

## High School Course Description for **You and the Law**

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**Course Title:** You and the Law**Curricular Area:** Social Studies**Course Number:** SOC099**Length:** 1 Year**Grade Level(s):** 9-12**Prerequisites:** None**Meets a UC a-g Requirement:** In Process**Meets NCAA Requirement:** No**Meets High School Graduation Requirement for:**  
Elective Credit**CTE Course Sequence:**  
Legal and Protective Services**Course Description**

You and the Law is an introductory course for students entering into the COPS (Career Opportunities in Public Services) program at Bloomington High School. The course is designed to provide students with the necessary knowledge and skills in the American justice system and government to begin their path toward a career in law enforcement or the greater justice system. Students will understand the concept of federalism and the levels of government in the United States. They will have a cursory understanding of the basis and applications of federal, state, and local laws as well as how laws are enforced throughout the criminal justice process. Students will also have an understanding of how laws have changed in the United States throughout history and the impact this has on our society.

**Alignment**

This course is aligned to the Social Studies Standards and the California Common Core State Standards for the English Literacy Standards.

**Instructional Materials**Required Textbook(s)

- Albertman, L., O'Brien, E. Street Law: A Course in Practical Law. McGraw-Hill/Glencoe: Columbus, OH, 2010. ISBN: 978-0-07-879983-9 \$64.80

Novels and Other Readings

- NA

Supplemental Materials

- NA

Suggested Video/DVDs//Films

- NA

Web Sites

- NA

Software/Applications

- NA

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Classwork and Homework.....	45%
Class Project.....	10%
Class Participation .....	15%
Tests & Quizzes .....	20%
Final Examination.....	10%
Total:	100%

**Development Team**

This Course of Study was developed/revised in 2014 by Marc Howard, Bloomington High School

## Instructional Guide for **You and the Law**

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

### **Support for Special Education Students:**

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

### **Stretching the Lesson for GATE Students:**

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

## Unit Guide for You and the Law

### Unit 1 The Purpose and Foundations of Law in Society Semester One — Weeks 1-4

#### OVERVIEW

In this unit we will discuss with the students the role law plays in having an ordered and productive society. To ensure students have a grasp of the concept of laws, attention will be given to systems of law throughout history including the Code of Hammurabi, and the Twelve Tables. Particular emphasis will be paid to the concept of law being founded upon the morals and values of society. Discussions will include universal laws common to all societies as well as variations to those laws throughout history as concepts and values continue to change and evolve. The Social Contract theory will be a major topic covered in this unit as it will be a concept revisited throughout the year when discussing personal freedoms sacrificed in exchange for order and safety in society. In addition, the lawmaking process will be discussed as well as the continual debates within lawmaking bodies over freedoms and security. Finally, the students will focus on how the law applies to them as minors and how the social contract theory involves the denial of full rights to minors as a desire by society to protect them from adult constructs and situations.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- The origins of law in society and the effects on our system.
- The Social Contract Theory and the effects on American society.
- The lawmaking process in the United States.
- The differences between how law applies to minors as opposed to adults.

#### ESSENTIAL/GUIDING QUESTIONS

- In what way is our system of government and laws related to the foundational concepts of the Romans and Babylonians?
- How is the social contract theory related to the current debates we have in our society regarding more government control and personal freedom?
- What is at the root of the current political discussions and feelings of disenfranchisement some Americans feel in our society? How is this related to the Social Contract Theory?
- Where do laws come from and what are they based on?
- How are minors treated differently than adults under the law and why?

#### CONCEPTS (Students will know)

- The relationship between the earliest forms of law such as the Code of Hammurabi and the Twelve Tables to the current system we have in the United States. Students will take notes on this concept and demonstrate understanding through class discussion.
- The background and concept of the Social Contract theory and how the idea of balancing security and personal freedoms affects the decisions of our lawmakers. Students will demonstrate an understanding through short writing assignments and discussions on the topic. Students will be able to apply the concept to current legal trends and debates regarding more government control as opposed to those groups or politicians who advocate more personal freedoms.
- Demonstrate an understanding of the lawmaking process in the local, state, and federal levels. Students will demonstrate knowledge through written expression in the form of a short essay and in an oral presentation.
- Demonstrate an understanding of how the law applies differently to minors and why. Students will present

#### SKILLS (Students will be able to do)

## Unit Guide for **You and the Law**

aspects of the law to the class in the form of an oral report and be able to answer questions from the teacher and their peers.

