



Department	History/Social Science	Course Title	Justice in America	Course Code	2215				
Grade Level	9-12	Short Title	JUSTICE AMERICA	Grad Requirement Subject	No				
Course Length	1 year	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes
Prerequisites	Foundations of Law or Introduction to Law (required); Black and Latino Studies (recommended); Social Justice (recommended); Criminal Justice in the 21 st Century (recommended)								
Co-requisites	None								
Articulated with LBCC	No	Articulated with CSULB	No						
Meets UC "a-g" Requirement	Yes (a or g)	Meets NCAA Requirement	Yes						
Teaching Credential(s)	Social Science								

COURSE OVERVIEW:

Justice in America is a course designed to provide students with the necessary skills and content knowledge in American Government to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective communities. Students will understand the principles on which the United States was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

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 International Relations. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Analyze how and why our democracy functions as it does. Students will explore diverse areas of laws related to justice and social justice, constitutional and civil rights, and how citizens can be active members of a democracy.
- Apply critical thinking/problem solving techniques to rule of law, research historical and political causes for legal issues, read, write, speak, and present on findings to essential questions, work in teams to analyze, reason, negotiate and develop questions for further study.
- Demonstrate the ability to read and comprehend a wide range of appropriate materials to develop a strong foundation in the social justice system.
- Demonstrate critical thinking/problem solving techniques by participating in problem-based lessons that require students to develop different 'lenses' for analyzing and addressing critical legal and governmental issues.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and in ethnic and identity groups, as well as, express varying perspectives on current issues
- Apply appropriate technical skills and academic knowledge.

- Communicate clearly, effectively, and with reason.
- Develop an education and career plan aligned with personal goals.
- Demonstrate the ability to use available technology to become proficient in gathering, organizing, and presenting data in class discussions, projects, and written assignments.
- Utilize critical thinking as they debate, discuss, and evaluate controversial issues.
- Act as a responsible citizen in the workplace and the community.
- Develop and implement collaborative school/community service projects.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Develop ethical civic actions to address legal questions and public policies.

Academic Standards:

Grade Twelve- Principles of American Democracy:

from the History-Social Science Framework for California Public Schools, adopted by the California State Board of Education in March, 2001

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.2 Students 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.
- 12.3 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.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its Amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local Governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 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 rights to a fair trial; the relationship of religion and government.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:
from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

- 11-12 R1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12 R3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- 11-12 R4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).
- 11-12:R5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 11-12 R6: Evaluate authors' differing points of view on the same historical event or issue by assessing with authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- 11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12 R8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

- 11-12 R10: By the end of grade 12, read and comprehend history/social studies texts in the grade 11-CCR text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:
from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

- 11-12 W1: Write arguments focused on *discipline-specific content*.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax 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.

- e. Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant 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 complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

11-12 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12 W5: 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.

11-12 W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES

Standards for Career Ready Practice (CR)

(From the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013)

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.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

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 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.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

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

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

12.1-12.10- refers to the History-Social Science Framework for California Public Schools.

R or W- refers to the standards California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Unit 1: We the Students: Creating Our Government

Duration: 3 Weeks

Description: In this unit the students look at the basic functions of a government, and the creation and evolution of the United States government. Through looking at the different influences of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolo Machiavelli, and William Blackstone as well as the other forms of government; authoritarianism, monarchy, parliamentary, students will look at the fundamental principles and moral values that constitute American democracy. Students will read, annotate and analyze all seven articles of the United States constitution. With analysis of different types of government, and the understanding of the U.S. Constitution students will be able to articulate 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. Students will examine the purpose and meaning of constitutional rights and civic responsibilities, including the individual protections in the Bill of Rights. Students should be able to articulate how the Bill of Rights limits the powers of the federal government and state governments, as well as the meaning and importance of each of the rights guaranteed under

the Bill of Rights and how each is secured. To explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers students will 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, federalism, and civilian control of the military. With the class projects students will be using cognitive, critical thinking to analyze and evaluate proposals that represent solutions to problems of self-governance in a classroom community in order to understand the fundamental principles, purpose, and values of American democracy.

