the criminal justice process.
- Criminal procedures reflect a society’s commitment to justice, fairness, and the rule of law, but tensions often arise between efficiency, security, and protecting individual rights.

Essential Questions:

- What role and impact do citizens play in criminal procedures (e.g., juries, public oversight)?
- How does the Constitution protect individuals during criminal justice procedures?
- What makes criminal procedures fair and just?

Learning Outcomes***Students will know:******As evidenced by: (oral, written, or performance):*****D2.Civ.2.9-12**

- Citizen participation in the justice system
- Jury system (jury duty, selection, impartiality)
- Rights of the accused
- Public opinion and criminal justice policy
- Theories of democracy (direct, representative)
- Access to participation (historical expansion/restriction)
- Comparative legal procedures (jury vs. judge-based systems)
- Rule of law and civic responsibility

D2.Civ.2.9-12

- Analyze the role of citizens in criminal procedures (e.g., juries)
- Explain how jury participation supports fair trials
- Compare U.S. procedures with other legal systems
- Evaluate how participation has changed over time
- Use evidence from legal examples to support claims
- Apply democratic principles to criminal justice scenarios

D2.Civ.4.9-12

- U.S. Constitution
- Due process
- Procedural rights:
 - Search and seizure
 - Right to counsel
 - Right to a fair trial

D2.Civ.4.9-12

- Explain constitutional protections in criminal procedures
- Analyze how courts interpret procedural rights
- Apply rights to real or hypothetical legal scenarios
- Evaluate conflicts between public safety

<ul style="list-style-type: none"> ○ Protection against self-incrimination ● Bill of Rights (4th, 5th, 6th, 8th Amendments) ● Limits on government power ● Judicial review and case law ● Law enforcement authority ● Balance between liberty and security 	<p>and individual rights</p> <ul style="list-style-type: none"> ● Use evidence from court cases and constitutional text ● Construct legal arguments about due process and fairness
<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Criminal justice procedures (investigation, arrest, trial, sentencing) ● Civic virtues (fairness, accountability, equality, rule of law) ● Democratic principles in law ● Justice and due process ● Bias and inequality in procedures ● Human rights protections ● Comparative legal systems ● Legitimacy of legal systems 	<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Evaluate fairness of criminal procedures ● Analyze how civic virtues are upheld or violated ● Compare procedural systems across countries ● Assess the impact of bias and inequality on outcomes ● Use evidence from cases and global examples ● Make judgments about justice, fairness, and legitimacy
<p>Academic Vocabulary</p> <p>Chapter 12:</p> <ul style="list-style-type: none"> ● Arrest ● Arrest warrant ● Probable cause ● Durg courier profile ● Corroborate ● Reasonable suspicion ● Stop and frisk ● Exclusionary rule ● Bona fide ● Affidaviift ● Contraband ● Racial profiling ● Interrogate ● Self-incrimination ● Custodial interrogation ● Probable cause ● Reasonable suspicion ● Stop and frisk ● Search warrant ● Bona fide ● Affidavit ● Consent 	

- Contraband

Chapter 13:

- Miranda warnings
- Booking
- Arraignment
- Bail
- Preliminary hearing
- Grand jury
- Indictment
- Pre trial motion
- Deterrence
- Plea bargaining

Resources:

Technology:

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- YouTube

Suggested Texts:

- Street Law, Glencoe, 2005-[Street Law - Education. Empowerment. Justice.](#)
 - Chapter 12: Criminal Justice Process: The Investigative Phase
 - Chapter 13: Proceedings before the Trial
- [UW School of Law](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)
- How is law in your daily life activity.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)
- How is law in your daily life activity.

Assessments:

Formative Assessments

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

REQUIRED:

- *In development.*

Suggested:

- Case Studies-
 - The Case of the Unlucky Couple
 - The Dangerous Car Chase
 - Policing the Police
 - Miranda Warnings
 - Fingers McGee
 - Student Drug Testing
- Field Studies

Opportunities for Interdisciplinary Connections:

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Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
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- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 5

Priority Standards Addressed in Unit 5

Content Standards

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Civ.8.9-12

Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- willing to adapt new information and question things
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8..9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- able to determine the root cause of issues
 - D2.Civ.2.9-12
 - D2.Civ.8.9-12

Big Ideas:

- Citizens actively participate in the justice system through roles like jurors, attorneys, and witnesses, and their decisions directly shape legal outcomes and the functioning of democracy.
- The Constitution provides the legal framework for trials by establishing rights, procedures, and limits on government power that must be applied and interpreted in every case.
- Fair trials depend on civic virtues such as honesty, impartiality, and respect for the rule of law, but achieving justice often requires balancing competing perspectives and evidence.

