



HIGH SCHOOL COURSE OUTLINE

Department	History/Social Science		Course Title	Introduction to Law		Course Code	2228		
Grade Level	9-11		Short Title	Law Intro		Grad Requirement Subject			
Course Length	2 semesters	Credits per Semester	5	Approved for Honors		Required		Elective	X
Prerequisites	Recommended: C or better in prior English and history course								
Co-requisites	Recommended: Enrolled in Public Services Small Learning Community/Pathway								
Articulated with LBCC			Articulated with CSULB						
Meets UC "a-g" Requirement	UC 'g'		Meets NCAA Requirement			X			
Teaching Credential(s)	History/Social Science								

Education Development Center (EDC) curriculum is available at <http://LawandJustice.edc.org> and ConnectEd Studios.

COURSE DESCRIPTION:

Introduction to Law introduces students to the U.S. legal system, including constitutional, criminal, and civil law. Students learn about legal concepts, historical foundations, and principles and procedures of law, experiencing law and justice as dynamic forces, shaped by people and events over time. Students understand the role of the legislative, executive, and judicial branches of government, learning why and how laws are created, enforced, interpreted, and changed. They look at the relationship between law, public policy, and advocacy at the federal, state, and local levels of government. They learn the foundations of criminal law with a focus on crimes against the person and the foundations of civil law with a focus on strict product liability and negligence. Finally, students explore civil and human rights issues and the role of advocacy and civics in reforming our legal system.

At the center of each unit in the course is a Key Assignment that involves substantial reading, critical thinking, collaborating, writing, listening, and speaking. Students participate in simulations, mock trials, multimedia presentations, Socratic seminars, and debates. In addition, throughout the year, students explore legal, public service, and criminal justice career pathways through interaction with industry professionals.

COURSE PURPOSE: GOALS

- CONTENT** Students will learn:
- Why laws are needed to balance the rights of individuals and the needs of society
 - How and why power is divided amongst the branches and levels of government
 - How the concept of “we the people” has changed over time
 - Intended and unintended consequences of laws on justice, and the processes to uphold or change laws
 - Roles of professionals and the public in maintaining the rule of law
 - U.S. system of federalism
 - How public advocacy organizations act as a fourth branch of government, and how professionals and the public play a vital role in improving the U.S. legal system through advocacy, legislation, and litigation
 - How the criminal justice system seeks to promote public safety and hold people accountable for criminal wrongdoing, while protecting the constitutional rights of the accused

- The roles of professionals in law, law enforcement, and advocacy in promoting justice and ensuring that criminal laws are enforced equitably and fairly
- Substantive criminal law, including elements of criminal law, criminal law procedure, due process of law, probable cause, defenses, plea bargaining, and sentencing
- How the civil justice system seeks to regulate relationships, remedy harms, and resolve disputes among individuals, corporations, and government entities
- How civil litigation can promote individual, corporate, and government accountability, while also imposing costs on society due to excessive damage awards and frivolous lawsuits
- Differences between civil law and criminal law, careers in the civil justice system, torts, negligence, strict product liability, and steps in the civil litigation process
- How individual and civil rights are codified, enforced, and interpreted
- That the U.S. Constitution guarantees equality under the law, and how understanding of what this means changes over time as a result of court cases, legislation, and social movements, and the role of Judicial Review
- Fourteenth Amendment, Due Process and Equal Protection Clauses
- Role of law enforcement in desegregation and historic protests, and litigation and legislation in civil rights movements to strengthen democratic principles
- Landmark court cases and decisions related to the advancement of civil rights
- History and context of the Universal Declaration of Human Rights

SKILLS Students will learn to:

- Work collaboratively to develop and achieve team goals, share information, and give and receive feedback
- Work individually and collaboratively to obtain, synthesize, and evaluate information
- Find relevant resources and evaluate their credibility
- Organize information and ideas with visual graphics
- Think critically to interpret information and draw reasoned conclusions
- Engage in problem solving and critical thinking
- Effectively use technology for research and presentation of information
- Communicate effectively in writing, verbally, and non-verbally
- Engage in active listening

LITERACY Students will be able to:

- Read and interpret data
- Write summaries of research findings
- Cite specific textual evidence to support analysis of primary and secondary sources
- Compare and contrast treatments of the same topic in several primary and secondary sources
- Create persuasive arguments and support them with evidence
- Produce clear and coherent writing to inform and persuade for different audiences
- Draw information from literary and informational texts to support analysis, reflection and research

APPLICATIONS Students will apply knowledge and skills to:

- Propose new or amended laws to legislators, providing evidence to support their arguments
- Create multimedia presentations and deliver presentations at a public forum
- Apply elements of law to the facts of a criminal case, providing reasoned legal arguments and responding to counterarguments
- Engage in negotiations to achieve a mutually acceptable agreement
- Apply elements of law to the facts of a civil case, analyzing the relevance of information and providing reasoned legal arguments and responding to counterarguments
- Write a legal memorandum in industry vocabulary recommending course of legal action based on elements of a civil case and application of the law
- Locate, analyze, synthesize, and apply information about selected civil rights issues in a student-written article, blog, or documentary
- Through dialogue and debate, apply ethical arguments to civic actions, legal questions, and public policies

COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Introduction to Law. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

History and Social Sciences Standards (H/SS):

Historical and Social Sciences Analysis Skills

Historical Research, Evidence, and Point of View

1. Distinguish valid arguments from fallacious arguments in historical interpretations.
2. Identify bias and prejudice in historical interpretations.

Historical Interpretations

1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

World History, Culture, and Geography: The Modern World standards (grade ten):

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.1.2 Trace the development of Western political ideas of the rule of law.
- 10.1.3 Consider influence of U.S. Constitution on political systems in contemporary world.
- 10.9.8 Discuss the establishment and work of the United Nations.

United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- 11.1 Analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
- 11.10 Analyze the development of federal civil rights and voting rights.
- 11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott*, *Plessy v. Ferguson*, and *Brown v. Board of Education*.
- 11.10.5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- 11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- 11.11 Analyze the major social problems and domestic policy issues in contemporary American society.

Principles of American Democracy standards (grade twelve):

- 12.1 Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.1.1 Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolo Machiavelli, and William Blackstone on the development of American government.
- 12.1.3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
- 12.1.5 Describe the systems of separated and shared powers, the role of organized interests, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, and federalism.
- 12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.
- 12.2 Evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.2.3 Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
- 12.2.5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- 12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

- 12.3.2 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
- 12.4 Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.4.2 Explain the process through which the Constitution can be amended.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms articulated in the First Amendment and the due process and equal protection clauses of the Fourteenth Amendment.
- 12.5.4 Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, and *Regents of the University of California v. Bakke*.
- 12.6.4 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, demonstrating, petitioning, running for political office).
- 12.7 Analyze and compare the powers and procedures of the national, state, and local governments.
- 12.7.1 Explain how conflicts between levels of government and branches of government are resolved.
- 12.7.3 Discuss reserved powers and concurrent powers of state governments.
- 12.8 Evaluate and take and defend positions on the influence of the media on American political life.
- 12.7.6 Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying.
- 12.7.7 Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to this course.

Common Core State Standards for English Language Arts 6-12 (CCSS/ELA)

Speaking and Listening Standards (SLS)

- 9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (LS)

- 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
- 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (WS)

- W9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the [listener] by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (CCSS/LIT)

Reading Standards for Literacy in History/Social Studies (RHSS)

- 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.3 Analyze a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (WHSST)

- 9-10.1 Write arguments focused on *discipline-specific content*.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- 9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Standards for Career Ready Practice (CR):

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks — personal and organizational — of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

H/SS	refers to the high school standards of the CA History/Social Science Content Standards
CCSS/LIT	refers to the Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CCSS/ELA	refers to the Common Core State Standards in English Language Arts
CR	refers to the Standards for Career Ready Practice

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Unit 1: Human Nature, Rules, and Power: The Origins of Law - 6 Weeks

Essential Questions:

Why do people create laws? How is power divided in the U.S. legal system? How has the concept of “we the people” changed over time? What processes can be used to uphold or change laws? What roles can professionals and youth play in the U.S. legal system?

Unit Description:

Topics include the reasons for laws, the need to balance the rights of individuals and needs of society, the Bill of Rights, how and why power is divided amongst the branches and levels of government, how the concept of “we the people” has changed over time, the processes to uphold or change laws, roles of professionals and the public in maintaining the rule of law, our Constitutional framework, and the U.S. system of federalism.

A key assignment for this unit is for students to use a variety of resources to research laws that affect young people (e.g., curfew, emancipation, drugs and alcohol, privacy, truancy, graffiti, driving, bullying, fighting, etc.) Using their research, they will write a summary of their research that addresses the following: What does the current law about this topic state? Who is affected by the law and in what ways? What are the consequences of violating this law? Who is responsible for the consequences (parents, the child)? What are the reasons for this law? What are some possible objections to aspects of this law?

Students will also survey their peers to gather data on how those affected by the student’s chosen law feel about it. Once the student has researched the law and gathered and analyzed survey data, he or she will decide if this law should remain as is or if it should be repealed or amended. The student might also decide to introduce a new law on the issue. After presenting their findings about their law in small groups, the students in each group will come to consensus on which of the laws presented to focus on and draft a letter to a legislator requesting a change or repeal.

Content Standards		Performance	
Students know... (Content)	Students are able to (Skill)	Standard Measures	Instructional Support
		How students Demonstrate KNOWLEDGE and SKILL	
reasons for laws the need to balance the rights of individuals and needs of society	collaborate to develop and achieve team goals, share information, and give and receive feedback	KEY ASSIGNMENTS/ ASSESSMENTS Key Assignment #1: Researching Laws that Affect Young People and Writing a	BASIC TEXT CORRELATION <i>Street Law, A Course in Practical Law.</i> Unit 1: Introduction to Law and the Legal System

<p>the Bill of Rights</p> <p>how and why power is divided amongst the branches and levels of government</p> <p>how the concept of “we the people” has changed over time</p> <p>the processes to uphold or change laws</p> <p>roles of professionals and the public in maintaining the rule of law</p> <p>our Constitutional framework</p> <p>the U.S. system of federalism</p> <p>H/SS Historical Interpretations 1 10.1,10.1.2, 10.1.3, 10.9.8, 11.1,11.1.2, 11.1.0, 12.1,12.1.1, 12.1.3, 12.1.5, 12.1.6, 12.2, 12.2.3, 12.2.5, 12.3,12.3.1, 12.3.2, 12.4, 12.5.1, 12.6.4,12.7, 12.7.7</p>	<p>obtain, synthesize, and evaluate information</p> <p>find relevant resources and evaluate their credibility</p> <p>create persuasive arguments and support them with evidence</p> <p>think critically to interpret information and draw reasoned conclusions</p> <p>use technology effectively for research and presentation of information</p> <p>communicate effectively verbally and in writing</p> <p>engage in active listening</p> <p>write arguments supported with evidence and anticipate counterarguments</p> <p>conduct surveys or interviews of students on policies or laws that affect them</p> <p>create position statements on laws informed by use of data and evidence from interviews, surveys, and research</p> <p>conduct research and identify relevant and credible sources</p> <p>access, manage, integrate, and create information by using technology</p> <p>produce clear and coherent writing to inform and persuade a legislator or policymaker</p> <p>History/SS 12.7, 12.10</p> <p>CCSS/ELA: Grades 9-10 SLS: 1, 4 LS: 1,2, 4</p> <p>CCSS/LIT: Grades 9-10 RHSS: 1, 2, 4, 6, 7, 8, 9 WHSST: 1, 7, 8, 9</p> <p>CR: 1, 2, 3, 4, 5, 8, 9, 11</p>	<p>Letter to a Legislator</p> <p>Activities leading up to the Key Assignment:</p> <p><u>The Rule of Law</u> Activity 1A: It’s the Law Activity 1B: Disaster Scenario simulation to understand the need for social contract and laws Activity 1C: Human Nature Activity 1D: Team-building exercises to foster collaboration</p> <p>Making, Enforcing, and <u>Interpreting Rules and Laws</u> Activity 2A: What’s a Right? Activity 2B: To Codify a Right Activity 2E/G: Enforcing and Interpreting Rules for a Nation</p> <p>Tree map delineating roles and responsibilities of the three branches and levels of government related to legislation, law enforcement, and interpretation of the laws</p> <p><u>Changing Rules/Laws</u> Activity 3A: Examining the Balance of Power Activity 3B: Who Are “We the People”? Activity 3E/F: Persuasive Arguments and the Importance of Evidence Activity 3G: Research and analyze laws that affect young people and survey peers to form the basis of the civic action letter Activity 3H: Write Legislator letter that develops and articulates reasoned, persuasive arguments in support of a public policy positions</p> <p>Continuous Key Assignments: Career Portfolio Teamwork Self-Assessment Journals Unit Exam</p> <p>See Key Assignment section for more details</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p><i>Street Law</i> textbook: Chapter 1 What is Law?</p>	<p>Chapter 1: What is Law? (pages 2-15) Chapter 2: Lawmaking (pages 19-26) Chapter 3: Advocacy (pages 29-38)</p> <p>Textbook information and resources located on: Streetlaw.glencoe.com</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS Education Development Center curriculum available at http://LawandJustice.edc.org Unit 1: Human Nature, Rules, and Power: The Origin of Law</p> <p><u>EDC Resources:</u> Appendix A: Unit 1 Materials List Appendix B: Assessments: Skills and Understandings Appendix C: Legal Content and Sources of Law Media Resources Teacher Resources References</p> <p><u>Industry Professionals:</u> Legislators Public Officials Police Officers Judges</p> <p>KEY VOCABULARY Amendment Anarchy Checks and balances Civil disobedience Codify Constitution Dissent Executive branch Judicial branch Judicial review Legislative branch Natural rights Negative rights Positive rights Precedent Rule of law Social contract State of nature Separation of powers Equity Justice Democracy Consent Contract Civil action Civic</p>
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		Problems 1.2, 1.3, 1.4, 1.8 Chapter 2 Lawmaking Problems 2.1, 2.2 Chapter 3: Advocacy Problems 3.1, 3.2 Vocabulary pre- and post- assessments Chapter quizzes	
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Unit 2: The Legal System in Action: Focus on Advocacy - 3 Weeks