### **UNIT OBJECTIVES TO BE ASSESSED**

- After this unit is completed students will be able to discuss or express in written form the purpose and basis for laws in society. Students will also be able to demonstrate knowledge of the first legal systems and discuss similarities to our current laws.
- Students will be able to discuss the Social Contract Theory and be able to write a reasoned explanation of the topics and laws currently being debated in the United States and cite specific examples.
- Students will be able to create a fictional law and explain to the class how the law was put in place using the American law making system.
- Students will be able to cite specific instances where minors are treated differently under the law and in written form will defend or attack such laws.

### **UNIT ASSESSMENT:**

- In a Socratic seminar, students explore philosophies of human nature and evaluate to what extent humans are selfish and what freedoms people are willing to give up in favor of security. Students will use this information to write an essay in which they discuss the social contract theory and defend their own position regarding a particular controversial legal topic of the teacher's choice.

### **KEY ASSIGNMENTS**

- Quick writes in response to topics previously covered as a means of bridging the day's lesson with prior topics.
- Notes and analysis of the Code of Hammurabi and the Twelve Tables.
- A reading and discussion of the cannibalism of the South American rugby team and the moral implications of such actions as opposed to the need to survive.
- Socratic Seminar regarding universal laws, such as those prohibiting murder and theft, and the basis of laws on the values of the society.
- Graphic Organizer depicting the Social contract theory and the freedoms given up in favor of security provided by a government.
- Reading and discussion of current events involving proposed laws and the debates over security versus freedom. For example, the current prospect of the right to carry issue appearing before the Supreme Court.
- Jig Saw of laws as they apply to minors. The class will be broken into several small groups in which each group will prepare an oral presentation about their particular law and how it applies to minors.
- Students will identify examples of autocracy and democracy and differentiate between a direct and representative government. Students will also evaluate the benefits and problems associated with each type of government.
- Social Contract Theory: In a Socratic seminar, students explore philosophies of human nature and evaluate to what extent humans are selfish and what freedoms people are willing to give up in favor of security. Students will use this information to write an essay in which they discuss the social contract theory and defend their own position regarding a particular controversial legal topic of the teacher's choice.
- Minors and the Law: In an essay students will pick one particular law which applies to minors and will either

## Unit Guide for **You and the Law**

defend the existing law or make an argument for why the law is unjust and therefore an example of age discrimination. Topics available to the students will come from the California State Bar's Kids and the Law: An A-Z Guide for Parents.

### TEXTS

- California State Bar's Kids and the Law: An A-Z Guide for Parents
- Street Law: A Course in Practical Law
- The Code of Hammurabi
- The Twelve Tables

### ACADEMIC VOCABULARY

- Productive
- Ordered
- Morals
- Values
- Freedoms
- Safety
- Adult
- Constructs

### CONTENT-SPECIFIC VOCABULARY

- Code
- Universal Law
- Social Contract
- Lawmaking Bodies
- Minor
- Rights
- Contract
- Binding
- Consent

### PRIORITY STANDARDS

- CCS-SS 10.1
- CCS-SS 10.2
- CCS-SS 11.1.2
- CCS-SS 12.1.1 & 12.1.3
- CCS-SS 12.4.1

### SUPPORTING STANDARDS

- CCS-ELA Grades 9-10 Reading 1.1
- CCS-ELA Grades 9-10 Reading 2.4 & 2.5 & 2.8
- CCS-ELA Grades 9-10 Writing 1.1-5
- CCS-ELA Grades 9-10 Writing 2.3-5
- CCS-ELA Grades 9-10 Listening and Speaking 1.1
- CCS-ELA Grades 9-10 Listening and Speaking 1.6-9
- CCS-ELA Grades 9-10 Listening and Speaking 2.2

### INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Notes and Discussion
- Individual/Group Reading
- Group Discussion and Socratic Seminar
- Student Presentations
- Lecture
- Role Playing

## Unit 2 The Bill of Rights Semester One — Weeks 5-9

## Unit Guide for You and the Law

### OVERVIEW

In this unit students will first learn about the history of the Bill of Rights including the debates between the Federalists and Anti-Federalists in the drafting of the Constitution. Emphasis will be placed on the Bill of Rights existence to ensure the rights of the individual and limit the power of the government over the governed. Students will apply the first ten amendments to their own lives as well as current legal situations. Particular emphasis will be placed upon learning the facets of the 4th amendment, search and seizure, and applications in law enforcement. Students will also learn the differences between Reasonable suspicion and Probable Cause as well as the application in schools under education code as opposed to penal code.

### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- The history behind the Bill of Rights.
- The differences between the Federalists and the Anti-Federalists.
- The idea of limited government.
- The major components of the 4<sup>th</sup> amendment and the legality of search and seizure.
- Reasonable suspicion v probable cause.
- The differences between Education code and Penal Code.