Required Assignments:

In the first part of the unit, students will create a class constitution which will include promoting and advocating for common objectives of problem-solving and protecting classroom values by creating a “penal code” for the class. They will initiate and develop a system of procedures for enforcing laws, devise a system of corrections that furthers the purposes and values of the classroom community. The students will need to demonstrate effective leadership and team-building skills by holding a convention to adopt and ratify the classroom constitution. Next they will formulate a process for amending the classroom constitution and explain the process through which the U.S. Constitution can be amended. Students will create a classroom Bill of Rights that shows an understanding of the protections, responsibilities, and compromises necessary to establish and continue a democracy. They will devise a way to have constant awareness of potential problems in a classroom community while identifying the need for checks and balances, and the need for a process to amend the constitution. As a culminating activity for Unit I students will create their own government. They will choose a form of government, economic system, legal system, and what their government's foreign policy will look like. Students will need to provide real world examples of the models of these systems that they have chosen.

Suggested Activities:

- Students analyze concepts associated with the creation of systems of government. Students will use a Socratic seminar format to respond to the following: What are your goals and desired outcomes for this class? What obstacles stand in your way? Why do we have rules/norms? The discussion will require students to think about the process of forming a government and apply those ideas to the creation of their own classroom government.
- Students evaluate and analyze excerpts of the following documents will be included: Code of Hammurabi, Magna Carta, Montesquieu's Spirit of the Laws, and Locke's Second Treatise on Civil Government.
- Students identify examples of each type of rule and differentiate between a direct and representative government. Students will also evaluate the benefits and problems associated with each type of government.
- Students synthesize sections of the Articles of Confederation focusing on the weak executive and the inability for the federal government to collect taxes, raise an army, settle disputes, and enforce law.
- Students create graphic organizers to identify the different powers that each branch possesses, as well as the checks and balances each branch can exercise on one another.
- Students complete a legal brief of Marbury v. Madison and evaluate the significance of the case as it applies to judicial review.
- Students compare the Plymouth Colony Penal Code and Salic Codes with current State of California Penal Codes.
- Students explain the process through which the US. Constitution can be amended.
- Students research and create a visual presentation on one theory of justice and present to the other groups.
- Students evaluate theories of justice and determine by writing an essay.

Materials:

Magruder's American Government, Prentice Hall, © 2006

- Chapter 1: The Principles of Government pgs. 20-25
- Chapter 2: Origins of American Government pgs. 25-61
- Chapter 3: The Constitution pgs. 64-71
- Chapter 4: Federalism pgs. 86-109
- Federalist Paper Number 10 (role of organized interests)
- Federalist Paper Number 51 (the importance of an independent judiciary)
- Federalist Paper Number 78 (enumerated powers, rule of law, federalism, and civilian control of the military)
- Greek, Roman, English and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, William Blackstone.

Standards Addressed:

R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 12.

- 12.1 Students 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, Niccolò Machiavelli, and William Blackstone on the development of American government.
- 12.1.2 Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
- 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."
- 12.1.4 Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
- 12.1.5 Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
- 12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.7.1 Explain how conflicts between levels of government and branches of government are resolved.
- 12.7.2 Identify the major responsibilities and sources of revenue for state and local governments.
- 12.7.3 Discuss reserved powers and concurrent powers of state governments.
- 12.7.4 Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
- 12.7.5 Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
- 12.7.6 Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
- 12.7.7 Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

- 12.7.8 Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 12.9.1 Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
- 12.9.2 Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
- 12.9.3 Discuss the advantages and disadvantages of federal, con federal, and unitary systems of government.
- 12.9.4 Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
- 12.9.5 Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
- 12.9.6 Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
- 12.9.7 Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
- 12.9.8 Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

Unit 2: Policymaking, the Courts and Enforcement of the Law

Duration: 9 Weeks

Description: In Unit II students will examine citizens' rights. They will understand what they are, how they can use those rights, and how to protect them. Students will read the Fourth Amendment protections (right of freedom from unreasonable searches and seizures), the Fifth Amendment protections (right to freedom from self-incrimination), the Sixth Amendment Protections (right to a speedy trial by an impartial jury, counsel, to face one's accuser and the evidence presented) and the Eighth Amendment Protections (freedom from cruel and unusual punishment). Given relevant court cases, as well as current examples students will track and examine the interpretations, adaptations and changes of the amendments throughout history to present day. Students will learn how appellate courts work, and examine and analyze the effects of landmark Supreme Court cases understand and apply due process rights from both an individual perspective and that of legal practices and government services. Students will be exposed to basic contents and formats of legal documents, including reports, search warrants, and legal briefs. Using high profile cases students will appraise the effect of the media on public perception of legal proceedings related to the common good, and examine ethics, morals, and standards in a public service context. Students will learn their individual legal obligations to obey the law, serve as a juror, and pay taxes. To determine the reciprocity between rights and obligations; students will evaluate and find a balance between the enjoyment of one's rights and maintaining respect for the rights of others. Students will prepare a legal brief to the Supreme Court in support of or against a social justice case such as Citizens United.