Essential Questions:

- What role and impact do citizens play in a trial (e.g., jurors, attorneys, witnesses), and why are they essential?
- How do constitutional rights shape what happens in a trial?
- What makes a trial fair and just and how do bias and perspective influence courtroom decisions?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
D2.Civ.2.9-12 <ul style="list-style-type: none"> ● Citizen roles in trials (juror, attorney, witness, judge) ● Jury system (selection, deliberation, verdict) ● Civic participation in the legal system ● Theories of democracy (direct, representative) ● Rights and responsibilities of jurors ● Public opinion and justice ● Comparative legal systems (jury vs. judge-based trials) ● Rule of law 	D2.Civ.2.9-12 <ul style="list-style-type: none"> ● Analyze the role of citizens in trial proceedings ● Explain how jury decisions reflect democratic principles ● Participate effectively in mock trial roles (juror, attorney, witness) ● Evaluate how citizen participation impacts trial outcomes ● Compare trial systems across different countries ● Use evidence to support arguments and decisions
D2.Civ.4.9-12 <ul style="list-style-type: none"> ● U.S. Constitution ● Due process ● Rights in criminal trials (fair trial, counsel, confrontation of witnesses) ● Rules of evidence ● Burden of proof ● Presumption of innocence 	D2.Civ.4.9-12 <ul style="list-style-type: none"> ● Explain how constitutional rights apply in trials ● Apply legal standards (e.g., burden of proof, admissibility of evidence) ● Analyze how rights shape courtroom procedures ● Construct arguments using

<ul style="list-style-type: none"> ● Limits on government power ● Judicial interpretation and precedent 	<p>constitutional principles</p> <ul style="list-style-type: none"> ● Raise and respond to objections using rules of evidence ● Use legal reasoning to support claims and decision
<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Civic virtues (fairness, impartiality, honesty, responsibility) ● Justice and fairness ● Bias and perspective ● Evaluation of evidence ● Credibility of witnesses ● Democratic principles in legal systems ● Comparative justice systems 	<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Evaluate evidence and witness credibility ● Analyze how bias and perspective influence outcomes ● Deliberate to reach reasoned verdicts ● Defend decisions using evidence and legal standards ● Assess fairness of trial processes ● Demonstrate civic virtues in courtroom roles
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Due process ● Waive ● Voir dire ● For-cause challenge ● Peremptory challenge ● Subpoena ● Contempt of court ● Immunity ● Indigent ● Double jeopardy ● Mistrial ● Petitioner ● Appellant ● Writ ● Habeas corpus 	
<p>Resources:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU ● EdPuzzle ● Kahoot! ● Kami ● Padlet ● SORA ● YouTube 	

Suggested Texts:

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 - Chapter 14-Criminal Justice Process: The Trial
- [UW School of Law](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)
- How is law in your daily life activity.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)
- Teachers may have students participate in a mock trial once criminal law units are completed

Assessments:

Formative Assessments

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

REQUIRED:

- *In development.*

Suggested:

- Case Studies-
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- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 6

Priority Standards Addressed in Unit 6

Content Standards

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Civ.8.9-12

Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- willing to adapt new information and question things
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8..9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Civ.8.9-12
- able to determine the root cause of issues
 - D2.Civ.2.9-12
 - D2.Civ.8.9-12

Big Ideas:

- Citizens influence the criminal justice system through jury service and civic engagement, shaping sentencing outcomes, including decisions about the death penalty, which reflect democratic principles in practice.
- The Constitution provides the legal framework for trials by establishing rights, procedures, and limits on government power that must be applied and interpreted in every case.
- Fair trials depend on civic virtues such as honesty, impartiality, and respect for the rule of law, but achieving justice often requires balancing competing perspectives and evidence.