### ESSENTIAL/GUIDING QUESTIONS

- What was the purpose of the Bill of Rights and why did Americans feel it was needed?
- What were the major differences between the federalists and the anti-federalists?
- Where did the concept of limited government come from and how does it affect the law within the United States?
- What is the 4<sup>th</sup> amendment and when can police legally search and individual or their property?
- Why can school personnel search a student's possessions or person and seemingly bypass probable cause?

### CONCEPTS (Students will know)

- Students will be able to discuss the history behind the Bill of Rights and the reasons for and against the amendments as put forth by the federalists and anti-federalists.
- Students will be able to discuss and demonstrate the ability to explain what limited government is and from where the United States took this concept. The students will also be able to debate the need for limited government or the need for more government regulation within the context of informal debates or Socratic seminars.
- Students will be able to explain the application of the 4<sup>th</sup> amendment and discuss orally or in writing the differences between probable cause and reasonable suspicion, as well as explain the reason for these differences.
- Through explaining the differences between probable cause and reasonable suspicion the students will be able to demonstrate knowledge of the differences between Education Code and the Penal Code.

### SKILLS (Students will be able to do)

### UNIT OBJECTIVES TO BE ASSESSED

- Upon completion of this unit students will be able to discuss the history behind the Bill of Rights and the major debates which helped form our nation's first ten amendments.
- Students will demonstrate an understanding of the concept limited government. Students will also be able to demonstrate in writing or verbally, an understanding of the role limited government plays today in the application of the 4<sup>th</sup> amendment in our everyday lives.
- Students will be able to demonstrate in a presentation, written assignment, or discussion, knowledge of the differences of the Education Code and the Penal Code.

## Unit Guide for You and the Law

### UNIT ASSESSMENT:

- Scenario Response: A student is accused by another student of having contraband within their back pack. School security apprehends the student and escorts them to the office. After calling the student's parents, school personnel search the student's bag and person. Working with one partner the students must write a one to two page response to the scenario above in which they discuss the legality of the search. As part of the response the students must explain the differences between search and seizure and reasonable suspicion.

### KEY ASSIGNMENTS

- Letter to the Editor: Students will write a letter to the fictional editor of the local paper in which they will bring up an issue of concern regarding the application of the Bill of Rights within their community. The student will need to clearly state their grievance and be able to explain how the rights of particular members in their community are being violated. (Minimum one page hand written.)
- Scenario Response: A student is accused by another student of having contraband within their back pack. School security apprehends the student and escorts them to the office. After calling the student's parents, school personnel search the student's bag and person. Working with one partner the students must write a one to two page response to the scenario above in which they discuss the legality of the search. As part of the response the students must explain the differences between search and seizure and reasonable suspicion.
- Rights and Responsibilities: The students will write a one page report discussing the reciprocity between those rights guaranteed by the Constitution and the accompanying responsibilities.
- Students will take notes and participate in a lecture/discussion involving the history of the Bill of Rights and the arguments for and against their inclusion in the Constitution as made by the Federalists and Anti-Federalists.
- Students will work in small groups to create a poster depicting how 4 amendments from the Bill of Rights currently affect their lives. The poster will then be presented to the class and will allow for the teacher to play devil's advocate in leading a discussion of rights versus responsibilities and safety versus freedom.
- Students will participate in a lecture/discussion regarding the 4th amendment and the application in law enforcement. To reinforce the lesson specific examples from recent cases in the news or crime documentaries will be used for analysis and discussion.
- Students will listen to and question a guest speaker (teacher if no speaker can be found) who is brought in to discuss the differences between education code and penal code in the implementation of search and seizure laws.
- Students will read the exclusionary rule as it applies to the fourth amendment. They will create "situation cards (scenarios)" in groups; pass the cards to another group. That group will have to respond to the scenario distinguishing whether the exclusionary rule or its exception would apply. Groups must present their response to the class and defend their position.