Essential Questions:

What factors shape the development of laws and public policies? What factors affect the real world consequences of a law? How can a law impact public policy in other levels and branches of government? What role do advocacy organizations play in responding to and influencing the legal system? How can professionals and youth work to impact the legal system?

Unit Description:

Students will learn how public advocacy organizations act as a fourth branch of government and how professionals and the public play a vital role in improving the U.S. legal system through advocacy, legislation, and litigation. They will learn that laws and public policies are shaped by public perceptions and the changing needs of society. They will discover that the way in which a law is written, enforced, and interpreted can have intended and unintended consequences and affect how justice is served, and that law and public policy decisions can expand or limit the powers of different branches and levels of government and affect individuals and communities. Students will study methods for influencing the legal system through grassroots efforts and public advocacy organizations, including ways in which data is used as evidence to support public policy objectives.

Through the key assignment, students will learn the characteristics of effective multimedia and oral presentations. Collaborative teams will research public advocacy organizations to select one whose work on behalf of a social, political, or legal cause they can support. Once they have identified the public advocacy organization, the students will create a multimedia and oral presentation to inform others at a public forum about the public advocacy organization and its work. The presentation will educate the public about the issue, explain causes and effects of problem, share the organization's strategies to affect change, use data to support the need for change, and explain how the public advocacy organization serves as the fourth branch of government by interacting with other aspects of the legal system.

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
public advocacy organizations act as a fourth branch of government	work collaboratively to develop and achieve team goals, share information, and give and receive feedback	KEY ASSIGNMENTS/ ASSESSMENTS	BASIC TEXT CORRELATION
professionals and the public play a vital role in improving the U.S. legal system through advocacy, legislation, and litigation	obtain, synthesize, and evaluate information	Key Assignment #2: Multimedia and Oral Presentation of Public Advocacy Organization in Public Forum	<i>Street Law, A Course in Practical Law.</i> Chapter 3: Advocacy (Pages 29-38) Chapter-based information on resources located on: Streetlaw.glencoe.com
laws and public policies are shaped by public perceptions and the changing needs of society	find relevant resources and evaluate their credibility	Activities leading up to the Key Assignment: Bringing a Law to Life	SUPPLEMENTAL RESOURCES/MATERIALS
the way in which a law is written, enforced, and interpreted can have intended and unintended	organize information and ideas with visual graphics	Activity 1A: What leads to a Law or Policy? Activity 1C: Community Responses	http://LawandJustice.edc.org Unit 2: The Legal System in Action
	think critically to interpret information and draw reasoned conclusions	Activity 1D: Now That It's the Law...	ConnectEd Studios resources
	engage in problem solving and	Activity 1E: Public Advocacy – The Fourth Branch	<u>EDC Resources:</u> Appendix A: Unit 2 Materials List Appendix B: Assessments: Skills and

<p>consequences and affect how justice is served</p> <p>law and public policy decisions can expand or limit the powers of different branches and levels of government and affect individuals and communities</p> <p>methods for influencing the legal system through grassroots efforts and public advocacy organizations</p> <p>ways in which data is used as evidence to support public policy objectives</p> <p>characteristics of effective media presentations</p> <p>characteristics of effective oral presentations</p> <p>H/SS Historical Research, Evidence, and Point of View 1 Historical Interpretation 4 12.1.5, 12.2,12.2.5, 12.3.1, 12.3.2,12.6.4,12.7.1,12.7.3,12.10</p>	<p>critical thinking</p> <p>effectively use technology for research and presentation of information</p> <p>communicate effectively in writing, verbally, and non-verbally</p> <p>engage in active listening</p> <p>read and interpret data</p> <p>write a summary of research findings</p> <p>cite textual evidence to support analysis of primary and secondary sources</p> <p>produce clear and coherent writing to inform an audience at a public forum</p> <p>History/SS Historical Research, Evidence, and Point of View 2 Historical Interpretation 1, 3 12.4, 12.7.6</p> <p>CCSS/ELA: Grades 9-10 SLS: 1, 2, 3, 4 LS: 1,2, 4 WS: 3</p> <p>CCSS/LIT: Grades 9-10 RHSS: 1, 2, 4, 9 WHSST: 2, 4, 5, 6, 7, 8, 9</p> <p>CR: 1, 2, 3, 4, 5, 8, 9, 11, 12</p>	<p>Activity 1F: Enacting a Law</p> <p><u>Advocacy and the Law</u> Activity 3A: Focusing the Research Activity 3B: Advocacy Responses Activity 3C: Supporting Advocacy with Data Activity 3D: Public Advocacy and the Legal Landscape Activity 3E: Team Research</p> <p><u>Multimedia Advocacy Presentations</u> Activity 4A: Multimedia Presentations Activity 4B: Oral Presentations Activity 4C: Final Preparations Activity 4D: Peer Feedback Part 5: Taking It Public at a Community Forum</p> <p>Continuous Key Assignments: Career Portfolio</p> <p>Unit Exam</p> <p>See Key Assignment section for more details</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS <i>Street Law</i> Chapter 3 Advocacy: Pg. 33 Youth Act: Guidelines for Advocates</p> <p>Vocabulary pre- and post-assessment</p>	<p>Understandings Appendix C: Legal Content and Sources of Law Appendix D: Standards Media Resources Teacher Resources References</p> <p><u>Industry Professionals:</u> Advocates Activists Community Organizations Lobbyists</p> <p>KEY VOCABULARY Advocacy Bias Credibility Discretion Due process Federalism Judicial review Law Legal system Legislative process Lobbying Public policy Public advocacy organization Stakeholder Talking points Zero tolerance</p>
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Unit 3: Criminal Law and the Pursuit of Justice - 9 weeks

Essential Questions:

What is crime? What are the goals of the criminal justice system? What does justice look like? How does the criminal justice system ensure that the rights of both the victims and the perpetrators of crime are protected? What are the roles of professionals in promoting safety and ensuring justice for victims and the accused?

Unit Description:

Students will learn how the criminal justice system seeks to promote public safety and hold people accountable for criminal wrongdoing, while protecting the constitutional rights of the accused. They will study the roles of professionals in law, law enforcement, and advocacy in promoting justice and ensuring that criminal laws are enforced equitably and fairly. Students will learn about the elements of criminal law, criminal law procedure, due process of law, probable cause, criminal defenses, the system of plea bargaining, and sentencing guidelines. In addition, students will apply appropriate laws, rules, and standards in a criminal investigation and case, including the basic elements of all aspects of pre-trial procedures.

The key assignment kicks off with a simulated crime scene scenario. Students take on roles of police officers, detectives, and CSI teams to process the crime scene, write reports, and create case files. After processing the crime scene, students take on the roles of prosecution and defense attorneys and prepare for plea bargain negotiations and a felony arraignment in a homicide case. Students work collaboratively in teams to review forensic evidence, witness statements,

and police reports, to analyze relevant criminal laws, and to build a theory of the case. They apply the law to consider possible charges and sentences for the defendants and enter into plea negotiations with opposing counsel.

Students work with police officers and detectives to prepare to process the crime scene, and with attorneys to prepare for plea bargain negotiations in order to achieve a mutually acceptable agreement. Following the plea bargaining, students conduct a mock arraignment hearing based on the outcomes of their negotiations.

Content Standards		Performance Standard Measures	Instruction	Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL		
the criminal justice system seeks to promote public safety and hold people accountable for criminal wrongdoing, while protecting the constitutional rights of the accused	work collaboratively to develop and achieve team goals, share information, and give and receive feedback	KEY ASSIGNMENTS/ ASSESSMENTS	BASIC TEXT CORRELATION	
the roles of professionals in law, law enforcement, and advocacy in promoting justice and ensuring that criminal laws are enforced equitably and fairly	obtain, synthesize, and evaluate information	Key Assignment #3: Plea Bargain Negotiations and Mock Arraignment	<i>Street Law, A Course in Practical Law.</i> Chapter 8: Introduction to Criminal Law (pages 100-104)	
elements of criminal law	develop and articulate reasoned, persuasive arguments, supported with evidence	Chapter 9: Crimes Against the Person Activities leading up to the Key Assignment:	(pages 107-112) Chapter 11: Defenses (pages 126-128)	
criminal law procedure	organize information and ideas with visual graphics	Prior to beginning on the case, students work in teams to process a crime scene, including taking photos, creating sketches, documenting evidence, and taking notes for a police report.	Chapter 12: Criminal Justice Process: The Investigation (133-152) Chapter 13: Criminal Justice Process: Proceedings Before Trial (155-163) Chapter 14: Criminal Justice Process: The Trial (166-171)	
due process of law	think critically to interpret information and draw reasoned conclusions	Foundations of Criminal Law Activity 1B: Criminal Justice Process	Chapter 15: Criminal Justice Process: Sentencing and Corrections (173-183)	
probable cause	engage in problem solving and critical thinking	Activity 1F: The Role and Structure of Criminal Laws	Chapter-based information on resources located on: Streetlaw.glencoe.com	
criminal defenses	effectively use technology for research and presentation of information	Activity 1G: Analyzing Homicide and Accomplice Scenarios	SUPPLEMENTAL RESOURCES/MATERIALS	
the system of plea bargaining	communicate effectively in writing, verbally, and non-verbally	Activity 1H: Possible Charges Activity 2A/B: Criminal Defenses	Unit 3: Criminal Law and the Pursuit of Justice http://LawandJustice.edc.org	
sentencing guidelines	engage in active listening	Activity 2C: Punishment and Sentencing	Integrated Crime Scene Investigation Unit (Law and Justice Curriculum and ConnectEd Studios)	
methods to gain consensus for the resolution of differing opinions and position	apply state homicide and accessory laws, appropriate defenses, and sentencing guidelines to a criminal case	Applying the Law to the Case Activity 1C/D: Working on a Legal Team	EDC Resources: Appendix A: Unit 3 Materials List Appendix B: Assessments: Skills and Understandings	
methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication	use logical constructs to integrate and organize information and anticipate counterarguments	Activity 1E: Facts of the Case Activity 1I: Creating a Theory of the Case	Appendix C: Legal Content and Sources of Law	
ways in which information is collected, analyzed, organized, and disseminated to realize specific objectives	process information effectively	Plea Bargaining and Arraignment Activity 3A: Plea Bargaining and Justice	Appendix D: Media Resources Teacher Resources	
the appropriate application of laws, rules, and standards in a criminal investigation and case	to make prompt and effective decisions	Activity 3B: Preparing for Plea Negotiation	ConnectEd Studios resources	
individual protections granted to the accused by the Bill of Rights	engage in negotiations to	Activity 3C: Plea Negotiations Activity 3D: Preparation for Arraignment	Industry Professionals: Prosecutors and Defense Attorneys Legal Secretaries	
basic elements of all aspects of pre-trial procedures				