Essential Questions:

- In what ways do jurors and citizen involvement influence/impact criminal sentencing and capital punishment cases?
- How do constitutional protections (e.g., due process, Eighth Amendment) affect sentencing and capital punishment?
- How do civic virtues, perspective, and societal values influence outcomes in sentencing and death penalty cases?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
D2.Civ.2.9-12 <ul style="list-style-type: none"> ● Jury system (selection, deliberation, verdicts) ● Citizen participation in criminal justice ● Democratic principles (representation, deliberation, accountability) ● Death penalty procedures ● Sentencing guidelines ● Public opinion and legal outcomes ● Comparative legal systems (international sentencing practices) ● Ethical responsibilities of citizens in trials 	D2.Civ.2.9-12 <ul style="list-style-type: none"> ● Analyze citizen roles in jury decisions and sentencing ● Evaluate the impact of public opinion on criminal justice outcomes ● Compare citizen participation in the U.S. and other countries' legal systems ● Apply democratic principles to jury deliberation and sentencing decisions ● Discuss ethical responsibilities in capital cases
D2.Civ.4.9-12 <ul style="list-style-type: none"> ● U.S. Constitution ● Bill of Rights (particularly 5th, 6th, 8th Amendments) ● Due process ● Cruel and unusual punishment ● Judicial review and precedent 	D2.Civ.4.9-12 <ul style="list-style-type: none"> ● Explain constitutional protections in criminal sentencing ● Analyze how courts apply due process and Eighth Amendment protections ● Evaluate the legality and fairness of death penalty cases

<ul style="list-style-type: none"> ● Government powers and limitations ● Procedural safeguards in sentencing 	<ul style="list-style-type: none"> ● Interpret judicial precedent to support arguments about sentencing ● Construct evidence-based arguments about constitutional limits on punishment
<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Civic virtues (fairness, impartiality, honesty, responsibility) ● Justice and equity in sentencing ● Bias and discrimination in trials ● Human rights and ethical considerations ● Democratic principles in legal systems ● Social and political systems influencing sentencing 	<p>D2.Civ.8.9-12</p> <ul style="list-style-type: none"> ● Evaluate fairness and ethical integrity of sentencing practices ● Analyze the influence of bias, perspective, and societal values on outcomes ● Apply civic virtues in assessing trial and sentencing decisions ● Debate the moral and legal justification for the death penalty ● Assess the alignment of sentencing policies with democratic principles and human rights
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Suspended sentence ● Probation ● Home confinement ● Restitution ● Fine ● Work release ● Death penalty ● Presentence report ● Retribution ● Deterrence ● Rehabilitation ● Incapacitation ● Parole ● Capital punishment ● Aggravating circumstances ● Mitigating circumstances ● Reentry 	
<p>Resources:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU ● EdPuzzle ● Kahoot! ● Kami 	

- Padlet
- SORA
- YouTube

Suggested Texts:

- Street Law, Glencoe, 2005-[Street Law - Education. Empowerment. Justice.](#)
 - Chapter 15 - Criminal Justice Process: Sentencing and Corrections
- [UW School of Law](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring
- [Innocence Project- Students review this program:](#)
- <https://innocenceproject.org/>

Summative Assessments

REQUIRED:

- *In development.*

Suggested:

- Case Studies
 - Three strikes law
 - The death penalty for mentally disabled defendants and juvenile defendants
- Field Studies

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

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 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design

- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 7

Priority Standards Addressed in Unit 7

Content Standards

D2.Civ.10.9-12

Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.11.9-12

Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

D2.His.16.9-12

Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

D4.7.9-12

Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.His.16.9-12
 - D4.7.9-12
- command of the language; written and verbal
 - D2.His.16.9-12
 - D4.7.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.His.16.9-12
 - D4.7.9-12
- able to use multiple modes of communication
 - D4.7.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.10.9-12
 - D2.Civ.11.9-12
 - D2.His.16.9-12
 - D4.7.9-12
- evaluates sources of information for reliability
 - D2.His.16.9-12
 - D4.7.9-12