Required Assignments:

The Bill of Rights guarantees citizens certain rights. Students will write a one-page report discussing the reciprocity between those guaranteed rights and the accompanying responsibilities.

Suggested Activities:

- Students hear a presentation from local law enforcement, students will create scenarios in which the public would interact with local law. Students will present hypothetical scenarios for discussion with guest law enforcement officer.
- Students explain why laws are created, why a law may be amended, or how judicial review creates law in an essay about laws in one civil right topic area.
- Students analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts) in a Tree Map.
- Students explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive order in a Flow Map.
- Students will research the role of law enforcement in society and present their findings to the class. They will then discuss the role of law enforcement in their classroom constitution.
- Students simulate a tort case wherein they are assigned roles from different branches (Executive, legislative, judicial) and provided with a variety of events that impact individual rights throughout the unit. Students, in the role of plaintiffs, respondents, lawyers, judges, and reporters will then use this model to write an initial legal brief in line with a landmark case.
- Students will research oaths taken by government officials and public servants, write a one-page essay applying one of those oaths and codes of ethical conduct to a challenging situation and explain why the oath is necessary.

Student Materials:

Magruder's American Government, Prentice Hall, © 2006

- Chapter 18, The Federal Court System, pgs. 504-527
- Chapter 20, Civil Liberties: Protecting Individual Rights, pgs. 562-589
- Chapter 21, Civil Rights: Equal Justice Under Law, pgs. 592-619

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.4.1 Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
- 12.4.2 Explain the process through which the Constitution can be amended.
- 12.4.3 Identify their current representatives in the legislative branch of the national government.
- 12.4.4 Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
- 12.4.5 Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
- 12.4.6 Explain the processes of selection and confirmation of Supreme Court justices.

Unit 3: Knowing and Protecting our Liberties: Privacy and Security

Duration: 9 Weeks

Description: In Unit III, students will look at American civil liberties and securities. Students will identify and evaluate the limitations of the first amendment and second amendment with regard to security. Students will also identify and evaluate the limitations on the expectation of privacy with regard to the fourth amendment and the Patriot Act. By looking at the the September 11th attacks, students will define, and evaluate the reorganization of the government including the Homeland Security Act, changing Transportation Security Agent roles, Customs, Border Patrol, and changing expectations of local law enforcement. Students will develop their own concept of a balance of security and liberty through the evaluation of law enforcement perspectives on controversial issues and by examining and evaluating the delicate balance between Liberty and Security and looking at events such as September 11th, 2001 its impact on the daily life of citizens and law enforcement. Students will analyze examples of limitations on free speech in daily activities; discuss examples of free speech which incite violence such as that leading to the murder of Dr. George Teller. Visits from law enforcement will allow students to examine the parameters in which law enforcement determines how speech is considered legal or illegal, as well as analyze possible implications of gun control laws on society and crime rates as well as on the law enforcement community. Given the balance between security and liberty the students have determined, students will evaluate the constitutionality of Internet trolling in regards to terrorism. Students will debate the level of intrusion people are willing to accept in exchange for public safety.

Required Assignments:

Students design a Security Policy for the class based on the considerations that were raised in the unit. They will write their National Security Plan as a class and also re-evaluate the classroom Bill of Rights.