<p>H/SS 12.1,12.1.3,12.2,12.3,12.3.2,12.5,12.5.1,12.8,12.10</p>	<p>prepare for an arraignment in a fictional homicide case</p> <p>develop an <i>Arrestment Planner</i> to determine the possible charges against each defendant and which charges are best supported by evidence</p> <p>write a narrative about the case, told from a particular perspective</p> <p>review possible charges, identify their strengths and weaknesses, and develop a negotiation strategy based on analysis</p> <p>conduct plea bargaining and an arraignment hearing role play</p> <p>use team-building skills to solve problems</p> <p>access, manage, integrate, and create information by using information technology tools</p> <p>apply cognitive, critical thinking, and problem-solving skills to formulate solutions</p> <p>CCSS/ELA: Grades 9-10 SLS: 1, 2, 3, 4, 6 LS: 1,2, 4 WS 3</p> <p>CCSS/LIT: Grades 9-10 RHSS: 1, 2, 4, 7, 8 WHSST: 1, 2, 4, 6, 7, 8, 9</p> <p>CR: 1, 2, 3, 4, 5, 8, 9, 11, 12</p>	<p><u>Reflecting on Criminal Justice</u> Activity 3F: Reflection on Criminal Justice Roles Activity 2D: Capital Punishment and Justice</p> <p>Continuous Key Assignments: Career Portfolio</p> <p>Unit Exam</p> <p>See Key Assignment section for more details</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS Chapter 8: Introduction to Criminal Law: Problems 8.2, 8.3,</p> <p>Chapter 9: Crimes Against the Person: You Be the Judge: Homicide Cases (pg 109), 9.2</p> <p>Chapter 11: Defenses: Problems 11.1, 11.2, 11.3, 11.4</p> <p>Chapter 12: Criminal Justice Process: The Investigation: Create a flow map of the criminal justice process (Figure 12.1) Problems 12.2, 12.4, 12.6, 12.10</p> <p>Chapter 13: Criminal Justice Process: Proceedings Before Trial: Problems 13.1, 13.3</p> <p>Chapter 14: Criminal Justice Process: The Trial: Problems: 14.1, 14.5, 14.6</p> <p>Chapter 15: Criminal Justice Process: Sentencing and Corrections: Problems 15.3,15.5</p> <p>Create a double-bubble map to differentiate between jails and prisons</p> <p>Pre- and post-assessments on vocabulary, and the criminal justice process sequence of events</p> <p>Chapter quizzes</p>	<p>Crime Scene Investigators</p> <p>KEY VOCABULARY Accessory after the fact Accessory before the fact Accomplice Alibi defense Affirmative defense Arrestment Arrest Arrest Warrant Assault Battery Bench trial Beyond a reasonable doubt Burden of proof Capital punishment Conviction Crime Criminal homicide Criminal justice process Cross-examination Defendant Discovery Due process of law Duress Elements of a crime Felony Felony murder First-degree murder Grand jury Homicide Incarceration Indictment Involuntary manslaughter Malice Misdemeanor Mitigating circumstances Motion Negotiation Plea bargain Preliminary Hearing Probable cause Prosecution Second-degree murder Sentencing Substantive criminal law Theory of the case Verdict Voir dire Voluntary Manslaughter</p>
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Unit 4: Lawsuits and Liability: The Civil Justice System - 9 Weeks

Essential Questions:

How does the civil justice system hold people and corporations accountable for their actions? How does civil law compare with criminal law? What are the roles of civil litigation and liability in U.S. society?

Unit Description:

Students learn how the civil justice system seeks to remedy harms and resolve disputes among individuals, corporations, and government entities. Through case studies, including an in-depth study of *Liebeck v. McDonald's*, students explore how civil litigation can promote individual, corporate, and government accountability, while also imposing costs on society due to excessive damage awards and frivolous lawsuits. Students will compare and contrast civil law with criminal law, as well as careers in the civil justice system with those in the criminal justice system. Students will learn the required elements for torts, negligence, and strict product liability; the steps in the civil litigation process; and protections in the U.S. Constitution and Bill of Rights related to civil law. Students will understand the difference between "beyond a reasonable doubt" and "preponderance of evidence", and the difference between compensatory damages and punitive damages.

The key assignment in this unit immerses the students in a civil lawsuit. Students learn about the civil justice system by playing the roles of plaintiff, defendants, lawyers, and witnesses as they prepare for and participate in a mock civil trial. Working in legal teams, students apply elements of law to the facts of a civil case, analyzing the relevance of information and providing reasoned legal arguments and responding to counterarguments. Each student on the team writes a legal IRAC memo to their law firm's partner, recommending a course of legal action based on the elements of the civil case and the application of the law. Students craft and deliver opening statements, witness direct- and cross-examination questions, and closing arguments.

Content Standards		Performance Standard Measures	Instruction	Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL		
the civil justice system seeks to remedy harms and resolve disputes among individuals, corporations, and government entities	work collaboratively to develop and achieve team goals, share information, and give and receive feedback	KEY ASSIGNMENTS/ ASSESSMENTS	BASIC TEXT CORRELATION	
civil litigation can promote individual, corporate, and government accountability	obtain, synthesize, and evaluate information	Key Assignment #4 Civil Mock Trial	<i>Street Law, A Course in Practical Law:</i> Chapter 6: Lawyers(pages 63-71) Chapter 18: Torts: A Civil Wrong (pages 210-223) Chapter 19: Intentional Torts (230-247) Chapter 20: Negligence (250-257) Chapter 21: Strict Liability (261-267)	
civil litigation can impose costs on society due to excessive damage awards and frivolous lawsuits	create persuasive arguments and support them with evidence	Activities leading up to the Key Assignment: A Civil Complaint Activity 1A: Speaking Civilly Activity 1B: What's Fair? Activity 1C: Legal Eagles and I-Search Activity 1D: Hot Coffee Case Study Activity 1E: Negligence or Not? Activity 1F: Product Liability Activity 1G: Damages	Chapter-based information on resources located on: Streetlaw.glencoe.com	
the differences between civil law and criminal law	organize information and ideas with visual graphics			
careers in the civil justice system	think critically to interpret information and draw reasoned conclusions			
required elements for torts, negligence, and strict product liability	engage in problem solving and critical thinking	<u>Building a Case</u> Activity 2A: Discovery Activity 2B: Theory of the Case Activity 2C: Anticipating Arguments Activity 2E: Internal IRAC Memo Submission	SUPPLEMENTAL RESOURCES/MATERIALS Unit 4: Lawsuits and Liability: The Civil Justice System http://LawandJustice.edc.org (including articles and video links for Hot Coffee case study)	
the steps in the civil litigation process	effectively use technology for research and presentation of information		EDC Resources: Appendix A: Unit 4 Materials List	
protections in the U.S. Constitution and Bill of Rights related to civil law	communicate effectively in writing, verbally, and non-verbally	Preparing for Trial Activity 3A: Opening and Closing Statements Activity 3B/C: Direct and Cross-Examination Witness	Appendix B: Assessments: Skills and Understandings Appendix C: Legal Content and Sources of Law Appendix D: Standards Media Resources	
differences between civil law and criminal law, including	engage in active listening			
	read and interpret data			

<p>professional roles</p> <p>difference between beyond a reasonable doubt and preponderance of evidence</p> <p>the laws, ordinances, regulations, and organizational rules that guide protective services career fields when dealing with civil disputes</p> <p>H/SS 11.11 12.2.5, 12.5.1, 12.8, 12.3.2, 12.6.4, 12.10</p>	<p>write a summary of research findings, opening and closing statements</p> <p>formulate witness questions for direct and cross-examination</p> <p>cite specific textual evidence to support analysis of primary and secondary sources</p> <p>produce clear and coherent writing to inform and persuade</p> <p>draw information from informational texts to support analysis and reflection</p> <p>apply the elements of law to the facts of a civil case</p> <p>apply knowledge of causes of action, elements of product liability, and guidelines for damage awards to a negligence and product liability case</p> <p>analyze the relevance of information in a civil case</p> <p>provide reasoned legal arguments and respond to counterarguments</p> <p>develop a theory of the case</p> <p>prepare for trial in the roles of plaintiff's attorney, defense attorney, or witness</p> <p>compare and contrast goals, professional roles, standards of proof in civil and criminal law via case study</p> <p>use communication skills during trial argument and examination of witnesses</p> <p>assess the effectiveness of legal arguments</p> <p>use logical constructs to integrate and organize information and anticipate counterarguments</p> <p>process information effectively to make prompt and effective decisions</p> <p>access, manage, integrate, and create information by using</p>	<p>Activity 3D: Trial Run</p> <p><u>Trial and Reflection</u></p> <p>Activity 4A: Opening Statements and Presentation of Evidence</p> <p>Activity 4B: Presentation of Evidence and Closing Statements</p> <p>Activity 4C: Exploring Alternatives</p> <p>Continuous Key Assignments: Career Portfolio</p> <p>Unit Exam</p> <p>See Key Assignment section for more details</p> <p>SUGGESTED ASSIGNMENTS/ASSESSMENTS</p> <p>Chapter 6 Lawyers: Problems 6.2, 6.4</p> <p>Chapter 18 Torts: A Civil Wrong Activities: Problems 18.1, 18.3, 18.4, 18.5, 18.11</p> <p>Chapter 19 Intentional Torts Activities: Problems 19.1, 19.2, 19.4, 19.5, and 19.6 You Be The Judge (pg. 248)</p> <p>Chapter 20: Negligence Activities: Problems 20.2, 20.5, 20.7</p> <p>Chapter 21: Strict Liability Activities: Problems 21.1, 21.3, 21.7</p> <p>Chapter Concept Maps Pre- and post-assessments</p> <p>Chapter quizzes</p>	<p>References</p> <p><u>Industry Professionals:</u> Civil attorney Judge Private practice attorney Legal secretary Paralegal</p> <p>ConnectEd Studios resources</p> <p>KEY VOCABULARY</p> <p>Breach Cause in fact Civil law Compensatory damages Complaint Contract law Damages Defendant Duty Injury Intentional tort Negligence Plaintiff Preponderance of evidence Property law Proximate cause Punitive damages Strict product liability Tort law</p>
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	information technology tools		
	CCSS/ELA: Grades 9-10 SLS: 1, 2, 3, 4, 6 LS: 1,2, 4 WS: 3		
	CCSS/LIT: Grades 9-10 RHSS: 4, 5, 7, 8, 9 WHSST: 1, 4, 6, 7, 8, 9		
	CR: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12		

Unit 5: Equal Justice under the Law: The Pursuit of Civil and Human Rights - 9 weeks

Essential Questions:

How does the U.S. Constitution protect civil and human rights? How do individual action and advocacy influence the legal system to change discriminatory laws and policies? What challenges and responsibilities do ordinary people and professionals have when facing civil and human rights issues today?

Unit Description:

Students explore how the U.S. Constitution guarantees equality under the law through the Equal Protection Clause of the Fourteenth Amendment. They will study how the concept of equality and protection under the law changes over time as a result of court cases, legislation, and social movements, and learn about the role of Judicial Review in interpreting Civil Rights laws, and the role of litigation and legislation in civil rights movements to strengthen democratic principles. Students will focus on landmark court cases and decisions related to the advancement of civil rights, including *Plessy v Ferguson* and *Brown v Board of Education*, to understand how combined actions from individuals, the state, and the court system are necessary to reform unjust laws. Students will discuss the issues that arise when ordinary people and professionals attempt to balance the need to promote public safety, protect civil rights, and ensure justice for all in a democratic society. They will look at the role of law enforcement in desegregation, protests, and enforcing civil rights laws and how the struggle for civil and human rights continues today. Finally, the students will learn about the United Nations Declaration of Human Rights, understanding that certain human rights are guaranteed simply because we are human.

Current events and connections to civil rights and human rights issues in today's world play a central role in the Key Assignment for this unit. After learning about historic civil rights issues and movements, students identify and research a current civil or human rights issue, and then through the role of a journalist, report on the issue. As a journalist, students write a news article, blog, or documentary on their chosen issue to educate the public about what is happening today with the civil or human rights issue. Through debates, Socratic Seminar, Philosophical Chairs, or other format for dialogue and debate, students will apply ethical arguments to civic actions, legal questions, and public policies related to civil and human rights issues.

