

**CARLISLE AREA SCHOOL DISTRICT**  
**Carlisle, PA 17013**

**LAW**

**GRADE 11 and 12**

**Date of Board Approval: February 21, 2013**

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b> <u>Law</u>	<b>SUBJECT:</b> <u>Social Studies</u>	<b>GRADE LEVEL:</b> <u>11 and 12</u>
<b>COURSE LENGTH:</b> <u>Semester (18 weeks)</u>	<b>DURATION:</b> <u>50 minutes/day</u>	<b>FREQUENCY:</b> <u>5 times/week</u>
<b>PREREQUISITES:</b> <u>U.S. History II; World History</u>	<b>CREDIT:</b> <u>.5 credit</u>	<b>LEVEL:</b> <u>N/A</u>

### Course Description/Objectives:

This semester-long course is paired with the *Critical Issues* course and is considered an elective for juniors and seniors. The course is designed to provide the students with an overview of the criminal and civil justice system of the United States. The course starts with an introduction to the legal system. Students will examine such topics as the values underlying laws, the Constitution and the law, how laws are made, the U.S. court system, and the roles of judges, juries and lawyers in the judicial process. The main topic of the course will cover criminal law. This unit will begin with an exploration of the nature and causes of crime, and the different solutions society has proposed to cope with crime and criminal activity. A description of the types of crimes will be presented (crimes against property, crimes against persons, etc.). An analysis of the judicial process from arrest through sentencing will then be covered, with special attention paid to the basic legal protections embodied in the Bill of Rights. A study of correctional institutions and capital punishment will conclude this unit. A brief overview of juvenile justice will also be presented. The final unit will cover civil (tort) law. This unit will focus on the three main categories of tort law: intentional wrongs, negligence, and strict liability.

This course will be presented through an examination of case studies that examine how the various legal concepts and terms are applied in the real world. Current legal cases will also be discussed as they arise. Guest speakers such as police, lawyers and correctional officers will also be a fundamental part of the course.

**Text:** Street Law: A Course in Practical Law (Glencoe/McGraw-Hill, 7<sup>th</sup> ed.)

**Curriculum Writing Committee:** Wayne Winters

## **COURSE TIMELINE**

### **Unit 1: Introduction to Law and the Legal System of the United States**

- Values and the law 1 week
- Lawmaking 1 week
- Survey of the Judicial Process 2 weeks

### **Unit 2: Tort Law**

- Types of torts 3 weeks
- Tort reform 1 week

### **Unit 3: Criminal Law**

- Causes of crime / general elements of crime 2 weeks
- Types of crime 1 week
- Arrest through trial (and application of Bill of Rights) 3 weeks
- Trial proceedings through sentencing and correction 3 weeks
- Juvenile Justice 1 week

**TOTAL:** 18 weeks

# KNOW, UNDERSTAND, DO

**COURSE:** Law

**TIME FRAME:** 4 weeks

**UNIT #1:** Introduction to Law and the Legal System of the United States

**GRADE:** 11 and 12

## STANDARDS:

### PA Common Core Standards:

#### Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B
- 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.
  - 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.
- CC.8.5.11-12.F
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H, I
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
  - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### Writing Standards for Literacy in History /Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B
- Write arguments focused on *discipline-specific content*.
  - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 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.
- CC.8.6.11-12.H
- Draw evidence from informational texts to support analysis, reflection, and research.

### PA Academic Standards:

- 5.1.12.A
- Analyze the sources, purposes and functions of law and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.C
- Evaluate the applications of the principles and ideals of contemporary civic life.
- 5.1.12.E
- Analyze and assess the rights of the people as listed in the PA Constitution and the Constitution of the United States.
- 5.2.12.B
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.3.12.F
- Analyze landmark U.S. Supreme Court interpretations of the Constitution and its Amendments.

# KNOW, UNDERSTAND, DO

**COURSE:** Law

**TIME FRAME:** 4 weeks

**UNIT #1:** Introduction to Law and the Legal System of the United States

**GRADE:** 11 and 12

## UNDERSTANDINGS

The laws of a society necessarily reflect the values of that society. As such, it is important to understand how the overall structure and process of the judicial system reflects those core values.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Explain why the Rule of Law is an essential ingredient of a democracy. Support your answer with a description of the roles played by judge, jury and lawyers in the court room.

### KNOW

- Examine values underlying our laws and the legal system.
- Describe the social and political goals of the legal system.
- Trace the historical roots of the legal system.
- Explain how the Constitution and Bill of Rights provide a foundation for law and equal justice under the law.
- Identify the two main types of law (civil and criminal).
- Describe the various ways laws are “made.”
- Analyze the different levels of the court system.
- Explain the roles of lawyers, judges and juries in the judicial process.
- List the situations in which a person may need a lawyer.
- Assess the adversarial nature of the judicial process.