Suggested Activities:

- Students debate government use of Internet and cell phone “trawling” to identify terrorist threats, as well as emergency pre-FISA court searches and confiscations.
- Students research security structures at the national, state, and local levels.
- Students apply the exclusionary rule as it applies to the fourth amendment.
- Students research emerging careers in legal practices and public service post September 11th and choose one that interests them. They will write a two to three-page report that must include academic requirements, security clearances, job description, and salary range as well as the steps needed to obtain the career.
- Students relate the “clear and present danger” rule limiting free speech it to a group or person that is calling for “action” to “put out” a particular doctor who is performing abortions. Students must then write a two to three-page persuasive argument as to why this rule should or should not apply and share with the class. (This could be extended to forming a rule regarding incendiary classroom Speech. Speculate on whether classroom Bill of Rights would need interpretive modification).
- Students’ analyze the second amendment by discussing the quality of the reasoning, evidence, and arguments, as well as what entities are writing and supporting laws related to this (e.g., ALEC, U.S. Chamber of Commerce, specific lobby groups, ACLU.).
- Students analyze at least one case related to civil liberty protections using the FIRAC (Facts, Issues, Rules, Apply, and Conclusion) format used in law schools. They will write a sufficiently detailed legal brief addressed to the Supreme Court on what the “rule” should be to guide decisions in this area
- Students participate in a socratic seminar debating the balance between freedoms and government policies by looking at the arguments for and against the Patriot Act.

Materials:

Magruder’s American Government, Prentice Hall, © 2006

- Chapter 19, Civil Liberties: First Amendment Freedoms, pgs. 530-559

- Chapter 20, Civil Liberties: Protecting Individual Rights, pgs. 562-589

Constitutional Rights Foundation 2015. Web. 2015. <<http://crf-usa.org/>>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W1; W4; W5; W7; W10; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

- 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 (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
- 12.5.2 Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
- 12.5.3 Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
- 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*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena*, and *United States v. Virginia* (VMI).

Unit 4: Political Participation

Duration: 9 Weeks

Description: In Unit IV students will examine the ways that citizens play a role in their government, and more specifically how they can effectively participate in governmental actions including; how citizens participate in the political process and federal elections, state elections, and local elections. Students will examine the roles of Federal, State, and Local levels of government and law enforcement. Students will follow the process of how laws are created and the importance of abiding and enforcing those laws, as well as how public policy is formed and implemented through Public Officials. Students will analyze how local elections may affect budgets for law enforcement and their service to the community. Sources of conflict among constituents and the governing body of peers will be examined and debated for example, the importance of Internal Affairs in providing a check and balance on law enforcement and accountability to the public. Students will look at public opinion and how social and cultural trends have shaped federal, state a local legislation such as; the Alcohol Prohibition Act evolution from social demands placed on the government including its appeal, the Roe v. Wade case (1973) For more examples of public opinion students will examine and analyze California Propositions 215, 19, and 8. Students will develop and articulate reasoned, persuasive arguments that support specific public policy positions with an emphasis on critiquing the abundance of laws by examining the California Penal Code and local ordinances. Looking at varying locations students will examine different community ideals and values; examine their effect on how law enforcement performs its duties, and discuss how interest groups can impact the political climate at the local, state, and federal level, which can in turn impact the law enforcement community. Students will compare the law enforcement duties of the Beverly Hills Police Department with the Los Angeles Police Department (additional comparisons may be used such as law enforcement duties for a rural county sheriff with a large county sheriff; for example, Humboldt County and Alameda County.). After researching interest groups students will evaluate the process and impact on law making: grassroots, campaigns, and political effects.

Required Assignments:

Students will choose and research a profession within the public sector, specifically law enforcement, local or federal public officials. Students will create a research paper and presentation outlining the qualifications, expectations, job trends and job requirements to present to the class.

Suggested Activities:

- Students debate the merits of debate. Students will develop and articulate reasoned, persuasive arguments in support of public policy options or positions.
- Students debate the Fairness Doctrine.
- Student research the influence of the media on American political life and develop an oral or visual representation of their findings.
- Students debate one of the following topics: California Propositions: 1996 California Proposition 215, 2010 Proposition 19, or 2009 Proposition 8 using published information, legislative analysis, or judicial review of the propositions.
- Students debate demonstrating the positional arguments for each side of one election.
- Students explain the interrelated relationships that exists between the citizens, publicly elected officials, and law enforcement. Students understand sources of conflict among constituents, constituent groups, and governing-body peers.