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
the U.S. Constitution guarantees equality under the law	cite textual evidence to support analysis of primary and secondary sources	KEY ASSIGNMENTS/ ASSESSMENTS Key Assignment #5 Civil Rights Narrative – Think Like a Journalist	BASIC TEXT CORRELATION
the Fourteenth Amendment, the Due Process Clause, and the Equal Protection Clause	compare and contrast treatments of the same topic in several primary and secondary sources	Activities leading up to the Key Assignment: <u>Democracy and Civil Rights</u> Activity 1A: Equal Protection Activity 1B: Challenging Discrimination Activity 1C: Investigating the Legal Landscape Activity 1D: The Influence of the Past	<i>Street Law, A Course in Practical Law.</i> Chapter 36: Introduction to Constitutional Law (Pages 438-442) Chapter 37: Freedom of Speech (445-462) Chapter 38: Freedom of the Press (465-471) Chapter 41: Due Process (484-487) Chapter 43: Discrimination (499-541) Appendix: Universal Declaration of Human Rights (600)
the concept of equality and protection under the law changes over time as a result of court cases, legislation, and social movements	examine the relationship between civic action and the legislative, executive, and judicial branches of government in the advancement of civil rights		Chapter-based information on
the role of Judicial Review in interpreting Civil Rights laws	analyze how different media have told the story of civil rights		

<p>the role of litigation and legislation in civil rights movements to strengthen democratic principles</p> <p>landmark court cases and decisions related to the advancement of civil rights, including <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i></p> <p>Civil Rights Acts of 1866 and 1964</p> <p>combined actions from individuals, the state, and the court system are necessary to reform unjust laws</p> <p>ordinary people and professionals must balance the need to promote public safety, protect civil rights, and ensure justice for all in a democratic society</p> <p>role of law enforcement in desegregation, protests, and enforcing civil rights laws</p> <p>the struggle for civil and human rights continues today</p> <p>the UNDHR lists basic human rights that international governments agree upon</p> <p>certain human rights are guaranteed simply because we are human</p> <p>H/SS 10.1.3, 10.9.8, 11.10.2, 11.10.5, 11.10.6, 12.1, 12.3.1, 12.3.2, 12.4, 12.4.2, 12.5.1, 12.5.4, 12.6.4</p>	<p>struggles</p> <p>draw on primary source new articles to examine the role of journalism in shaping public perceptions about laws and policies</p> <p>draw information from literary and informational texts to support analysis, reflection and research</p> <p>produce clear and coherent narrative writing</p> <p>identify and research a current civil or human rights issue</p> <p>write an article or blog on a current civil or human rights issue as a journalist telling the story of the civic action to achieve equality and justice</p> <p>acquire, analyze, and disseminate information to facilitate clear and positive communication</p> <p>access, manage, integrate, and create information by using information technology tools</p> <p>find relevant resources and evaluate their credibility</p> <p>think critically to interpret information and draw reasoned conclusions</p> <p>effectively use technology for research and presentation of information</p> <p>H/SS: 11.10, 12.7, 12.10</p> <p>CCSS/ELA: Grades 9-10 SLS: 1, 2, 3, 5, 6 LS: 1, 2, 4 WS: 3</p> <p>CCSS/LIT: Grades 9-10 RHSS: 1, 2, 4, 5, 6, 7, 8, 9 WHSST: 1, 2, 4, 5, 6, 7, 8, 9</p> <p>CR: 1, 2, 3, 5, 8, 11, 12</p>	<p>Activity 1E: Connecting the Past and the Present</p> <p>Activity 1F: Equality for All?</p> <p><u>Exploring Current Civil Rights and Human Rights Issues</u></p> <p>Activity 2A: The Power of Story</p> <p>Activity 2B: Exploring Current Issues</p> <p>Activity 2C: News Stories and the Role of Journalism</p> <p>Activity 2D-G: Investigating the Legal Landscape</p> <p><u>Telling the Story</u></p> <p>Activity 3A: Principles of Journalism</p> <p>Activity 3B: Writing a News Story</p> <p>Activity 3D: The Medium and the Message</p> <p>Activity 3G: Completion of Stories</p> <p>Activity 4A: Making Your Story Public</p> <p>Activity 4B: Justice and the Role of Journalism</p> <p>Continuous Key Assignments: Career Portfolio</p> <p>Unit Exam</p> <p>See Key Assignment section for more details</p> <p>SUGGESTED ASSIGNMENTS/ASSESSMENTS</p> <p><i>Street Law</i> Chapter 36</p> <p>Introduction to Constitutional Law Activities: Problems 36.1, 36.2</p> <p>Chapter 37 Freedom of Speech Activities: Problems 37.4, 37.5, 37.6, 37.11</p> <p>Chapter 38 Freedom of the Press: Problems 38.5</p> <p>Chapter 43 Discrimination: Problems 43.1, 43.2, 43.8, 43.12, 43.18</p> <p>Chapter Thinking Maps</p> <p>Pre- and post-assessments</p> <p>Chapter quizzes</p>	<p>resources located on: Streetlaw.glencoe.com</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>EDC Law and Justice curriculum: Units 5 (Civil Rights) and 6 (Human Rights) http://LawandJustice.edc.org</p> <p><u>EDC Resources:</u></p> <p>Appendix A: Unit 5 and 6 Materials Lists</p> <p>Appendix B: Assessments: Skills and Understandings</p> <p>Appendix C: Legal Content and Sources of Law</p> <p>Appendix D: Standards Media Resources</p> <p>Teacher Resources</p> <p>References</p> <p><u>Industry Professionals:</u></p> <p>Legal journalist Journalist or blogger Civil Rights Activist Civil Rights Attorney Police Officer</p> <p>ConnectEd Studios resources</p> <p>KEY VOCABULARY</p> <p>Citizen journalist Civil rights Discrimination Equal Protection Clause Legal historian Legal journalist Segregation Class action Intermediate scrutiny Rational basis Strict scrutiny</p>
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KEY ASSIGNMENTS:

Major Written Assignments	Each Unit is centered around a key assignment that integrates reading, critical thinking, writing, speaking, and listening. In addition, each unit includes smaller assignments that build content and skills for the Key Assignments. These smaller assignments also include reading, writing, speaking, and listening. Students engage in informative/explanatory, argumentative, and narrative writing, including evidence-based business letters, legal memos, and opening statements and closing arguments, theories of the case, witness questions and answers, and journalistic articles. The writing assignments are appropriate to task, purpose, and audience. Students have opportunities to strengthen their writing through the writing process and through the use of technology to produce and publish their writing assignments. In addition, students conduct short research projects and create multimedia presentations that require summary writing.
Assessments	Unit activities can serve as formative assessment tools. Examples of formative assessment tools include journal entries, Thinking Maps, self-assessments, chapter quizzes, vocabulary quizzes, class discussions, Socratic Seminars, Philosophical Chairs, and debates. The curriculum provides student skill self-assessments for six key skills: <ul style="list-style-type: none"> • Reading • Writing • Teamwork/Collaboration • Research • Critical Thinking • Speaking and Presenting Students can include their self-assessments and reflections in their Career Portfolio. The Unit Exams ask students to apply their understanding of key concepts through short answers and essays. In addition, teachers can use the textbook test generator to assess students' knowledge of particular content and vocabulary after completing each unit.
Projects	The curriculum takes an inquiry- and project-based approach to teaching and learning. Unit projects are created to connect activities with the underlying and conceptual knowledge. Furthermore, unit projects allow students to demonstrate their learning through authentic and relevant applications. Examples of projects include the following: <ul style="list-style-type: none"> • writing classroom laws • proposing new or amended laws to legislators • creating multimedia advocacy presentations at a public forum • investigation a crime scene • conducting plea bargain negotiations and participating in a homicide felony arraignment • conducting a mock-trial in a civil law case • creating a newspaper or blog on a civil rights or human rights issue • participating in a debate or Socratic Seminar on issues such as police force, capital punishment, and/or other controversial issues related to criminal justice
Career Connections	Throughout the course, students gain knowledge and skills that are relevant to a range of careers in the legal and criminal justice systems. Students learn about the roles, responsibilities, and career paths of specific professions through unit activities, industry professionals, and people and career profiles. For example, prior to the crime scene investigation, students should read relevant sections of the FBI Handbook and get instruction from a police officer or detective. When preparing for plea bargaining, attorneys can provide guidance on preparing for settlement negotiations. In addition, attorneys and police officers can assist with providing feedback on performance-based assessments such as writing police reports and conducting mock trials. Work-Based Learning opportunities (in addition to bringing professionals into the classroom) could include a trip to a Courthouse or to a City Council meeting.
Comprehensive Semester Finals	The final is cumulative each semester and focuses on class instruction and learning, as well as textbook reading and questions generated from the textbook publisher. In addition, questions are taken from each of the Unit Exams in the EDC Curriculum.

Content-Specific Assignments:

Continuous Key Assignments:

Career Portfolio

The Career Portfolio enables students to gather information about a range of careers, collect examples of their work that demonstrates their knowledge and skills relevant to careers and student learning outcomes, and reflect on their learning and career interests. Through the course, students have opportunities to work on their Career Portfolio.

Journal Writing

Students will maintain a reflective journal based on responses to the unit essential questions and reflections on activities.

Unit Exam

The unit exam asks students to apply their understanding of the unit's key concepts. The unit exam also asks students to apply their understanding of these concepts through short answers and essays.

Unit Key Assignments

The Key Assignments (Unit Projects) utilize Linked Learning Behaviors of Learning and Teaching. By design, the Key Assignments are:

Collaborative - Students practice teamwork skills in a variety of collaborative teams and settings

Student-Directed – Students design their interdisciplinary learning experiences and organize, revise, and self-monitor their learning through an inquiry-based approach where their questions, choices, insights, and solutions lead the way as they pursue learning through feedback, reflection, revision, and defense of work

Outcome-Focused – Students create, use, seek feedback on, and revise plans for project work

Relevant – Students engage in projects of personal interest that are authentic to the Criminal Justice/Public Services industry sector

Rigorous – Key Assignments integrate Academic and Common Core State Standards

Integrated – Key Assignments intentionally use concepts and skills from core courses (primarily ELA and history/social studies) in pathway theme courses

Unit 1: Human Nature, Rules, and Power: The Origins of Law

Use of Textbook and Supplemental Materials:

Street Law Textbook: Students will read Chapters 1 through 3 to prepare for this assignment. In particular, the following pages/sections will be helpful: Chapter 2 (Lawmaking) pages 17-21 to help students identify who makes the laws and which legislator would be responsible for making laws on the students' issues. Page 22 (problem 2.2 The Unclear Law) and page 23 (problem 2.3 Drafting a Law Simulation). Chapter 3 (Advocacy) Page 30 (problem 3.1 Changing the Law: Research and Role-Play) and page 31 (Writing to a Public Official) to help guide students through the letter-writing process.

The Education Development Center's *Curriculum* – Unit 2 will guide students through the Key Assignment (LawandJustice.edc.org)

The California Bar Association's Publication *Kids & the Law: An A-to-Z Guide for Parents* provides a good starting point for research on legal issues affecting youth.

Key Assignment #1: Researching Laws that Affect Young People and Writing a Letter to a Legislator

Research: Laws that Affect Young People

Students will conduct research using various sources on laws that affect young people. They will use nonfiction books, Internet websites, and the consumer education publication *Kids & the Law: An A-to-Z Guide for Parents* from the California Bar Association. Based on their preliminary research, students will select one area of law on which to research in more depth. Examples of topics include (but are not limited to) curfew, emancipation, drugs and alcohol, privacy, truancy, graffiti, driving, bullying, fighting, etc.

Once students have identified the law in which they are interested, they will write a one- to two-page summary of their research. They must answer the following questions in their summary:

- What does the current law about this topic state?
- Who is affected by the law and in what ways?
- What are the consequences of violating this law?
- Who is responsible for the consequences (parents, the child)?
- What do you think are the reasons for this law?
- What are some possible objections to aspects of this law?

Next, students will survey their peers to gather data on how those affected by the student's chosen law feel about it. Students will design a short survey of five to seven questions about the law and distribute and collect it from his or her peers. Once the student has researched the law, and has gathered and analyzed the survey data, the student will decide if this law should remain as is or if it should be repealed or amended. The student might also decide to introduce a new law on the issue.

Presentation of Findings: Should this law be the basis of a letter to a legislator?

Students will present their findings about the law to a small group, sharing the research, data from surveys, and answers to the research questions. After all students in the group have shared, they will come to consensus on which of the laws presented to focus on and draft a letter to a legislator requesting a change or repeal.

Writing a Letter to Your Legislator

Students will find out who their legislators are which level of government would be responsible for legislative changes related to their specific law. Each student will write their version of the new law, stating what the existing law says and what they would like to change. If students are suggesting a new law, then each student will draft what they would like the new law to state. Once each student has written a draft, they will read each other's letters and create a single team persuasive letter to their legislator. Letters must be one-to-two pages in length, and must include at least three arguments to support their position; each argument must be supported with evidence. Evidence must be cited correctly and all evidence must be relevant, reliable, and factual. Students should include their research and survey data as evidence. Letters must be proofread and formatted correctly. Students will share their letters with the class and have the option of sending their letters to their legislators.