### TEXTS

- Street Law Text Book
- The Bill of Rights
- Ca Penal Code
- Ca Education Code

### ACADEMIC VOCABULARY

### CONTENT-SPECIFIC VOCABULARY

## Unit Guide for **You and the Law**

<ul style="list-style-type: none"> <li>• Identify</li> <li>• Compare Contrast</li> <li>• Discuss</li> <li>• Present</li> </ul>	<ul style="list-style-type: none"> <li>• Rights</li> <li>• Federalist</li> <li>• Anti-Federalist</li> <li>• Constitution</li> <li>• Limited Government</li> <li>• Amendment</li> <li>• Search and Seizure</li> <li>• Probable Cause</li> <li>• Reasonable Suspicion</li> <li>• Penal Code</li> <li>• Education Code</li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<ul style="list-style-type: none"> <li>• CCS-SS 10.2.1-2</li> <li>• CCS-SS 11.1.2-3</li> <li>• CCS-SS 11.3.1</li> <li>• CCS-SS 12.1.1,3,4,6</li> <li>• CCS-SS 12.2.1,3,5</li> <li>• CCS-SS 12.3.1</li> </ul>	<ul style="list-style-type: none"> <li>• CCS-ELA Grades 9-10 Reading 1.1</li> <li>• CCS-ELA Grades 9-10 Reading 2.4 &amp; 2.5 &amp; 2.8</li> <li>• CCS-ELA Grades 9-10 Writing 1.1-5</li> <li>• CCS-ELA Grades 9-10 Writing 2.3-5</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.1</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.6-9</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 2.2</li> </ul>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• In-class debates</li> <li>• Key written assignments as noted in the following section.</li> <li>• Unit Test</li> <li>• Visual and oral presentations</li> <li>• On-going teacher observations and notes</li> <li>• Questioning to check for understanding</li> <li>• Completion of class and homework assignments</li> <li>• Socratic Seminar</li> </ul>	



## Unit Guide for You and the Law

### Unit 3: Police Conduct Semester One— Weeks 10-14

#### OVERVIEW

The Police Conduct unit will cover the expected behaviors of law enforcement officers while interacting with society both on and off duty to ensure the trust placed upon those officers by the people. Key ideas covered in this course will include introducing students to the Law Enforcement Officer's Code of Ethics and a discussion regarding how the code of ethics is lived on a daily basis by responsible police officers and authorities. In addition, the teacher will discuss controversial police actions in our society such as Rodney King and the Los Angeles Riots, the Rampart police Scandal, as well as the incident between Kelly Thomas and the Fullerton police. These instances will be used as examples of poor and unethical behaviors of police officers, and the damage caused to society and the relationship that society has with law enforcement as a result. Additionally, these historical events will allow the teacher to introduce to the students the role Internal Affairs plays within a police department. Racial profiling, police training in different states and counties, as well as the role psychological factors such as fear have on police officer actions will also be discussed.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Introducing students to the Law Enforcement Officer's Code of Ethics.
- The decisions made during controversial police actions such as the Rodney King incident, L.A. Riots, the Rampart Police Scandal, and the Kelly Thomas incident.
- The relationship between the police and society and what affects that relationship in either a positive or negative manner.
- The role Internal Affairs plays in a police department.

#### ESSENTIAL/GUIDING QUESTIONS

- What rules or laws do the police have to live by?
- What kinds of actions or behaviors affect the relationship between the police and the society they are sworn to protect?
- What affects do these actions have on the people and the willingness of society to abide by the law and participate in law enforcement as a result?
- Who polices the police?

#### CONCEPTS (Students will know)

- A Law Enforcement Code of Ethics exists to ensure police do not take advantage of their position. Students will be able to discuss the different facets of this Code and the reason such a code is needed.
- How police actions and behaviors affect the public's perceptions of the police and the law in general. Students will be able to discuss both positive and negative behaviors and their resulting effects on the relationship between law enforcement and the general population.
- Student will be able to discuss or demonstrate in a written format the role Internal Affairs play in a law enforcement organization.

#### SKILLS (Students will be able to do)

#### UNIT OBJECTIVES TO BE ASSESSED

- Students will be able to discuss why an Officer's Code of Ethics is needed and what the Code contains.
- Students will be able to recall and discuss different instances of positive and negative police behaviors and the resulting influence these behaviors have had on the relationship with the public.
- Students will demonstrate knowledge of the role Internal Affairs plays in law enforcement and will be able to discuss specific instances when internal affairs intervened in the actions of peace officers.

#### UNIT ASSESSMENT:

## Unit Guide for You and the Law

- Incident Response: The students will write a two to three page response in which they discuss the issues and effects of either the Rodney King incident, Rampart Scandal, or the Kelly Thomas death. Students will need to give a summary of the event chosen as well as express their opinion regarding the outcome. Finally, the student will need to discuss how the incident affected the relationship between the community and law enforcement and other implications this may have on future events.