Materials:

Magruder's American Government, Prentice Hall, © 2006

- Chapter 5, Political Parties, pgs. 114-144
- Chapter 6, Voters and Voter Behavior, pgs. 146-173
- Chapter 7, Electoral Process, pgs. 176-203
- Chapter 8, Mass Media and Public Opinion, pgs. 206-231
- Chapter 9, Interest Groups, pgs. 234-255
- Chapter 13, The Presidency, 352-377
- Chapter 14, The Presidency in Action, 388-405
- Chapter 15, Government at Work: The Bureaucracy, 412-441
- Chapter 16, Financing Government, 444-463
- Chapter 17, Foreign Policy and National Defense, 466-491

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

- 12.2 Students 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.
- 12.2.1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
- 12.2.2 Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
- 12.2.3 Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
- 12.2.4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- 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.
- 12.2.6 Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
- 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.
 - 12.3.3 Discuss the historical role of religion and religious diversity.
 - 12.3.4 Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.6.1 Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
 - 12.6.2 Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
 - 12.6.3 Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
 - 12.6.4 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
 - 12.6.5 Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
 - 12.6.6 Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.8.1 Discuss the meaning and importance of a free and responsible press.
 - 12.8.2 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
 - 12.8.3 Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

Unit 5: Capstone Project

Duration: 9 Weeks

Description: In Unit V students will focus on their capstone project. The project will combine the elements of the academy/pathway focus on Human Rights and Social Responsibility through a research based project. During the course of this project, we will study Human Rights and Social Responsibility using the work of UNICEF, The Amy Biehl Foundation Project, and Whittier College's Center for Engagement with Communities. Three to six students collaborate as a team to identify a self selected Human Rights issue. Each team develops a team research question using the social theory of "Girl Effect" as a research lens. The "Girl Effect" is the idea that women can be a part or the solution rather than the problem. To make the world a better place for girls, so that in turn girls can make the world a better place. Students will work as a team to address the team's research question. The guiding vision for the project is to cultivate students' understanding of human dignity and the importance of confronting violence in any of its forms. Students are challenged to learn these principles while also working collectively and collaboratively in forming ideas and taking actions in response to social issues they deem important. The methods we will employ are designed to prepare students for their own self selected college-level research project and the formation of a collaborative project, which will raise awareness, address systemic human rights issues, and research a career path that aligns with the

student chosen human rights violation issue. We encourage students to examine issues from all sides and to evaluate sources and information carefully. Ultimately, the goal of the project is to facilitate the emergence of the next generation of Human Rights defenders, culturally literate thinkers, and above all active and ethical global citizens.

Required Assignments:

- Individual Research Based Essay
- Team Report and Community Awareness Raising Activist Project
- Team Presentation and Oral Defense
- Research Portfolio and Reflection

Suggested Activities:

- Read *Half the Sky* and compare the different struggles women face around the world.
- Read and annotate examples of student activists from around the world.
- Complete activities that outline various types of community activism, using the model of 11 Strategies for Change.
- Students volunteer at various organizations that support the community.
- Read and score student samples of research papers.
- Participate in presentations at Whittier College and or equivalent panel of professionals.

Students will be evaluated through the successful completion of a project-long portfolio project. Students will be responsible for maintaining their portfolio. Although students will be submitting the portfolio at the end of the semester, they will turn in components of the project for evaluations, revisions and check-ins. Presentations will be scored through a the common rubric established by one's pathway.

Suggested Materials:

Park, L. S. (2010). *A long walk to water: Based on a true story*. Boston: Clarion Books.

Kristof, N. D., & WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. New York: Alfred A. Knopf.

Standards Addressed:

R1; R2; R3; R4; R6; R7; R8; R9; R10; W1; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 4; CR 5; CR7; CR 8; CR 9; CR10; CR11 and CR 12

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.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, "Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY."

COURSE MATERIALS:

Magruder's American Government, Prentice Hall, © 2006

RESOURCES:*Documents*

- Using Formative Assessment for Differentiation LBUSD ELA Curriculum Documents
- CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

District Offices

- History Curriculum Office (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:

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

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for

	selected response	for selected response	selected response	selected response	selected response
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Human Rights and Social Responsibility Research Presentation Rubric

For use on students' final project presentations

	50-59	60-69	70-79	80-89	90-100
Presentation thoroughly presents key findings from research done. Research done by all members of group is presented. Research is accurate and key findings presented show depth and breadth of research.					
Presentation display board is visually appealing and shows ample evidence from research. There is proof of forethought and planning. Presentation display could stand on its own without further explanation.					
Powerpoint is useful and thoughtful. Assists in the flow of the presentation.					
Presenters use appropriate communication strategies. Presenters do not read directly from paper, slides, presentation board or script. Instead, presenters interact with the audience by thoroughly explaining visuals and other supporting elements, and show a command of research. It is evident that presentations were rehearsed and commentary is memorized in advance.					
Each group member is able to answer the follow-up question thoroughly and accurately.					