### DO

- Discuss Kohlberg’s model for moral development. Write a list of examples that apply to these stages.
- Create a chart that compares the Universal Declaration of Human Rights with the U.S. Bill of Rights.
- Rank order five essential rights. Justify the rankings. Give an example of how our society protects those rights and how it falls short of supporting those rights. Suggest a remedy for the shortfall. Present ideas.
- Role-play a simple conflict. Use the three main methods of conflict resolution: negotiation, mediation, and arbitration to attempt to resolve the conflict.
- Draw a diagram that depicts the main features of the judicial process from trial courts through a Supreme Court appeal.

# KNOW, UNDERSTAND, DO

**COURSE:** Law

**TIME FRAME:** 4 weeks

**UNIT #2:** Tort Law

**GRADE:** 11 and 12

## STANDARDS:

### PA Common Core Standards:

#### Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • 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.
- CC.8.5.11-12.F • 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.
- CC.8.5.11-12.F • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H, I • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.H, I • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B • Write arguments focused on *discipline-specific content*.
- CC.8.6.11-12.A, B • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.C, E • 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.
- CC.8.6.11-12.H • Law evidence from informational texts to support analysis, reflection, and research.

### PA Academic Standards:

- 5.1.12.A • Analyze the sources, purposes and functions of law and how the rule of law protects individual rights and promotes the common good
- 5.2.12.B • Examine the causes of conflicts in society and evaluate techniques to address those conflicts

# KNOW, UNDERSTAND, DO

**COURSE:** Law

**TIME FRAME:** 4 weeks

**UNIT #2:** Tort Law

**GRADE:** 11 and 12

## UNDERSTANDINGS

Not everything that is wrong or harmful is illegal; but any civilized society must provide a means for its citizens to be compensated for harm they suffer from someone else's carelessness. Tort law provides the legal mechanism to address this person-to-person harm.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Given a set of facts related to an accident, provide a legal analysis of a plaintiff's liability and defense.

### KNOW

- Define tort law.
- Identify the essential differences between tort and criminal law in the judicial process.
- Examine the areas where Tort law and criminal law overlap.
- Explain the differences among the three types of torts: intentional, negligence, and strict liability.
- Describe the three types of "damages".
- Explain the elements needed to prove negligence torts.
- Analyze the "reasonable person" standard in tort law.
- Examine the defenses to negligence suits.
- Explain the essential differences between strict liability and negligence suits.
- List the goals of the tort law system.
- Assess the effectiveness of the tort law system in reaching those goals.
- Evaluate tort law reform idea.

### DO

- List 8-10 actions that could be classified as either a criminal action or a civil wrong. Create a Venn diagram that compares the two types of law.
- Brainstorm a list of acts that could result in a lawsuit. Place them in a chart that depicts the three main categories of lawsuits.
- Using a sample of a car insurance policy, list the types of coverage in the context of lawsuit protection.
- Using the cases from the text, create a simplified simulation of a "Judge Judy" episode.
- Examine the facts of the McDonald's coffee case. Write an opinion paper supporting either the plaintiff or the defense.
- Read about tort law and public policy. Write a law that reforms the current tort procedures.

# KNOW, UNDERSTAND, DO

**COURSE:** Law

**TIME FRAME:** 10 weeks

**UNIT #3:** Criminal Law

**GRADE:** 11 and 12

## STANDARDS:

### PA Common Core Standards:

#### Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • 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.
- CC.8.5.11-12.F • 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.
- CC.8.5.11-12.F • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H, I • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.H, I • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B • Write arguments focused on *discipline-specific content*.
- CC.8.6.11-12.A, B • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.C, E • 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.
- CC.8.6.11-12.H • Law evidence from informational texts to support analysis, reflection, and research.

### PA Academic Standards:

- 5.1.12.A • Analyze the sources, purposes and functions of law and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.E • Analyze and assess the rights of the people as listed in the PA Constitution and the Constitution of the United States.
- 5.2.12.B • Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.3.12.F • Analyze landmark U.S. Supreme Court interpretations of the Constitution and its Amendments.