### KEY ASSIGNMENTS

- Students will work to create a poster in which they brainstorm the facets of the ideal police officer versus a corrupt or incompetent officer. The poster will be broken into two sides and will include as many examples as the students can think of. The posters will lead to a class discussion of what characteristics the class feels the ideal officers possesses.
- The class will read together and discuss the Law Enforcement Officer’s Code of Conduct and compare this to the posters created previously.
- The class will read and watch articles and documentaries about the Rodney King beating, the Rampart police scandal, and the death of Kelly Thomas. The class will discuss these events and opinions regarding the actions of the police and the public’s reactions.
- Incident Response: The students will write a two to three page response in which they discuss the issues and effects of either the Rodney King incident, Rampart Scandal, or the Kelly Thomas death. Students will need to give a summary of the event chosen as well as express their opinion regarding the outcome. Finally, the student will need to discuss how the incident affected the relationship between the community and law enforcement and other implications this may have on future events.
- Security Code of Conduct: In a small group of no more than four students a Security Code of Conduct will be written for implementation on school grounds. Students need to consider the Law enforcement Officer’s Code of Conduct and consider how it can be adapted to fit the needs of a school in order to better relations between security and students.
- Interactive notebook entries of notes, summaries, and quick writes.

### TEXTS

- Street Law text book
- Officer’s Code of Conduct
- Various news stories from Los Angeles Times and other local papers.

### ACADEMIC VOCABULARY

- Identify
- Compare Contrast
- Discuss
- Present
- Necessary
- Unnecessary
- Violence
- Appropriate
- Controversial

### CONTENT-SPECIFIC VOCABULARY

- Use of Force
- Conduct
- Ethics
- Internal Affairs
- Racism

## Unit Guide for **You and the Law**

<ul style="list-style-type: none"> <li>• Scandal</li> <li>• Social Class</li> <li>• Hierarchy</li> </ul>	
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<ul style="list-style-type: none"> <li>• CCS-SS 10.11</li> <li>• CCS-SS 11.1.2</li> <li>• CCS-SS 11.10.4-6</li> <li>• CCS-SS 11.11.1</li> <li>• CCS-SS 11.11.6</li> <li>• CCS-SS 11.11.7</li> <li>• CCS-SS 12.2.1,5</li> <li>• CCS-SS 12.3.1,2,4</li> <li>• CCS-SS 12.8</li> <li>• CCS-SS 12.10</li> </ul>	<ul style="list-style-type: none"> <li>• CCS-ELA Grades 9-10 Reading 1.1</li> <li>• CCS-ELA Grades 9-10 Reading 2.4 &amp; 2.5 &amp; 2.8</li> <li>• CCS-ELA Grades 9-10 Writing 1.1-5</li> <li>• CCS-ELA Grades 9-10 Writing 2.3-5</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.1</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.6-9</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 2.2</li> </ul>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• In-class debates</li> <li>• Key written assignments as noted in the following section</li> <li>• Unit Test</li> <li>• Visual and oral presentations</li> <li>• On-going teacher observations and notes</li> <li>• Questioning to check for understanding</li> <li>• Completion of class and homework assignments</li> <li>• Socratic Seminar</li> </ul>	

## Unit Guide for **You and the Law**

### Unit 4: Criminal Justice Process Semester One — Weeks 14-18

#### OVERVIEW

In this unit students will be introduced to the steps within the criminal justice process including, the reporting of a crime, law enforcement response and investigation procedures, interrogation methods, rights of the accused, arrest and prosecution, steps in a trial, sentencing, and corrections. The major lessons of this unit will build upon the knowledge gained in Units two and three regarding the rights of the accused, search and seizure, as well as police conduct in obtaining evidence and interrogating suspects or persons of interest.

Before steps in a trial can be discussed students will be versed in the concept of federalism and the different levels of law enforcement as well as the structure of the state and federal court systems and their jurisdiction through the use of graphic organizers and discussion. Finally, students will be instructed in the possible defenses a defendant may use in defending themselves from prosecution. The role of both prosecutors and defense lawyers will be discussed. Informal debates within the classroom setting will allow the students to explore the complexities, ethics, and role of a defense lawyer in applying different defense methods for a client. Real world application will be paramount to the success of the lesson as the teacher draws upon current and recent cases involving defenses used by high profile defendants.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Steps in the Criminal Justice Process.
- Steps in a trial.
- Changes in trial process and types of evidence allowed throughout American history.
- Rights of the accused while obtaining evidence and conducting interrogations.
- Federalism.
- Types of courts.
- Types of defenses.

#### ESSENTIAL/GUIDING QUESTIONS

- Describe the process a person experiences once they are accused of a crime.
- What are the steps in a trial and how does our system ensure a defendant has a fair trial?
- What rights does an accused person have while they are being interrogated?
- How do the police set up a successful and truthful interrogation?
- What is federalism and how does it affect the different levels of courts?
- What are the likely types of defenses a defendant is likely to use if they are accused of a crime?