Unit 1 Activities leading up to the Key Assignments:

The Rule of Law

Activity 1A: It's the Law (Writing, Speaking, Listening)

As an introductory activity to the law, students conduct a gallery walk, viewing various images of the law. As they view the images, they select six to write a response about in their journals, writing about their perceptions of the images. Then, they select the one image that best reflects their perception of the law. They share their responses with others who selected the same image, and then each group will share with the class why they selected the image they did.

Activity 1B: Disaster Scenario (Writing)

Students participate in a disaster simulation that takes place after a nuclear holocaust and consider what life would be like without rules. Students should come to understand why we need rules and laws to keep order and protect those who do not have enough resources or who have disadvantages. Students should understand the idea of anarchy from this activity. Upon completion, they will write in their journals about the experience, focusing on how they felt not having any guidelines or rules to follow.

Activity 1C: The Nature of Human Nature (Writing)

Students debrief the disaster simulation and are introduced to social contract theorists and political philosophers. Students write in their journal about which theory most accurately aligns with the student's view of human nature and the need for rules. After establishing the concept of the need for rules, students are introduced to the key assignment.

Making, Enforcing, and Interpreting Rules and Laws

Activity 2A: What's a Right? (Reading, Writing, Speaking, Listening)

Students consider what it means to have rights. Students analyze and discuss several scenarios in which rights conflict with the public good, and then answer questions about ways in which a social contract defines and limits personal liberties. In each case, students will write whether they agree or not with the outcomes presented in the scenarios, citing specific reasons and examples to support their opinion.

Activity 2B: To Codify a Right (Reading, Writing)

Students explore the purpose and content of the Constitution and the Bill of Rights and identify where and how specific rights are protected. Students paraphrase each of the Amendments in the Bill of Rights and create a symbol for each right.

Activity 2C: Making Rules and Laws (Speaking, Listening, Writing)

Students identify people and careers involved in writing laws, analyze the purpose of written laws, identify ways that specific values and assumptions can be embedded in laws. Students create their own rules/laws for classroom or pathway, using the process in the legislature. Students will divide into two “houses” to draft laws and then pass them to the second house to amend, approve, or disapprove, until a mutually agreed-upon set of rules is established.

Activity 2E: Enforcing the Rules of a Nation (Reading, Writing, Speaking, Listening)

After identifying different functions of the executive branch, students share their perceptions of law enforcement and its role within the community, identify goals for modern laws enforcement, and compare the professional and community models of policing.

Activity 2G: Interpreting Rules for a Nation (Reading, Speaking, Listening)

Students analyze how and why laws need to be interpreted once they are written down. Using cases of *New Jersey v. T.L.O* and *Safford v. Redding*, students identify how judicial decisions have affected a student’s right to be free from unreasonable searches.

Changing Rules and Laws**Activity 3A: Examining the Balance of Power (Writing, Reading, Listening)**

Students create a tree map to identify the ways in which each branch of the legal system may check the powers of the others. Students identify these separation of powers at the federal, state, and local levels.

Activity 3B/3C: Who Were “We the People”? (Reading, Writing)

Students learn about the Preamble to the U.S. Constitution and explore the tensions between the ideal vision of democracy and people’s actual experiences. Using a historic timeline of U.S. voting rights, students analyze how the struggle to earn these rights evolved for different groups within the U.S. population, focusing on the specific strategies that everyday people, public advocates, and legal professionals have used to enact changes to laws and to the Constitution. Students select ten events from the timeline that they view as significant, create a flow map with these events, and write a paragraph for each, explaining the significance of each event either to them personally or to the evolution of expanding “we the people”.

Activity 3E/F: Preparing to Write Persuasive Arguments Supported by Evidence (Speaking, Listening, Writing)

Students compare persuasive writing to informational writing and identify ineffective and effective persuasive argument techniques. They work as a class to practice developing arguments, using graphic organizer to clearly communicate arguments on both sides of an issue. They also begin building their research skills by identifying specific types of evidence that may be used to support an argument. Students brainstorm sources of evidence and begin independent research on their chosen area of law.

Activity 3G: Research Summary Writing (Reading, Writing)

As students conduct their independent research, they complete a research record where they record the information needed for citing sources, as well as notes taken to be used in their research summaries and letters. Students will submit a one- to- two-page summary of the research they conducted about the area of law about which they are learning.

Activity 3H: Writing Letters (Speaking, Listening, Reading, Writing)

Before writing their letter, students analyze the arguments and supporting evidence in a sample letter advocating a change in a school policy. After identifying elements of the sample persuasive letter such as arguments, evidence, tone, format, etc., they will begin drafting their own persuasive letters requesting a change to an existing law (see Key Assignment above). They apply what they have learned about how to write an effective, persuasive letter and begin composing their letters, and then will share letters in their groups to draft a “group” letter to a legislator.

Unit 2: The Legal System in Action: Focus on Advocacy

Use of Textbook and Supplemental Materials:

Street Law Textbook: Students will read Chapter 3 (partially read in Unit 1), this time focusing on the Advocacy section of the chapter. In particular, the following pages/sections will be helpful: Chapter 2 (Lawmaking) pages 17-21 to help students identify who makes the laws and which legislator would be responsible for making laws on the students' issues. Page 22 (problem 2.2 The Unclear Law) and page 23 (problem 2.3 Drafting a Law Simulation). Chapter 3 (Advocacy) Page 30 (problem 3.1 Changing the Law: Research and Role-Play) and page 31 (Writing to a Public Official) to help guide students through the letter-writing process.

The Education Development Center's *Curriculum* – Unit 2 will guide students through the Key Assignment (LawandJustice.edc.org). In addition, the EDC Curriculum provides myriad websites of Public Advocacy Organizations for research, in addition to highlighting the *Dignity in Schools* Website as the example to use for teaching.

<http://LawandJustice.edc.org>

Key Assignment #2: Multimedia and Oral Presentation of Public Advocacy Organization in Public Forum

Drawing on their understanding of school safety legislation, the U.S. legal system, and the effects of laws and policies on youth, students develop a multimedia and oral presentation for a community forum to educate the public on public advocacy organizations working on issues that impact youth safety and the law. As members of a project team, students explore advocacy organizations that are focused on laws and policies designed to address youth safety (bullying, environmental threats, physical abuse, suicide, etc.). Teams choose one advocacy group whose mission and strategies they support, and create a presentation on how this group works within the legal landscape and uses data to support its efforts.

Presentation Length: 5-10 minutes

Nature and Intent of Writing: After conducting preliminary research, students narrow their focus to one public advocacy organization (PAO) and explore that PAO in-depth. Students use technology to educate the public at a community forum on issues impacting youth safety. Students will work in teams to research their issue and organization, develop research questions, investigate and interpret data, gather credible sources from multiple print and digital sources, and draw evidence from the texts to support analysis and reflection of all information. Each student will write a one- to- two page summary of their research findings, as well as write their script for their presentation. Students will deliver information orally, supported with a media presentation (power point or other multimedia format). Students will be graded on their research summary, oral communication skills, and the relevance and effectiveness of their multimedia presentation.

Research summaries and multimedia presentations must address the following questions:

- How does the organization define the problem or issue?
- What are the causes and effects of this problem or issue?
- What strategies does the organization use to affect change?
- What are their talking points, visuals, messages?
- How does the organization use data to support its claim that this issue needs to be addressed?
- How does this organization serve as the "fourth branch" of government? How does it interact with other sectors of the legal landscape?

Activities leading up to the Key Assignments:

Bringing a Law to Life

Activity 1A: What Leads to a Law or Policy? (Reading, Writing, Speaking, Listening)

Students read and discuss several federal and state school-related laws and policies, and discuss the context for the creation of these laws. For each law, students write a paragraph that identifies the purpose of each law, the different interests represented in the school safety laws and policies, and their opinion on the law.

Activity 1D: Now That It's the Law... (Speaking, Listening, Writing)

Students explore the context for the creation of the Gun-Free Schools Act, including the viewpoints of various community stakeholders, such as parents, school administrators, gun owners, politicians, law enforcement officers, and students. Students take on the role of a stakeholder and engage in debate with others, presenting arguments from that

role's perspective. Following the debate, students write in their journals about the various perspectives they heard and the intended and unintended consequences of enacting laws.

Activity 1E: Exploring Public Advocacy – The Fourth Branch (Reading, Writing)

Students explore the role of public advocacy within the legal landscape by reading examples of various advocacy organizations and the work that they do. As a preview for their research for the unit project, they consider different forms that advocacy work may take. Students annotate the document and then write about the work of public advocacy. Students conduct preliminary exploration of advocacy organizations that work on issues related to youth and safety, and choose one organization whose work they support.

Activity 1F: Enacting a Law (Reading, Writing, Speaking, Listening)

Working in government branch groups, students read about and discuss how different sectors of the legal landscape interpret and implement the federal GFSA and the impact of this law on different stakeholders. Students write one paragraph summarizing their understanding of how their branch of the legal landscape responded to the GFSA (in terms of policies, programs, or legal cases) and one paragraph stating whether or not they agree with their branch's response. Then students will meet with other branches to share the information they learned, while they add to their writing by expanding their knowledge to the new branch's role. Finally, students share out and discuss the role of the legislative, executive, and judicial branches related to the GFSA.

Enforcing a Law

Activity 2C: Discretion or Zero Tolerance? (Reading, Writing, Listening, Speaking)

Students read and respond to school safety scenarios about students who were accused of violating school safety policies. They discuss the relative advantages and disadvantages of discretionary policies and zero tolerance policies. After reading their scenarios, they write their responses, and then discuss with others who read the same scenarios. Students share across groups and write in their journals about the positives and negatives of Zero Tolerance policies.

Advocacy and the Law

Activity 3A-E: Focusing the Research (Reading, Writing, Listening, Speaking)

Students discuss the Research Planner and the questions that will guide their research and assign team members to research and project tasks. They examine how their advocacy organization targets the problem it focuses on. Students critically examine how advocacy organizations use language and imagery to define a problem and frame a campaign. They evaluate the credibility of a resource and explore how data are used to draw conclusions or support arguments. Students explore how one advocacy organization works within the legal landscape -- how it responds to laws and policies and interacts with other branches and levels of government. Students work on their Key Assignment (see above) independently and project teams check-in with each other and finish their research.

Effective Presentations

Activity 4A: Multimedia Presentations (Writing, Designing, Listening, Speaking)

Students explore the components of effective multimedia presentations. In their project teams, they identify the type(s) of media (digital and print) they would like to use for their presentation, and work on incorporating their assigned pieces into the presentation to create a cohesive, unified visual presentation.

Activity 4B-D: Oral Presentations (Writing, Speaking, Listening)

Students learn the characteristics of effective oral presentations and continue to prepare for the community forum by practicing their oral presentation. Students give and receive feedback and conduct peer conferences on one another's talking points and visuals.

Students educate the public about the work of their Public Advocacy Organization at the Public Forum.

Unit 3: Criminal Law and the Pursuit of Justice

Use of Textbook and Supplemental Materials:

Street Law, A Course in Practical Law. This unit requires a great deal of reading from the textbook. Information relevant to the key assignment and Unit 3 learning can be found in the following chapters:

- Chapter 8: Introduction to Criminal Law (pages 100-104)
- Chapter 9: Crimes Against the Person (pages 107-112)
- Chapter 11: Defenses (pages 126-128)
- Chapter 12: Criminal Justice Process: The Investigation (133-152)
- Chapter 13: Criminal Justice Process: Proceedings Before Trial (155-163)
- Chapter 14: Criminal Justice Process: The Trial (166-171)
- Chapter 15: Criminal Justice Process: Sentencing and Corrections (173-183)

In addition, the case files and documents for the Plea Bargain Negotiations and Mock Arraignment are found on the EDC website: <http://LawandJustice.edc.org>, as is the Integrated Crime Scene Investigation Unit.

Students will read about protocol for investigation a crime scene in the *FBI Handbook for Crime Scene Investigation* (online).

This Unit lends itself well to the inclusion of police officers, detectives, and attorneys from the field working with the students and sharing their knowledge of Criminal Law with the students.