- willing to adapt new information and question things
 - D2.Civ.10.9-12
 - D2.Civ.11.9-12
 - D2.His.16.9-12
 - D4.7.9-12

A Problem Solver

- collaborative
 - D4.7.9-12
- can persevere and adapt
 - D2.Civ.10.9-12
 - D2.Civ.11.9-12
 - D2.His.16.9-12
 - D4.7.9-12
- able to determine the root cause of issues
 - D2.Civ.10.9-12
 - D2.His.16.9-12
 - D4.7.9-12
- identifies multiple solutions and selected the most sensible approach
 - D4.7.9-12

Big Ideas:

- The application of civic virtues, democratic principles, and constitutional rights requires balancing personal perspectives, public safety, and the unique needs and rights of juveniles in the justice system.
- Governmental decisions affecting juveniles involve multiple procedures and levels of authority, each designed to balance public safety, rehabilitation, and the rights of young people.
- Understanding the historical evolution of juvenile justice helps evaluate contemporary policies and informs evidence-based reforms.
- Effective advocacy for juveniles requires informed, strategic action that considers legal, social, and ethical dimensions, emphasizing both individual and collective responsibility.

Essential Questions:

- How do personal beliefs and societal attitudes influence juvenile justice policies?
- How do local, state, national, and international policies differ in addressing juvenile crime?
- How have historical attitudes toward juvenile offenders shaped modern legal practices?
- How can individuals or communities leverage strategies to improve juvenile justice outcomes?

Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>D2.Civ.10.9-12</p> <ul style="list-style-type: none"> ● Civic virtues (e.g., fairness, impartiality, responsibility) ● Democratic principles (e.g., representation, participation, accountability) ● Constitutional rights (e.g., due process, equal protection, juvenile rights) ● Human rights ● Personal interests and societal perspectives ● Juvenile justice policies and practices 	<p>D2.Civ.10.9-12</p> <ul style="list-style-type: none"> ● Analyze the impact of personal and societal perspectives on juvenile justice decisions ● Evaluate how civic virtues and democratic principles guide treatment of juveniles ● Apply constitutional and human rights protections in hypothetical juvenile cases ● Discuss ethical considerations in sentencing, rehabilitation, and policy decision
<p>D2.Civ.11.9-12</p> <ul style="list-style-type: none"> ● Governmental decision-making procedures (local, state, national, international) ● Juvenile courts and legal systems ● Public policy objectives related to juveniles (e.g., rehabilitation, public safety) ● Civic purposes of legal decisions 	<p>D2.Civ.11.9-12</p> <ul style="list-style-type: none"> ● Governmental decision-making procedures (local, state, national, international) ● Juvenile courts and legal systems ● Public policy objectives related to juveniles (e.g., rehabilitation, public safety) ● Civic purposes of legal decisions
<p>D2.His.16.9-12</p> <ul style="list-style-type: none"> ● Historical sources and interpretations (e.g., case studies, legislation, reform movements) ● Evolution of juvenile justice policies ● Precedent-setting juvenile cases ● Social, political, and legal context affecting juveniles 	<p>D2.His.16.9-12</p> <ul style="list-style-type: none"> ● Integrate evidence from multiple historical sources to construct arguments ● Analyze historical trends in juvenile law and policy ● Evaluate the long-term effects of historical decisions on contemporary juvenile justice ● Formulate reasoned arguments about the evolution of juvenile rights and protections
<p>D4.7.9-12</p> <ul style="list-style-type: none"> ● Strategies for legal advocacy and reform ● Local, regional, and global problems affecting juveniles (e.g., delinquency, incarceration, access to education) ● Ethical frameworks for decision-making 	<p>D4.7.9-12</p> <ul style="list-style-type: none"> ● Strategies for legal advocacy and reform ● Local, regional, and global problems affecting juveniles (e.g., delinquency, incarceration, access to education) ● Ethical frameworks for decision-making

- Causes and consequences of juvenile crime

- Causes and consequences of juvenile crime

Academic Vocabulary

- Parens patriae
- Delinquent offenders
- Status offenders
- Neglected
- Abused children
- Juvenile waiver
- Statutory exclusion
- Direct file
- Intake
- Youth court
- Restorative justice
- Initial hearing
- Preventive detention
- Adjudicatory hearing
- Disposition
- Aftercare
- Expunged

Resources:

Technology:

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Suggested Texts:

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- Chapter 16
- [UW School of Law](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.

- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
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- Exit tickets
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- [Innocence Project- Students review this program:](#)
- <https://innocenceproject.org/>

Summative Assessments

REQUIRED:

- *In development.*

Suggested:

- Case Studies
 - Case of Gerald Gault
- Field Studies

Opportunities for Interdisciplinary Connections:

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 - Hairdressing and Cosmetology
 - Information Technology
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 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking

- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 8

Priority Standards Addressed in Unit 8

Content Standards

D2.Civ.2.9-12

Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Eco.12.9-12

Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Eco.12.9-12
- willing to adapt new information and question things
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Eco.12.9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.2.9-12
 - D2.Civ.4.9-12
 - D2.Eco.12.9-12
- able to determine the root cause of issues
 - D2.Civ.2.9-12

Big Ideas:

- Citizens influence and are affected by civil law through participation, advocacy, and adherence to democratic principles, shaping how torts and civil rights are enforced and protected.
- The Constitution establishes limits and powers that affect civil law, including individual rights, due process, and the government’s role in regulating legal responsibilities and remedies.
- Economic policies, including monetary and fiscal decisions, influence civil law outcomes by affecting businesses, liability, and access to justice in civil disputes.

Essential Questions:

- How do citizens’ participation, actions, and responsibilities shape the civil justice system and influence tort law, liability, and compensation?
- How does the U.S. Constitution protect individuals in civil disputes?
- How do changes in economic conditions impact civil litigation and tort cases?

Learning Outcomes***Students will know:******As evidenced by: (oral, written, or performance):*****D2.Civ.2.9-12**

- Citizens and civic participation
- Theories of democracy (e.g., participatory, representative, deliberative)
- Civil law concepts (e.g., torts, negligence, liability, damages)
- Alternative legal systems (international comparisons)
- Public advocacy and legal accountability

D2.Civ.2.9-12

- Analyze how citizens influence civil law outcomes through participation and advocacy
- Compare how different democratic systems address civil liability and tort law
- Evaluate the role of public opinion and societal perspectives in shaping tort cases
- Apply democratic principles to assess fairness and accountability in civil disputes

D2.Civ.4.9-12

- U.S. Constitution
- Separation of powers and checks and balances
- Constitutional rights relevant to civil law (e.g., due process, equal protection)
- Government powers and limitations affecting civil liability
- Precedent and contested interpretations of constitutional

D2.Civ.4.9-12

- Explain how constitutional powers and limits shape civil law and tort cases
- Evaluate how constitutional rights protect individuals in civil disputes
- Analyze contested interpretations of the Constitution in relation to civil liability
- Apply constitutional principles to real-world tort or civil law scenarios

<p>authority</p>	
<p>D2.Eco.12.9-12</p> <ul style="list-style-type: none"> ● Monetary policy and fiscal policy ● Economic conditions and fluctuations ● Business liability and financial accountability ● Civil remedies and compensation mechanisms ● Policy impacts on access to justice 	<p>D2.Eco.12.9-12</p> <ul style="list-style-type: none"> ● Evaluate how monetary and fiscal policies influence civil law outcomes ● Analyze the effects of economic conditions on liability, damages, and corporate responsibility ● Assess the intersection of economic policy and legal protections for individuals ● Apply knowledge of economic context to predict and explain trends in tort cases
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Tort ● Plaintiff ● Defendant ● Judgment ● Damages ● Liable ● Remedy ● Liability ● Settlement ● Common law ● Precedent ● Statues ● Intentional wrong ● Negligence ● Strict liability ● Civil law ● Standard of proof ● Preponderance of the evidence ● Deep pockets ● Minor ● Immune ● Waive ● Class action ● Contingency fee ● Liability insurance ● Contract ● Premiums ● Malpractice ● Medical coverage ● Collision coverage ● Deductible ● Comprehensive coverage 	

- Uninsured and underinsured motorist coverage (UM/UIM)

Resources:**Technology:**

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- BreakoutEDU
- EdPuzzle
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Suggested Texts:

- [Street Law](#), Glencoe, 2005-[Street Law - Education. Empowerment. Justice.](#)
 - Chapter 17: Torts: A Civil WrongAdditional chapters (if needed):
 - Chapter 18: Intentional Torts
 - Chapter 19: Negligence
 - Chapter 20: StrictLiability
 - Chapter 21- Torts and Public Policy
- [UW School of Law](#)

Cross Cycle Tasks:**Suggestions:**

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments**

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments**REQUIRED:**

- *In development.*

Suggested:

- Case Studies
 - The case of The Lung Cancer Death
 - The case of the spilled peanut butter
 - The case of the steering wheel failure
 - The case of airline explosion
 - The case of the expensive insurance premium
 - The case of the school slip and fall
 - The case of the McDonalds coffee spill
- Field Studies

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 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
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 - Plumbing, Heating and Cooling
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- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Law Curriculum Unit 9

Priority Standards Addressed in Unit 9

Content Standards

D2.Civ.3.9-12

Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.Civ.5.9-12

Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.3.9-12
 - D2.Civ.4.9-12
 - D2.Civ.5.9-12
- evaluates sources of information for reliability
 - D2.Civ.5.9-12
- willing to adapt new information and question things
 - D2.Civ.3.9-12
 - D2.Civ.4.9-12
 - D2.Civ.5.9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.3.9-12
 - D2.Civ.4.9-12
 - D2.Civ.5.9-12
- able to determine the root cause of issues
 - D2.Civ.3.9-12
 - D2.Civ.5.9-12

- identifies multiple solutions and selects the most sensible approach
 - D2.Civ.5.9-12

Big Ideas:

- Consumer protection depends on national and international legal frameworks that regulate business practices, enforce rights, and maintain order in markets.
- The U.S. Constitution establishes a government with powers and limits that affect regulation of business and protection of consumer rights.
- Citizens, advocacy groups, and institutions play critical roles in shaping, enforcing, and improving consumer protections.

Essential Questions:

- How do constitutions, laws, and treaties protect consumers and maintain fair markets?
- How does the Constitution shape government authority to regulate commerce and protect consumers?
- How can citizens and organizations influence the development and enforcement of consumer law?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>D2.Civ.3.9-12</p> <ul style="list-style-type: none"> ● Constitutions and laws (federal, state, and local) ● Treaties and international agreements ● Consumer rights and protections ● Regulatory agencies (e.g., Federal Trade Commission, Consumer Financial Protection Bureau) ● Enforcement mechanisms and remedies 	<p>D2.Civ.3.9-12</p> <ul style="list-style-type: none"> ● Analyze how constitutions, laws, and international agreements protect consumers ● Evaluate the impact of national and international regulations on market practices ● Compare domestic and international approaches to consumer protection ● Apply legal frameworks to real-world consumer disputes and policy issues
<p>D2.Civ.4.9-12</p> <ul style="list-style-type: none"> ● U.S. Constitution and relevant clauses (commerce clause, due process, equal protection) ● Government powers and limits in regulating commerce ● Judicial interpretations affecting consumer protections ● Checks and balances relevant to 	<p>D2.Civ.4.9-12</p> <ul style="list-style-type: none"> ● Explain how constitutional powers and limits shape consumer protection laws ● Analyze court cases that interpret the Constitution in the context of consumer rights ● Evaluate how the balance of powers affects the enforcement of consumer protections

<p>economic regulation</p>	<ul style="list-style-type: none"> ● Apply constitutional principles to assess fairness and accountability in consumer disputes
<p>D2.Civ.5.9-12</p> <ul style="list-style-type: none"> ● Citizens' rights and responsibilities in consumer protection ● Advocacy groups and consumer organizations ● Government institutions (local, state, federal, international) ● Mechanisms for addressing social and economic problems 	<p>D2.Civ.5.9-12</p> <ul style="list-style-type: none"> ● Evaluate the effectiveness of citizens and institutions in protecting consumer rights ● Assess strategies used by advocacy groups to influence policy and law ● Analyze the role of local, state, and federal agencies in enforcing consumer protections ● Recommend actions for improving consumer protection and accountability
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Contract ● Breached ● Offer ● Acceptance ● Consideration ● Competent ● Cosign ● Ratified ● Unconscionable ● Fraud ● Expectation damages ● Rescission ● Restitution ● Specific performance ● Duty to mitigate ● Warranty ● Express warranty ● Implied warranty ● Strict liability ● Disclaimer 	
<p>Resources:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Actively Learn ● Blooket ● BreakoutEDU ● EdPuzzle ● Kahoot! ● Kami 	