#### CONCEPTS (Students will know)

- Students will be able to explain verbally or in a written form the different steps and order of the criminal justice process.
- Students will be able to explain verbally or in writing the steps in a trial.
- Students will be able to articulate how the trial process and types of evidence have changed throughout American history. Students should be able to cite specific examples.
- Students will demonstrate an understanding of the strategies and legality of interrogations.
- Students will demonstrate knowledge of the federal system and will be able to explain the differences in the different levels of courts.
- Students will be able to discuss the most likely and common defenses used by defendants.

#### SKILLS (Students will be able to do)

#### UNIT OBJECTIVES TO BE ASSESSED

## Unit Guide for **You and the Law**

- Give the students a foundational understanding of the criminal justice process and the steps which occur in the American trial system.
- Explain to the students how the American legal system has changed over time in regards to trial processes, and the types of evidence allowed.
- Explain and discuss the strategies used by police while interrogating individuals as well as what police can and cannot do during an interrogation.
- Explain the foundational and jurisdictional differences in the different levels and types of courts as laid out by our federal system.
- Explain and discuss the types of defenses used in a court of law by defendants.

### **UNIT ASSESSMENT:**

- **Steps in the Criminal Justice Process:** In order to demonstrate knowledge of the steps in the criminal justice system the students will write a fictional story of a person accused of a crime. In the story the student must include a detailed chronology depicting at least four steps. The story may begin at any point within the process but must include at least four consecutive steps. Once completed the story will be presented to the class and each student will be required to answer questions regarding the process from the audience.

### **KEY ASSIGNMENTS**

- Students will take notes on a power point depicting the steps in the criminal justice process where they will be encouraged to ask questions and role play.
- After taking notes on the 4th amendment and search and seizure the students will be given a variety of situations in which officers decide to search a person, their vehicle, or their residence, and the students will have to decide as a class if each search was handled legally. Situations will include both adult situations from the “real world” and reasonable suspicion situations from school.
- A defense lawyer will be brought in as a guest speaker in order to give the students a glimpse into the role and responsibilities of a defense lawyer and their job to protect the rights of the accused. Students will be assessed based on their participation in the presentation as well as their answer to the quick write and discussion review the following day.
- Students will work in small groups of no more than four to set up their own community policing program. They will need to establish the goals of the program, the officers of the program and their functions, as well as a system for identifying and reporting suspicious activities to law enforcement.
- **Steps in the Criminal Justice Process:** In order to demonstrate knowledge of the steps in the criminal justice system the students will write a fictional story of a person accused of a crime. In the story the student must include a detailed chronology depicting at least four steps. The story may begin at any point within the process but must include at least four consecutive steps.
- **Miranda Rights:** Students will write a one page paper in which they discuss the origin, purpose, and application of Miranda rights.
- Interactive notebook entries of notes, summaries, and quick writes.

### **TEXTS**

## Unit Guide for **You and the Law**

- Street Law text book
- US Constitution

### ACADEMIC VOCABULARY

- Identify
- Compare Contrast
- Discuss
- Present
- Trial
- Accuse
- Interrogate
- Report
- Response
- Debate

### CONTENT-SPECIFIC VOCABULARY

- Accused
- Rights
- Search and Seizure
- Interrogation
- Evidence
- Federalism
- Prosecution
- Defense
- Jurisdiction

### PRIORITY STANDARDS

- CCS-SS 12.1.4
- CCS-SS 12.1.6
- CCS-SS 12.2.1
- CCS-SS 12.2.3
- CCS-SS 12.7.7

### SUPPORTING STANDARDS

- CCS-ELA Grades 9-10 Reading 1.1
- CCS-ELA Grades 9-10 Reading 2.4 & 2.5 & 2.8
- CCS-ELA Grades 9-10 Writing 1.1-5
- CCS-ELA Grades 9-10 Writing 2.3-5
- CCS-ELA Grades 9-10 Listening and Speaking 1.1
- CCS-ELA Grades 9-10 Listening and Speaking 1.6-9
- CCS-ELA Grades 9-10 Listening and Speaking 2.2

### INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- In-class debates
- Key written assignments as noted in the following section.
- Unit Test
- Visual and oral presentations
- On-going teacher observations and notes
- Questioning to check for understanding
- Completion of class and homework assignments
- Socratic Seminar

## Unit Guide for You and the Law

### Unit 5: Property Crime Semester Two — Weeks 1-4

#### OVERVIEW

Property Crime is a unit which focuses on those crimes committed against property and not related to the physical crimes committed against a victim. This unit will focus on various crimes such as arson, vandalism, larceny, burglary, forgery, receiving stolen property, vehicle theft, and cybercrime. Students will be asked to demonstrate an understanding of how property crime affects victims, the community, and the economy through written assignments, as well as discussion. In addition to discussing the nature of property crimes and statistics the students will be introduced to concepts such as community policing where groups of people take it upon themselves to reduce the frequency of property crimes occurrences in a community. Local neighborhood watch captains will be used as guest speakers to give the students real world examples of community policing and the effectiveness of such programs.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- The differences between property crimes and personal crimes.
- Types of property crime.
- Effects of property crime on victims and the community.
- The concept of community policing and the effect it has on crime.