Key Assignment #3: Plea Bargain Negotiations and Mock Arraignment

Students begin the unit by processing a Crime Scene of a staged homicide to reflect the facts of the homicide case for the plea bargaining and felony arraignment. Students work in teams to process the scene based on protocol in the FBI Handbook. Teams include police officers (as first responders), lead detectives, sketch artists, photographers, and evidence collectors/documenters. After processing the crime scene and interviewing potential witnesses and suspects, students will work as a team to establish their theory of the case. Students will present their reports and documentation in a case file including police reports, detective reports, selected photographs, crime scene sketches, and a list of documentation.

Following the crime scene investigation, students will analyze documents related to the case (provided police reports, witness statements, records, suspect testimony, etc.) to develop a Plea Bargain Planner to determine the possible charges against each defendant and which charges are best supported by evidence. Using a matrix review, students will identify possible charges, along with their strengths and weaknesses, in order to develop a negotiation strategy based on the analysis. Students will conduct plea bargain negotiations and will participate in a felony arraignment based on the plea.

Plea Bargain Preparation Paper: Length: 2-3 pages

Nature and Intent of Writing: In researching the case file and legal precedents for the plea bargaining and mock arraignment, students will use multiple print and digital resources to research the role of plea bargaining in the criminal justice system, discuss the advantages and disadvantages of plea bargaining, relate this to the constitutional rights of a defendant, and determine if justice is achieved without having to go to court.

Using their findings, students will prepare for plea bargaining negotiations for their case with opposing counsel by:

1. Analyzing all documents from the case file (reports, witness interviews, diagrams, phone records, etc.)
2. Determine each possible charge of the case based on criminal law
3. Determine each possible defense based on criminal law
4. Determine possible sentencing for each defendant based on criminal sentencing laws
5. Identifying the strengths and weaknesses of their team's arguments for or against that charge
6. Identifying the charge they want the opposing counsel/defendant to agree to during negotiations

Each team will complete a Negotiation Planner and clearly and coherently discuss the strengths and weaknesses of their side's argument for each charge and prepare for oral negotiations.

Each student will create a Theory of the Case, including a report of the facts of the case and a constructed timeline based on the information provided in the case file. Students will research multiple print and digital sources regarding the elements of criminal law to determine how to charge the defendant. Students prepare for plea bargaining negotiations by developing clear, coherent, well-organized arguments for their side and, using case evidence, creating a position paper for use in negotiations. Students must address all items (2-6) above, providing evidence from the case file documents.

Once all students have prepared their written paper for plea bargaining, the team will decide on a strategy for conducting the plea bargaining negotiations. At least three members of the team must participate in the negotiations (one per round),

but they may also choose to include more students in the negotiations. In addition, all students must be prepared in case a student is absent on the day of negotiations.

Post-Plea Bargain and Mock Arraignment Paper: 1-2 pages

Drawing on their understanding of the steps of the criminal justice system, students take on the roles of prosecution and defense lawyers and prepare for a felony arraignment in a fictional homicide case. After the students have conducted their plea bargaining, they participate in a Mock Arraignment role play. If students were not able to reach a plea bargain, then they will arraign the defendant in the Mock Arraignment. If all teams reached an agreement, then teams will present their case as if no agreement were reached.

After the plea bargain and mock arraignment activities, students will write a paper reflecting on whether or not they felt justice had been served in their case, as well as their thoughts on whether the plea bargain process allows justice to be served. Their paper must pull in specific examples from their participation in this experience.

Activities leading up to the Key Assignments:

Exploring Crime and Justice

Activity 1B: The Criminal Justice Process (Reading, Listening, Speaking, Writing)

Students construct a flow map of the criminal justice process based on reading and lecture. They discuss when and how the rights of victims and offenders are protected and how the criminal justice process attempts to balance the protection of individual rights with the preservation of public order and safety.

Activity 1F: The Role and Structure of Criminal Laws (Reading, Listening, Speaking, Writing)

Students identify the elements of a criminal law and distinguishing between a criminal act (*actus reus*) and criminal intent (*mens rea*). Students identify in writing cases in which all the elements of a criminal law are met and cases in which a required element is missing.

Activity 1G: Analyzing Homicide and Accomplice Scenarios (Reading, Listening, Speaking, Writing)

Students analyze criminal laws—homicide laws or accomplice liability laws. They apply the laws to fictional situations and decide which crime could be charged in each scenario. They write a paragraph for each scenario explaining which crimes could be charged and why.

Activity 2A: Criminal Defenses – Self-defense and Duress (Reading, Listening, Speaking, Writing)

Students learn about and discuss types of criminal defenses and how they are used to protect the rights of the accused. Students apply affirmative defenses to different scenarios and discuss which defenses might be valid in each scenario. They write a paragraph for each scenario explaining which defense can be claimed and why.

Activity 2C: Punishment and Sentencing (Reading, Speaking, Listening, Writing)

Students analyze sentencing guidelines in California and discuss the intended goals of particular forms of punishment. Students discuss whether our current system of punishment addresses all of the goals of punishment and sentencing or only some. Students write an argument on the effectiveness of our current justice system in meeting carrying out its goals.

Preparing a Plea

Activity 1C/D: Working on a Legal Team (Reading, Listening, Speaking, Writing)

Students are introduced to the unit project, a case of apparent homicide, and to the professional roles they will play during the project. They will discuss the rationale for collaboration on legal teams and identify the teamwork, leadership, and facilitation skills needed for successful collaboration. Students begin reviewing their case files, distinguishing between facts and inferences, and identify key information in the case file documents. Each team member is assigned a portion of the case file to read, analyze, summarize, and share.

Activity 1E: The Facts of the Case (Reading, Listening, Speaking, Writing)

Legal teams meet to discuss the key facts of the case and construct a timeline based on information in the case file. The timeline and facts presented will inform the Key Assignment Plea Bargain Writing.

Activity 1I: Creating a Theory of the Case (Reading, Writing, Listening, Speaking)

Students learn the purpose of and strategies for developing a “theory of the case.” Students each write their own one-page theory of the case, developing their theory based on the documents in their case file. Once all students have developed their individual theories of the case, they will share their theories and draft a team theory to inform their plea negotiation strategy. Legal teams will finalize their theory of the case in preparation for plea negotiations (see Key Assignment for Details).

Activity 3A: Plea Bargaining (Reading, Speaking, Listening, Writing)

Students read about and discuss the function of plea bargaining in the criminal justice system and whether it promotes or undermines justice. Students write in their journals about their thoughts on this question before entering into plea bargain negotiations.

Activity 1H: Identifying Possible Charges (Reading, Listening, Speaking, Writing)

Legal teams use evidence from their case files to determine what charges might apply to the defendant in their case and write this portion of their Plea Bargain Paper.

Activity 2B: Choosing a Defense (Reading, Speaking, Listening, Writing)

Student teams will discuss which defense (if any) for each defendant in the unit project is supported by the facts of the case. Students will complete the defense portion of the Plea Bargain Planner.

Activity 2C: Punishment and Sentencing (Reading, Speaking, Listening)

Student teams will decide which sentence to recommend for the defendants in their unit project and complete this portion of their Plea Bargain Planner.

Plea Bargaining and Arraignment**Activity 3B: Preparing for Plea Negotiation (Speaking, Listening)**

Students learn about the purpose and techniques for effective negotiation and begin preparations for plea negotiations.

Activity 3C: Plea Negotiations (Speaking, Listening, Writing)

Each project team engages in plea negotiations with opposing counsel. Negotiations take place in three rounds and are monitored by an evaluator (preferably an attorney who has participated in plea bargain negotiations). Evaluators take notes as each team presents their arguments and provides feedback at the end of the final round of negotiations. Students write in their journals about their thoughts now – after having conducted plea bargain negotiations – about whether or not the process promotes or undermines justice.

Activity 3D/E: Preparation for Arraignment (Reading, Speaking, Listening)

Students review the arraignment script, prepare for the arraignment role play, and role-play the arraignment. Students in the role of observer take notes on the proceedings in preparation for writing their paper about the process.

Reflection on our Criminal Justice System**Activity 3F: Reflection on Criminal Justice Roles (Reading, Writing)**

Students reflect on the arraignment they conducted and the roles they played during the unit project. They reflect on whether or not the Plea Bargain process promotes or undermines justice, providing specific examples from their experience (see Key Assignment for details). Students explore the skills needed for jobs in the criminal justice field by reading selected career profiles and evaluate their skill level for these roles.

Activity 2D: Capital Punishment and Justice (Reading, Speaking, Listening, Writing)

Students read various digital and print texts, including presentation of statistics and data, to explore arguments for and against the death penalty and consider the debate in light of the goals of the criminal justice system. Students complete a one-page paper stating their position on the death penalty, supported by examples and evidence from their reading and research. This paper will serve as support for their Socratic Seminar, debate, or philosophical chairs activity. Students must support their arguments with evidence from the text – both their paper and the texts that informed their writing.

Unit 4: Lawsuits and Liability: The Civil Justice System**Use of Textbook and Supplemental Materials:**

Unit 4: Lawsuits and Liability: The Civil Justice System requires quite a bit of textbook reading, including the following chapters in *Street Law, A Course in Practical Law*:

Chapter 6: Lawyers (pages 63-71)

Chapter 18: Torts: A Civil Wrong (pages 210-223)

Chapter 19: Intentional Torts (230-247)

Chapter 20: Negligence (250-257)

Chapter 21: Strict Liability (261-267)

In addition, all documents, testimonies, and required readings for the Key Assignment Mock Trial are found on the EDC website <http://LawandJustice.edc.org>. If possible, an attorney or judge can participate in the Mock Trial with the students.

Key Assignment #4: Civil Mock Trial

Civil Mock Trial Preparation Writing (Reading, Speaking, Listening, Writing)

Through immersion in a civil lawsuit, students learn how the civil justice system can both promote and impede justice. Playing the roles of plaintiff, defendants, and lawyers at three different law firms, students prepare for and participate in a civil mock trial. Teams consider the claim of negligence against an electronics store and the claim of strict product liability against a cell phone manufacturer and retailer, then use legal reasoning to identify relevant facts, calculate damages, develop legal arguments, prepare settlement strategies, present opening statements and closing arguments, and examine witnesses. After judgment is rendered on the case, students reflect on the impact of civil litigation on U.S. society. Students will prepare a two- to three-page written analysis of evidence from the case files to identify relevant facts, whether or not they support or undermine the claims of negligence and strict product liability, construct timelines, and anticipate counterarguments in order to prepare their own arguments.

Legal IRAC Memo Writing (Reading, Writing)

Writing a one-page legal memo using appropriate industry language, students will outline the strengths and weaknesses of their case based on the depositions provided.

Trial Argument and Question Writing (Reading, Speaking, Listening, Writing)

Students will prepare opening statements, witness questions (and answers), and closing arguments for the trial. Analysis of the evidence from the case files will guide students' development of opening arguments as they write an initial overview of the facts of the case, while the course and outcomes at trial of the witness statements and further evidence will guide the development of a compelling summary of each side's case in closing arguments. Witness questions will be for the purpose of bringing forward relevant evidence to make each side's case.

Students will demonstrate their understanding of how to persuade at trial by writing opening statements (an initial overview of the facts of the case) and closing arguments (a compelling summary of each side's case).

This is an ideal time to bring in industry professionals to guide the students in writing their statements, arguments, and questions.

To prepare for opening arguments, students will consider the following as they prepare to write:

1. Tell the narrative of what happened in a manner that favors one side's version of the case.
2. Identify the main arguments that will be presented in the trial.
3. Highlight any evidence that is particularly important for one side.

To prepare for closing arguments, students will consider the following as they prepare to write:

1. Retell one side's version of the case as favorably as possible for that side's client
2. Highlight the most important evidence presented during the trial
3. Counter any points made by the other side during the trial
4. Remind the judge or jury what claims your side made and why your facts support them

To prepare witness questions, students will consider the following as they prepare to write:

1. Ask open-ended questions (not leading questions) of your own witnesses during direct examination
2. Prepare answers with your witnesses
3. Ask leading questions of the other side's witnesses during cross-examination if needed to elicit desired information
4. Do not ask questions to which you do not know the answers

Mock Trial (Speaking and Listening)

After preparation of analysis and theory of the case, writing a legal memo identifying the elements of the law and probable outcome, and drafting opening statements, closing arguments, and witness questions, students will conduct a civil mock trial using roles and guidelines provided in the unit.

Activities leading up to the Key Assignments:

A Civil Complaint

Activity 1A: Speaking Civilly (Reading, Speaking, Listening, Writing)

Students participate in or observe a role play about Jordan Fremont, a fashion model who was injured by a cell phone that caught fire while she was using it. After exploring whether her 911 call should result in any action by police. Students create a double-bubble map based on their discussion of the differences between civil and criminal law and the role that law enforcement plays in each. Students are introduced to the unit project.