- Padlet
- SORA
- YouTube

Suggested Texts:

- Street Law, Glencoe, 2005-[Street Law - Education. Empowerment. Justice.](#)
 - Chapter 22: Contracts
 - Chapter 23: Warranties
- [UW School of Law](#)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

- Current events (review current trial-connect real life example)

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments

REQUIRED:

- *In development.*

Suggested:

- Case Studies
- Field Studies

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards**Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

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CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology

- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
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Law Curriculum Unit 10

Priority Standards Addressed in Unit 10

Content Standards

D2.Civ.3.9-12

Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12

Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - D2.Civ.4.9-12
- command of the language; written and verbal
 - D2.Civ.4.9-12

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - D2.Civ.4.9-12

A Critical Thinker

- applies unbiased analysis and evaluation
 - D2.Civ.3.9-12
 - D2.Civ.4.9-12
- willing to adapt new information and question things
 - D2.Civ.3.9-12
 - D2.Civ.4.9-12

A Problem Solver

- can persevere and adapt
 - D2.Civ.3.9-12
 - D2.Civ.4.9-12
- able to determine the root cause of issues
 - D2.Civ.3.9-12

Big Ideas:

- Family law is shaped by constitutions, statutes, and international agreements that define rights, responsibilities, and protections for individuals and families.
- The U.S. Constitution establishes the authority of government to regulate family law while protecting individual rights.

Essential Questions:

- How do constitutions, laws, and international agreements protect the rights of individuals and families?
- How does the Constitution empower or limit government action in regulating family matters?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

D2.Civ.3.9-12

- Constitutions
- Statutes and laws (federal, state, and local)
- Treaties and international agreements
- Family law concepts (marriage, divorce, custody, adoption, parental rights, child welfare)
- Rights and responsibilities of individuals and families
- Legal frameworks and enforcement mechanisms
- National and international standards for family protection

D2.Civ.3.9-12

- Analyze how legal frameworks regulate family relationships
- Evaluate the impact of domestic and international law on family rights
- Compare national and international protections for families
- Explain how treaties and agreements influence family law policies
- Apply legal principles to real-world family law scenarios

D2.Civ.4.9-12

- U.S. Constitution
- Constitutional powers, responsibilities, and limits
- Judicial review and court systems
- Individual rights (privacy, due process, equal protection)
- Government authority in family matters
- Legal precedent and constitutional interpretation

D2.Civ.4.9-12

- Explain how the Constitution provides authority to regulate family law
- Analyze the balance between individual rights and government powers
- Evaluate how constitutional interpretations have shaped family law over time
- Apply constitutional principles to contemporary family law issues
- Critique contested legal decisions affecting family rights

Academic Vocabulary

- Will
- Emancipated
- Incest
- Bigamy
- Annulment
- Divorce
- Polygamy
- Common-law marriage

- Prenuptial agreement
- Cohabitation agreement
- Civil unions
- Domestic partnership
- Paternity suit
- Family responsibility laws
- Truant
- Child abuse
- Child neglect
- Pedophile
- Temporary legal guardian
- Family foster care
- Group homes
- Kinship care
- Adoption
- Surrogate mother
- Marriage counselor
- Separation agreement
- Decree
- Divorce
- Pro se
- Adultery
- Custody
- Joint custody
- Alimony
- Community property

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Suggested Texts:

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 - Chapter 28: Law and the American Family
 - Chapter 29: Marriage
 - Chapter 30: Parents and Children
 - Chapter 31: Foster Care and Adoption
 - Chapter 32: Separation, Divorce and Custody
- [UW School of Law](#)

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 - Hairdressing and Cosmetology
 - Information Technology
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 - Installation and Equipment
 - Masonry
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