#### ESSENTIAL/GUIDING QUESTIONS

- In what way is property crime different from a physical or personal crime?
- What types of property crime are there and what effects do they have on the victims and on the community as a whole?
- What can communities do to lessen or put a stop to property crime?
- How does one go about setting up a community policing unit in their area?

#### CONCEPTS (Students will know)

- Students will be able to explain and discuss the differences between property crime and a violent crime against a victim. Students will also be able to discuss the different penalties for a property crime as opposed to a violent crime.
- Students will be able to identify the different types of property crime and explain how they affect not only the direct victim but also the community.
- Students will be able to discuss and explain the concept of community policing. They will also be able to discuss how they would go about setting up a community policing program within their neighborhood.

#### SKILLS (Students will be able to do)

#### UNIT OBJECTIVES TO BE ASSESSED

- Know the legal differences between property crime and violent crime.
- Know the reasoning behind having harsher penalties for violent crimes than property crimes.
- Explain the effects property crime has on the individual victim as well as the community.
- Explain how property crime can lead to other more violent crimes in the future.
- Explain the concept of community policing, how it is organized, and the expected effects from having a successful organization.

#### UNIT ASSESSMENT:

## Unit Guide for You and the Law

- Vandalism and the School: Students will go out into the school and interview five other student body members and one member of the faculty. The teacher will give the student a list of questions to ask regarding the frequency of vandalism the individual notices vandalism on campus, the tone such vandalism sets for the school, and the overall impression the person has about the school due to the vandalism. The survey will be used to write a one page report regarding the current state of vandalism on campus and how it affects the educational environment.

### KEY ASSIGNMENTS

- Students will discuss the nature of property crimes and the affects they have on a society in a Socratic seminar where the students will be asked to go further into the concept by being asked to come up with possible solutions to curb property crime in their neighborhood.
- Property Crime and Victims: Students will be required to write a one to two page paper in which they discuss a particular property crime and the effects it has on a society.
- Vandalism and the School: Students will go out into the school and interview five other student body members and one member of the faculty. The teacher will give the student a list of questions to ask regarding the frequency of vandalism the individual notices vandalism on campus, the tone such vandalism sets for the school, and the overall impression the person has about the school due to the vandalism. The survey will be used to write a one page report regarding the current state of vandalism on campus and how it affects the educational environment.
- Interactive notebook entries of notes, summaries, and quick writes.

### TEXTS

- Street Law text book
- California Penal Code

### ACADEMIC VOCABULARY

- Identify
- Compare Contrast
- Discuss
- Present
- Report
- Response
- Violent

### CONTENT-SPECIFIC VOCABULARY

- Vandalism
- Property
- Arson
- Larceny
- Burglary
- Forgery
- White Collar Crime
- Stolen
- Theft
- cybercrime

### PRIORITY STANDARDS

### SUPPORTING STANDARDS



## Unit Guide for **You and the Law**

- CCS-SS 11.1.2
- CCS-SS 11.11.6
- CCS-SS 11.11.7
- CCS-SS 12.1.3

- CCS-ELA Grades 9-10 Reading 1.1
- CCS-ELA Grades 9-10 Reading 2.4 & 2.5 & 2.8
- CCS-ELA Grades 9-10 Writing 1.1-5
- CCS-ELA Grades 9-10 Writing 2.3-5
- CCS-ELA Grades 9-10 Listening and Speaking 1.1
- CCS-ELA Grades 9-10 Listening and Speaking 1.6-9
- CCS-ELA Grades 9-10 Listening and Speaking 2.2

### **INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES**

- In-class debates
- Key written assignments as noted in the following section
- Unit Test
- Visual and oral presentations
- On-going teacher observations and notes
- Questioning to check for understanding
- Completion of class and homework assignments
- Socratic Seminar