Activity 1B: What's Fair? (Reading, Speaking, Listening, Writing)

Students read about different civil litigation cases and use the case studies to discuss the purposes and effects of civil litigation. They brainstorm arguments that might be made by different stakeholders in the cell phone case and identify criteria for a “fair” outcome in a civil case.

Activity 1C: Legal Eagles I-Search Paper (Reading, Writing, Speaking, Listening)

After students are introduced to a variety of professions essential to the civil litigation process, they take on one professional role and form legal teams for the plaintiff and defense. Legal teams gather to review their roles and responsibilities and map out the steps in the civil litigation process they will follow to prepare for trial. After researching roles and responsibilities of the professional they are portraying, they will write an I-Search paper that does the following: identifies the major elements of the job descriptions for the chosen legal profession; describes the day-to-day realities of the profession; outlines the education and career path to prepare for that profession; and evaluates his or her interest in pursuing that profession in the future. Students conduct independent research, write the paper, and present their findings. Each I-Search paper will be approximately three pages.

Activity 1D-G: One Hot Cup of Coffee – the *Liebeck v. McDonald's* Case Study (Reading, Speaking, Listening, Writing)

Students will learn the various elements of civil law through the *Liebeck v. McDonald's* Case Study and write a two-page paper showing analysis of the case study.

They will learn the following:

- a) Intentional Torts and Causes of Action – After creating a flow map of relevant facts in the case, students write a paragraph for each potential cause of action that they identify, supporting each with grounds from the facts of the case
- b) Negligence -- Acting as jurors in the *Liebeck* case, students receive instructions on simple negligence and conduct deliberations on how the elements of simple negligence law apply to the relevant facts in the case. Each “juror” writes a summary of his or her findings with reasons to support his or her position.
- c) Product Liability -- Continuing as jurors, students receive instructions on the elements of strict product liability and decide whether the claims made in the *Liebeck* case meet the necessary standard of proof. Students prepare to build their legal team’s case by comparing the ways in which negligence and product liability are prosecuted and the purposes for each kind of claim.
- d) Damages -- In order to inform their arguments for and against damages in the *Fremont* case, students analyze the concept and practice of damage awards and assess the level of damages appropriate in the *Liebeck* case. After writing each section of their paper based on these elements (Cause of Action, Negligence, Product Liability, and Damages, students will write a concluding paragraph in which they state whether or not they believe justice was served by settling the case.)

Building a Case

Activity 2A: Discovery (Reading, Speaking, Listening, Writing)

Legal team members read a variety of documents in the *Fremont* case, such as deposition transcripts, e-mails, and internal memoranda, in order to identify the relevant facts contained in each document. Teams share information and create a visual map of the key facts.

Activity 2B-E: Theory of the Case (Reading, Speaking, Listening, Writing)

Teams begin the writing process, outlining confidential IRAC memos to the firm's senior partner. In their memos, team members will identify the claims to be made in the *Fremont* case, possible defenses, relevant facts supporting the team’s case, and possible counterarguments that could be made by opposing counsel. Teams identify key arguments in their case and predict counterarguments. Each member of the team writes an internal memo, and then team members assess the strength of each other’s arguments. After each member has completed each section of the IRAC memo, the team will write a collaborative IRAC memo to be submitted to the firm’s senior partner (the *Introduction to Law* teacher or volunteer industry professional/attorney).

Preparing for Trial

Activity 3A-C: Writing Opening Statements, Closing Arguments, and Witness Questions (Reading, Writing, Speaking, Listening)

Students compare the purposes behind opening and closing statements, and outline key facts to include in the opening and closing statements for their case. Students write the opening and closing statements, share what they wrote with team members who provide feedback, and revise. This is an opportunity for guidance from attorneys in the classroom.

Students compare the purposes of direct and cross-examination of witnesses, and practice writing questions in both direct and cross-examination format. Teams prepare a list of key facts they would like to get from each witness at the trial. Legal teams prepare direct examination and cross examination questions and rehearse their parts.

Activity 3D: Trial Run (Speaking, Listening, Writing)

Once students have finish their assigned arguments and questions, they will conduct a team run-through for trial, providing feedback to each other and making revisions to their writing as needed.

Trial and Reflection

Activity 4A/B: Opening Statements, Presentation of Evidence, and Closing Arguments (Speaking, Listening)

Attorneys for the plaintiff and defense use legal arguments to persuade as they present opening arguments. The plaintiff's team invites its witnesses to the stand, and legal teams conduct direct and cross-examinations in order to establish facts that support their theory of the case. Attorneys for the defense invite witnesses to the stand, and legal teams conduct direct and cross-examinations in order to establish facts that support their theory of the case. Attorneys for the defense and plaintiff incorporate evidence from the trial and synthesize their legal reasoning as they present closing arguments.

Activity 4D: Final Reflections (Speaking, Listening, Writing)

After the trial is over and a verdict has been decided, students participate in a round-robin reflection on the framing questions. Students follow the discussion with journal reflections on whether justice was served, the differences between criminal and civil trials, and their role in the process.

Unit 5: Equal Justice Under the Law: The Pursuit of Civil and Human Rights

Use of Textbook and Supplemental Materials:

Unit 5 includes a combination of textbook reading and websites and video clips with links provided through the EDB website at <http://LawandJustice.edc.org>.

The textbook reading in *Street Law, A Course in Practical Law* includes:

Chapter 36: Introduction to Constitutional Law (Pages 438-442) Chapter

37: Freedom of Speech (445-462)

Chapter 38: Freedom of the Press (465-471)

Chapter 41: Due Process (484-487)

Chapter 43: Discrimination (499-541)

Appendix: Universal Declaration of Human Rights (600)

Supplemental Human Rights Website: Teaching Human Rights published by the United Nations:

www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_ABC_human%20rights.pdf

In addition, students should be reading articles and blogs from reputable news sources throughout this unit.

Key Assignment #5: Civil Rights Narrative – Think Like A Journalist (Reading, Speaking, Listening, Writing)

After exploring how *Civil Rights* has been defined in the past and how its definition has evolved over time, students identify and research one current civil rights issue (gay marriage, Ferguson, immigration rights, etc.). In the role of a journalist, students will report on the selected current civil rights issue and tell the story through a blog, documentary, or article. They will post their narrative online, and must consider and apply principles of journalism to ensure that their reporting is accurate and reliable. The length of their report will depend on what medium they have chosen. News articles will be approximately two pages in length, while blogs will be a minimum of 1,000 words, and documentaries will be five to ten minutes in length.

In completing this assignment, students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information into their original piece of journalism. In writing as a journalist, they will write to inform by examining and conveying ideas and information clearly and accurately. At the same time, they will tell the story of the experiences of the events and people by weaving in narrative to convey well-chosen details and well-structured event sequences.

Activities leading up to the Key Assignments:**Democracy and Civil Rights****Activity 1A: Equal Protection (Reading, Speaking, Listening, Writing)**

Students consider the definition of discrimination and use the Fourteenth Amendment as a springboard for analyzing what it means to be treated equally under the law. They explore discriminatory laws that existed in the 18th, 19th, and 20th centuries.

Activity 1B: Challenging Discrimination (Reading, Writing)

Students consider the role of individual action in fighting discrimination by exploring the story of Claudette Colvin, a high school student who challenged Jim Crow segregation in Montgomery, Alabama, in 1955. Students place Colvin's story in the context of the civil rights movement and are introduced to the unit project. Students conduct a gallery walk to learn of Colvin's story by reading multiple documents (primary and secondary sources) from conflicting perspectives. As they read the documents, students take notes. When they have completed the gallery walk, they will evaluate which document was most effective in helping the student to understand the Civil Rights struggle of the time.

Activity 1C-E: Investigating the Legal Landscape (Reading, Speaking, Listening, Writing)

Students explore the social and legal context for Colvin's individual act of protest. After identifying key actions and decisions made in the case of *Plessy v. Ferguson*, students examine the roles played by different branches of the legal landscape in the civil rights movement, and more specifically around desegregation.

Activity 1F: Equality for All? (Reading, Speaking, Listening, Writing)

Students compare the influence of the courts in the Brown decision with the decisions in two cases focused on discrimination against Mexican Americans. Students consider the changing meaning of *equality for all* and are introduced to several current civil rights issues.

Extended Learning: Research Report on Specific Federal Law or Supreme Court Case Related to Civil Rights (Reading, Writing)

Students will research and examine a particular law from the 18th, 19th, or 20th century or a particular Supreme Court Case and ruling related to civil rights. Students will answer the following questions as part of their report:

In what time period of American history did this law or case exist?

Based on your research, why do you think this law or ruling came about?

What group(s) of people did the law or ruling affect?

Is the law or ruling discriminatory? Does it violate anyone's rights?

Is the law or ruling still in effect today? If so, why do you think it is? If not, based on your research, why do you think it was repealed?

Example of laws/cases: Indian Removal Act of 1830, Naturalization Act of 1790, Chinese Exclusion Act of 1882, Jim Crow Laws (post-Civil War), Voting Laws, Women's Suffrage Laws, Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, etc.

Exploring Journalism and Current Civil Rights Issues**Activity 2A: The Power of Story (Reading, Writing)**

Students discuss the role of storytelling in history, and consider how stories may downplay or highlight particular events or facts. They analyze how the story of the civil rights movement has been told by comparing a 20th century painting and a short story. Students create a double-bubble map to compare and contrast the two and then write a one-page paper on the subject.

Activity 2B: Exploring Current Issues (Reading, Speaking, Listening)

Students reflect on how civil rights legislation has affected different groups in the United States. Students use the jigsaw method to educate each other about current civil rights issues then choose one issue for their unit project.

Activity 2C: News Stories and the Role of Journalism (Reading, Writing)

Students explore how civil rights events and stories have been reported by journalists by examining primary source news articles about two historical civil rights events.

Activity 2D-G: Researching and Investigating the Legal Landscape with their Civil Rights Issue (Reading, Speaking, Listening, Writing)

Students explore how the Constitution and existing legislation may be relevant to their chosen civil rights issue. They discuss historical court cases or decisions and the precedents they set that have had an impact on current civil rights issues. They consider the criteria courts use to differentiate between different classifications of people in civil rights cases. Students discuss the role of the executive branch in supporting and protecting civil rights today and consider the tensions for law enforcement between maintaining public order and protecting civil rights. Students discuss advocacy and civic action strategies and consider the options available to individuals and groups for influencing the legal landscape. Students continue their independent research for the unit project, taking notes on all research and discussions.

Telling the Story and Taking it Public

Activity 3A: Principles of Journalism (Reading, Speaking, Listening, Writing)

Students learn guidelines for their work as journalists and draw on these guidelines to evaluate news coverage of two historic civil rights events.

Activity 3B-3G: Writing their News Story (Reading, Speaking, Listening, Writing)

Students begin writing their news story in the role of a journalist, using their research findings to support and verify their account. Students discuss the process of writing from a journalist's perspective and work in small groups to share their reviews of civil rights stories told in a variety of media. Then they choose the medium in which they will tell the civil rights story as a journalist (blog, news article, documentary, etc.). Students begin developing their story of an individual or group involved in making change and addressing or promoting their chosen civil rights issue. Students continue drafting their civil rights story from the perspective of a journalist.

Activity 4A: Making Your Story Public (Reading, Speaking, Listening)

Students share their stories on-line. After posting their stories, the class will read the various stories and reflect on the role of journalism in promoting a just legal system.

Activity 4C: Reflection (Writing)

In their journals, students explore the role of journalism in a democracy, and respond to quotations on civil rights.

Extended Learning: If there is time at the end of Unit 5, students can examine human rights as an extension of civil rights. Students can study the following questions as an independent research project:

What Are Human Rights? Students are introduced to the concept of human rights and consider situations in which human rights may be violated.

What is the Universal Declaration of Human Rights? Students learn about the role of inter-governmental organizations in articulating and enforcing international laws and treaties, using the example of the United Nations and the Universal Declaration of Human Rights.

Are Any Rights Universal? Students examine whether any human rights can be considered universal. They look at different approaches to and perspectives on the issue of rights, first by comparing the U.S. Bill of Rights to the UDHR, and then by reading statements about human rights from people around the world.

How are International Human Rights enforced? Students examine challenges to enforcing the rule of law on human rights issues. After identifying and comparing different aspects of enforcement, students consider the range of responses that may be made when human rights violations are exposed.

Inviting a member of a local Human Rights organization to talk about human rights would be appropriate here (Human Rights Watch, Amnesty International, International Committee of the Red Cross, UN Watch, etc.)