Presentation Rubric

Possible Common Rubric for Capstone Presentations

	ADVANCED	PROFICIENT	DEVELOPING
Content Knowledge	Students fully demonstrate mastery of content by <u>consistently</u> ...	Students demonstrate some mastery of content by <u>occasionally</u> ...	Students demonstrate limited mastery of content by <u>rarely or never</u> ...

	<ul style="list-style-type: none"> - explaining in their own words without relying on notes - giving ample concrete details - using language of the discipline - staying focused on the topic - answering questions fully and accurately after the presentation 	<ul style="list-style-type: none"> - explaining in their own words, but may refer to notes, slides - giving some concrete details - using language of the discipline - staying mostly on topic - answering questions adequately, but may lack detail or need help from group 	<ul style="list-style-type: none"> - giving concrete details (may contain incorrect information or unclear explanations) - using language of the discipline - explaining in their own words (may rely heavily on reading notes, slides) - answer questions correctly
Verbal Communication	<p>Students <u>consistently</u>...</p> <ul style="list-style-type: none"> - enunciate [speak clearly without mumbling] - use appropriate pacing, volume and tone of voice - use correct pronunciation and academic language - avoid using fillers (<i>um, like, etc.</i>) 	<p>Students <u>occasionally</u>...</p> <ul style="list-style-type: none"> - enunciate properly - use appropriate pacing, volume, and tone of voice - use correct pronunciation or academic language - use fillers 	<p>Students <u>rarely or never</u>...</p> <ul style="list-style-type: none"> - enunciate without mumbling - use appropriate pacing, volume, and tone of voice - use correct pronunciation or academic language - may frequently use fillers
Nonverbal Skills	<p>Students <u>consistently</u>...</p> <ul style="list-style-type: none"> - exhibit professional body language, including proper posture - maintain eye contact and engage the audience - avoid fidgeting 	<p>Students <u>occasionally</u>...</p> <ul style="list-style-type: none"> - exhibit professional body language, including proper posture - maintain eye contact or engage the audience - may fidget - may lean against wall or table. 	<p>Students <u>rarely or never</u>...</p> <ul style="list-style-type: none"> - exhibit professional body language - make eye contact with the audience - may frequently fidget
Preparedness	<p>Students are <u>fully prepared</u> for the presentation by...</p> <ul style="list-style-type: none"> - having materials ready (including functioning technology) - showing evidence of rehearsal and proofreading (spelling and grammar) 	<p>Students show <u>some evidence of preparation</u> by...</p> <ul style="list-style-type: none"> - occasionally showing lack of materials, rehearsal or proofreading - presentation is mostly organized - all group members participate, but may not have equal speaking parts 	<p>Students show <u>lack of preparation</u> by...</p> <ul style="list-style-type: none"> - having a disorganized presentation and/or missing necessary materials - may frequently stumble over information or have significant errors in spelling and grammar

	<ul style="list-style-type: none"> - presentation is well organized - group members have equal speaking parts 		<ul style="list-style-type: none"> - some group members may be unsure of their parts or may not participate at all
Use of Tech or Visual Aids (if appropriate)	<p>Students <u>consistently use well-organized visual aids</u></p> <ul style="list-style-type: none"> - use appropriate, meaningful visuals to illustrate main points - visuals do not distract from the presentation - all text is large enough to read clearly (font size 20+) 	<p>Students <u>occasionally use well-organized visual aids</u></p> <ul style="list-style-type: none"> - may have minor issues with relevancy or size of visuals 	<p>Students <u>do not use visual aids or have frequent issues</u> with relevancy or size of visuals</p>

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%
 - This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
 - Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
 - If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.
2. Classwork, In-class, or Suggested Assignments 30%
 - After processing course material in notes, students create products.
 - Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.
3. Periodic Quizzes and Unit Exams 30%
 - Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.

- Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Products or Performance Tasks 30%

- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Andrea Glenn and Marika Manos,

Submission Date: July 2016

School/Office: History Office, OCIPD

Original Board Approval Date: 2014

Revised Board Approval Date:

Saved on L:/drive, Common, Manos, Course Outlines, Justice in America