# KNOW, UNDERSTAND, DO

**COURSE:** Law

**TIME FRAME:** 10 weeks

**UNIT #3:** Criminal Law

**GRADE:** 11 and 12

## UNDERSTANDINGS

The criminal justice process is geared toward protecting the rights of the accused from a powerful and potentially abusive central government. The Bill of Rights provides the legal armor for the citizen when they are confronted by a violation of a state law.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Our judicial system is designed to protect citizens from a potentially abusive government. Pick two legal rights from the Bill of Rights that provides that protection. Explain the way in which they provide that protection. Cite Supreme Court cases that illustrate the nature of those legal protections.

### KNOW

- Analyze the causes of crime.
- Identify classifications and elements of crime.
- Describe the different types of “crimes against a person.”
- Describe the different types of “crimes against property.”
- Describe the different types of computer crime.
- Explain the role of drugs, alcohol, and tobacco in criminal activity.
- Trace the steps involved in the judicial process from arrest through the trial and sentencing.
- Assess the role of plea bargaining in the judicial process.
- Describe the different types of defenses used at a trial.
- Explain and evaluate how the 4th, 5th, 6th, and 8th Amendments apply to the judicial process.
- Explain and evaluate the impact of the 2<sup>nd</sup> Amendment’s “right to bear arms” on crime and law enforcement.

### DO

- View “12 Angry Men.” Discuss the function of a jury and the meaning of “reasonable doubt” in the context of the movie. Create a chart that lists the evidence and the “reasonable doubt” that surrounds that evidence.
- Study examples from the text of search and seizure issues. Brainstorm and discuss proper versus improper searches.
- Role play a bail hearing.
- View “Gideon’s Trumpet.” Discuss the nature of “fair trials” in the context of the movie. Write an essay comparing the first trial to the retrial.
- Examine other Supreme Court cases as they apply to criminal law. Role play the presentation of oral arguments to the Supreme Court on these cases.
- Conduct a simulation of a voir dire jury selection process. Write a journal reflection.

# KNOW, UNDERSTAND, DO

**COURSE:** Law

**TIME FRAME:** 10 weeks

**UNIT #3:** Criminal Law

**GRADE:** 11 and 12

## KNOW

- Analyze the role of key Supreme Court decisions on the rights of the accused (*Miranda*, *Gideon*, *T.L.O.*, *Furman*, etc.).
- Evaluate the four purposes of sentencing.
- Describe the types of sentences that can be imposed.
- Differentiate between the types of jails and prisons.
- Evaluate the problems and solutions related to prison overcrowding.
- Distinguish between the rights of juveniles and the rights of adults.
- Compare the procedures of juvenile court with those of the adult courts.

## DO

- Create a diagram that depicts the steps of the judicial process from arrest to sentencing.
- Research and debate critical issues in law capital punishment and plea bargains.

## **ADDITIONAL PERFORMANCE INDICATORS**

*The student will be able to:*

- 1) Develop a research paper:
  - write an appropriate introduction, body and conclusions
  - utilize proper citations
  - paraphrase sources when appropriate
  - use primary and secondary sources
- 2) Write a thesis essay:
  - minimum five-paragraph position paper
  - developed from in-class sources and readings
- 3) Give an oral presentation:
  - acquire information that is correct and well organized
  - use visual aids (if deemed necessary)
  - stay within assigned timeframes
  - maintain good eye contact, posture, projection and enunciation
- 4) Work effectively in cooperative learning groups:
  - ask questions of and share information with partner(s)
  - set and accomplish individual and group goals
  - set and complete apportioned tasks
  - support, assist, and encourage other group members
  - complete group project
- 5) Take notes from oral presentations:
  - write down key ideas from the overhead and from critical listening
  - ask pertinent questions to facilitate understanding
- 6) Read critically from a variety of sources utilizing the following skills:
  - comparing and contrasting
  - distinguishing fact from fiction
  - recognizing cause and effect
  - making and proving generalizations
  - drawing conclusions / making inferences
  - analyzing context clues for unfamiliar vocabulary
- 7) Develop charts / outlines:
  - organize material for oral and written presentations
  - organize material from reading for study and test purposes

## **ASSESSMENT**

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
  - Reports
  - Panel discussions
  - Simulations/Debates
- 6) Political cartoon analysis/development
- 7) Various writing assignments:
  - Propaganda analysis/development
  - Letters
  - Editorials
  - Letters to congressmen
- 8) Posters/Pictures
- 9) Charts/Graphs/Maps analysis
- 10) Homework
- 11) Class discussion
- 12) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- |                        |                          |
|------------------------|--------------------------|
| • Accurate information | • Clear presentation     |
| • Logical development  | • Focused argument/theme |
| • Proper format        | • Neatness/Organization  |

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

### **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

#### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

#### **SETTING**

- Preferential seating

#### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

#### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)