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Introduction to Law-specific Methods:

- Direct instruction
- Teaching by task
- Guided inquiry
- Problem Solving
- Case Studies
- Simulations and Scenarios

- Socratic Seminars
- Philosophical Chairs
- Debates
- Collaborative Learning
- Independent Research
- Cooperative Learning
- Problem- and Project-based

Lesson Design and Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Alternatively, units and lessons that are specifically inquiry-based may also be designed according to the 5E Constructivist Learning Cycle. Instruction is student-centered. Elaboration involves extending concepts and skills into new contexts. Student self-evaluation should occur throughout.

<p>E 5 Model for Constructivist Lesson Design</p>	<p>Engagement Exploration Explanation Elaboration Evaluation</p>
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Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider 	<ul style="list-style-type: none"> • Think (Write)/Pair/Share • Idea Wave • Choral Response • Give One, Get One • Socratic Seminar • Cooperative Discussion • Groups 	<ul style="list-style-type: none"> • Restate in Notes • Response Boards • Graphic Organizers • Folded Paper • Ticket Out of Class 	<ul style="list-style-type: none"> • Hand Signals • Model with Hand Motions • Stand up/ Sit down • Point to Examples

Baldrige Quality Tools: Students can become more positively involved in their education through goal setting, self-assessment, and data tracking and analysis by making use of the following strategies:

BALDRIGE TOOL	PURPOSES
Affinity Diagram	– finding consensus, organizing complex information
Flowchart	– describing a process, planning a project, identifying problem steps in a process
Force Field Diagram	– identifying obstacles, finding causes and solutions to problems
Issues / Ideas Bin	– handling individual questions/requests without stopping a group activity, providing anonymous input, obtaining diverse input in specific areas.
Data Folder	– tracking goals and actual results
Plus / Delta	– tracking improvement efforts, identifying opportunities for change, finding out what's working and what's not working in a process, procedure, activity, etc.
Class Data Graphs	– displaying trends for goal setting

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Hands-On Lab's | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Current Events |
| <input type="checkbox"/> Inquiry Activities | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Thematic Units | <input type="checkbox"/> Career Choices |
| <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Summarization | <input type="checkbox"/> Field Experiences | <input type="checkbox"/> Guest Speakers |

Literacy Strategies <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Before Reading <input type="checkbox"/> During Reading <input type="checkbox"/> After Reading <input type="checkbox"/> Text Structure <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Learning Logs <input type="checkbox"/> Nonfiction <input type="checkbox"/> Functional <input type="checkbox"/> Word Wall	SDAIE Strategies for English Learners <input type="checkbox"/> Lower the Affective Filter (including Processing Time) <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) <input type="checkbox"/> Acquisition Levels <input type="checkbox"/> Language Sensitivity <input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Adapt the Text <input type="checkbox"/> Interactive Learning (Manipulatives & Visuals) <input type="checkbox"/> Home/School Connection (including Cultural Aspects)	Strategies for Students with Disabilities <input type="checkbox"/> IEP Accommodations (refer to student's IEP document or IEP summary sheet) <input type="checkbox"/> Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals) <input type="checkbox"/> Think Alouds <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Learning Centers <input type="checkbox"/> Manipulatives & Visuals <input type="checkbox"/> Peer Assisted Learning	Differentiation for Advanced Learners <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Acceleration <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Independent Study
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Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

Basic Textbook: Read in entirety Excerpts used

Street Law: A Practical Course in Law, Abertman and O'Brien, Glencoe, 2005

Read in entirety Excerpts used

Law and Justice Curriculum:
LawandJustice.edc.org
 Education Development Center

SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

Basic Textbook Supplemental Materials (see website below):

- Textbook Activities: Chapter Overview, Cases and Resources, Unit Web Activities, Student Self – Assessments, Quizzes
- Teacher's Corner
- Additional Resources

Law and Justice Curriculum (see website below):

- Appendix A: Unit Materials List
- Appendix B: Assessments: Skills and Understandings
- Appendix C: Legal Content and Sources of Law
- Appendix D: Standards
- Media Resources
- Teacher Resources
- References

Los Angeles Times
 New York Times
 Newsweek
 Time Magazine
 Wall Street Journal
 Washington Post

Media resources
 FBI Website
 LBPD Website
 CNN
 PBS

RESOURCES:

Documents

- ❑ CTE Framework: <http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>
- ❑ CTE Standards: <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>
- ❑ CTEOnline: <http://www.cteonline.org>
- ❑ ConnectEd Studios: <http://www.connectedstudios.org>
- ❑ Law and Justice Curriculum: <http://www.LawandJustice.edc.org>
- ❑ Street Law Textbook Resources: <http://www.Streetlaw.glencoe.com>

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Diagnostic (Diagnose)	Formative (Monitor)	Summative (Evaluate)
Publisher: Glencoe Street Law	Pre-quizzes	Chapter and Unit Tests Test Bank CD-ROM	Comprehensive Cumulative Exam
Law and Justice Assessments		Unit Activities Journal Entries Unit Handouts Graphic Organizers Self-assessments Class Discussions Homework	Unit Activities Unit Projects Unit Exams Service Learning Work-Based Learning Experiences

PERFORMANCE STANDARDS CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

Classroom Performance Standards:

The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Graded Student Work	Rubric Avg. of 1 or less than 60%	Rubric Avg. of 2 or 60%-69%	Rubric avg. of 3 or 70%-84%	Rubric Avg. of 4 or 85-100%
Written Assignments, Performance Tasks, and Projects	(6 pt. rubric) 1-2 (4 pt. rubric) 1	(6 pt. rubric) 3 (4 pt. rubric) 2	(6 pt. rubric) 4 (4 pt. rubric) 3	(6 pt. rubric) 5-6 (4 pt. rubric) 4
Teacher developed Textbook Chapter & Unit Test	Less than 60%	60%-69%	70%-84%	85%-100%

STANDARD GRADING SCALE:

Advanced Proficient	A	90-100%
Proficient	B	80-89%
	C	70-79%
Partial Proficient	D	60-69%

Not Proficient	F	0-59%
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Sample Mock Trial Rubric (100 points):

Criteria	Advanced Proficient	Proficient	Basic	Below Basic
<p>Know the basic elements of all aspects of trial procedures PS B9.2</p> <p>30 points</p>	<p>Students demonstrate a thorough knowledge of all roles in mock trial.</p> <p>Students complete all requirements of his/her role, able to handle unforeseen obstacles.</p> <p>Student demonstrates complete knowledge of all rules of evidence in trial procedure</p>	<p>Student demonstrates knowledge of his/her role and completes all tasks.</p> <p>Student demonstrates adequate knowledge of rules of evidence and trial procedures but cannot recover when confronted with unforeseen obstacles.</p>	<p>Student demonstrates some knowledge of his/her role but cannot work independently.</p> <p>Student understands enough of the rules of evidence and trial procedure to complete role but cannot respond to unforeseen obstacles and/or does not know how to respond adequately to cross-examination.</p>	<p>Student plays role but does not understand how role fits into development of case, lacks understanding of rules of evidence/procedures, cannot recover when confronted with unforeseen obstacles.</p>
<p>Write persuasive compositions Communications 2.2 Writing 2.4</p> <p>20 points</p>	<p>Student structures ideas and arguments in a sustained and logical fashion.</p> <p>The written document associated with the student's role in mock trial uses appropriate vocabulary, tone, style, clearly highlighting his/her central ideas</p>	<p>Student writes clearly, adequately phrasing central points. The writing maintains the tone of the assigned role and advances the case of the team</p>	<p>Student adequately communicates the information the role demands in a manner that is plagued by inconsistencies and inaccuracies, hindering the team's case.</p>	<p>Student's writing is poorly structured, not presented in a logical fashion, or filled with inconsistencies.</p> <p>The document associated with the student's assigned role does not employ appropriate vocabulary or maintain a clear focus</p>
<p>Deliver persuasive arguments (including evaluation and analysis of problems and solutions; and causes and effects).</p> <p>Communications 2.4 Speaking Applications 2.5</p> <p>(20 pts.)</p>	<p>Student delivers presentations that clearly communicate their significance to the audience, support a thesis, accurately and coherently convey information.</p> <p>Anticipates the listener's potential misunderstandings, biases, and expectations and addresses them during presentations.</p> <p>Prepares and asks relevant questions that demonstrate thorough knowledge, with excellent descriptions based on extensive concrete and sensory detail.</p>	<p>Student delivers presentations that communicates clear picture to the audience and supports a thesis.</p> <p>Prepares and asks relevant questions demonstrating knowledge of the subject.</p> <p>Gives effective descriptions, using some concrete and sensory detail.</p>	<p>Student narrates a sequence of events with some inconsistency.</p> <p>Presentations support the efforts of the team, but central points are not evident.</p> <p>Demonstrates a basic knowledge of the subject.</p> <p>Provides basic descriptions, with minimal concrete and sensory detail.</p>	<p>Student does not clearly narrate a sequence of events.</p> <p>Presents inadequate or no evidence in support of the thesis.</p> <p>Questions are not relevant.</p> <p>Includes no sensory or concrete detail in descriptions.</p>
<p>Apply appropriate problem-solving strategies and critical thinking skills to work-</p>	<p>Student uses logical reasoning, analytical thinking, and problem-solving techniques to</p>	<p>Student helps the team solve problems.</p> <p>Employs logical reasoning while</p>	<p>Student follows guidelines set forth for developing a portion of the case.</p>	<p>Student does not demonstrate understanding of how to create alternative solutions using critical</p>

<p>related issues and tasks.</p> <p>Problem Solving and Critical Thinking 5.1</p> <p>(15 points)</p>	<p>develop the entire case.</p> <p>Problem solving incorporates input, process, outcome, and feedback components.</p> <p>Employs these critical thinking skills when presented with unforeseen obstacles that occur during direct or cross examination.</p>	<p>developing a portion of the case.</p> <p>Employs logical reasoning skills when confronted with unforeseen obstacles during trial.</p>	<p>End product presents the information in a logical fashion but demonstrates little or no creativity.</p>	<p>thinking.</p> <p>Cannot recover when confronted by unexpected obstacles.</p> <p>Little evidence of problem-solving strategies in work.</p>
<p>Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.</p> <p>Leadership and Teamwork 9.3</p> <p>(15 points)</p>	<p>Student organizes work without direction and structures work individually and in teams for effective performance.</p> <p>Knows multiple approaches to conflict resolution and understands how to interact with others to achieve team and individual goals.</p>	<p>Student works well with others, is able to give and take direction, and helps organize the group.</p>	<p>Student follows the group plan and adequately structures or plans his or her individual work.</p>	<p>Student cannot follow the group work plan without assistance and cannot structure or plan his or her individual work.</p>

Suggested Grade Weighting:

1. Tests and Quizzes	30%
<ul style="list-style-type: none"> ○ Assessments are used to determine if students are ready to move on or have attained proficiency. These can be the Glencoe assessments, Law and Justice assessments, and/or teacher generated tests. ○ Quizzes are quick assessments to check understanding of the content. Teachers can use these to determine if students are ready to move on. These quizzes can be oral, multiple choice, short answer, essay format, or a possible project, like a poster. 	
2. Unit Projects	35%
<ul style="list-style-type: none"> ○ Projects should teach students research and critical thinking skills. ○ Students should use primary and secondary sources and learn how to evaluate sources for reliability. 	
3. End of Course Exam	5%
<ul style="list-style-type: none"> ○ A Textbook 50 question multiple choice test based on content from all six units. 	
4. Career Portfolio	15%
<ul style="list-style-type: none"> ○ The Career Portfolio enables students to gather information about a range of careers, collect examples of their work that demonstrates their knowledge and skills relevant to careers, and reflect on their learning and career interests. ○ Through the course, students have opportunities to work on their Career Portfolio. 	
5. Class Participation	5%
<ul style="list-style-type: none"> ○ Individual, partner, and group participation 	
6. Homework	10%
<ul style="list-style-type: none"> ○ This practice reinforces the learning done in class. The work could be checked for completion but not graded. It is practice in a skill or to reinforce content. ○ Homework could be: reading assignments, vocabulary study, note taking, or long term project work. 	

Submitted by:	Veronica Evans – Career Pathways Curriculum Leader
Submission Date:	July 14, 2015
School/Office:	Career Pathways office
Curriculum Writing Team Members:	Beverly Moutet – McBride Grace Beisel - McBride Ronnie Evans – Curriculum Leader
Original Board Approval Date:	July 20, 2015
Revised Board Approval Date:	

vevans/Academic Course Outlines