## Unit Guide for You and the Law

### Unit 6: Crimes against the Person Semester Two — Weeks 5-9

#### OVERVIEW

The lessons of unit 5 will be expanded upon in this unit as students are now going to be introduced to nature of crimes against the person where crimes become violent and more personal. Students will be introduced to California's legal definitions of crimes such as homicide, kidnapping, assault and battery, rape, and robbery. Current and recent cases of such crimes will be used as examples to demonstrate the nature of the crimes as well as their impact on the victim and the community as a whole. Particular attention will be placed on giving the students a working knowledge of the different levels of criminal homicide as defined by the California Penal Code and the punishments appropriated for each. The 8th amendment will be discussed in detail along with a history of capital punishment and the modern practice, both in the United States and in nations throughout the world.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- The differences between violent crime and property crime.
- Understand why violent crime carries a harsher penalty than a property crime.
- Understand the legal definitions for the various violent crimes.
- Understand the different levels of criminal homicide as well as the definition of justifiable homicide.
- Understand the history behind the 8<sup>th</sup> amendment and discuss current applications regarding the death penalty in our society and around the world.

#### ESSENTIAL/GUIDING QUESTIONS

- What are the differences between violent crime and property crime?
- Why does violent crime have harsher penalties than property crime?
- How are the various violent crimes legally defined, and how would a jury know if such a crime has been committed in regards to the definitions.
- What distinguishes the three types of homicide from each other?
- What is the meaning of the 8<sup>th</sup> amendment?
- What is the history behind the 8<sup>th</sup> amendment and how is the death penalty in our society and around the world related?

#### CONCEPTS (Students will know)

- Students will be able to discuss the difference between violent crime and property crime.
- Students will be able to discuss or explain in writing why society demands harsher punishments for violent crime than property crime.
- Read and understand the definitions for various violent crimes.
- Explain and discuss the different types of criminal homicide as well as justifiable homicide.
- Students will be able to discuss the history behind the 8<sup>th</sup> amendment.
- Students will be able to discuss the application of the death penalty and the 8<sup>th</sup> amendment in our society, as well as throughout the world.

#### SKILLS (Students will be able to do)

#### UNIT OBJECTIVES TO BE ASSESSED

- Explain and discuss the differences between violent crime and property crime.
- Explain the reasons why our society places harsher punishments on violent crime than on property crime.
- Define the various violent crimes and be able to identify them.
- Discuss the 8<sup>th</sup> amendment and the history behind its inclusion into the Bill of Rights.
- Discuss the application of the death penalty in our society and around the world. Pay particular attention to how

## Unit Guide for **You and the Law**

the 8<sup>th</sup> amendment has affected the use of the death penalty throughout U.S. history.

### UNIT ASSESSMENT:

Dear Governor: After learning of the history of capital punishment and application of the 8th amendment the student will write a one page persuasive essay in which they address the Governor of California to either continue with a planned execution or to grant a pardon for a planned execution.

### KEY ASSIGNMENTS

- Students will participate in a lecture/discussion where they will write in their interactive notebooks on the topic of types of violent crime and the features which distinguish this type of crime from property crime.
- Local stories of violent crime will be used to demonstrate to the students through lecture or discussion the nature and impact of violent crime. For example, in Southern California the impact of the Old Fire of 2003 can be used as an example of an intended property crime turning into a violent crime. Students will participate in the reading and discussion of such stories and be able to write a reaction in the interactive notebooks and then share out their ideas with the class.
- Students will create a graphic organizer which depicts the definitions of the different degrees of murder as well as use this knowledge to create examples of each degree of murder in a one paragraph explanation for each degree.
- Types of homicide: To follow up on the discussions on the types of homicide the students will write a one page paper explaining the type of homicide and what constitutes each degree.
- Dear Governor: After learning of the history of capital punishment and application of the 8th amendment the student will write a one page persuasive essay in which they address the Governor of California to either continue with a planned execution or to grant a pardon for a planned execution.

### TEXTS

- Street Law text book
- California Penal Code

### ACADEMIC VOCABULARY

- Identify
- Compare Contrast
- Discuss
- Present
- Report
- Response
- Violent
- Property

### CONTENT-SPECIFIC VOCABULARY

- Homicide
- Degree
- Kidnapping
- Assault and Battery
- Rape
- Robbery
- Torture
- Lethal Injection

## Unit Guide for **You and the Law**

	<ul style="list-style-type: none"> <li>• Death Penalty</li> <li>• Capital Punishment</li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<ul style="list-style-type: none"> <li>• CCS-SS 11.1.2</li> <li>• CCS-SS 11.11.6</li> <li>• CCS-SS 11.11.7</li> <li>• CCS-SS 12.1.3</li> </ul>	<ul style="list-style-type: none"> <li>• CCS-ELA Grades 9-10 Reading 1.1</li> <li>• CCS-ELA Grades 9-10 Reading 2.4 &amp; 2.5 &amp; 2.8</li> <li>• CCS-ELA Grades 9-10 Writing 1.1-5</li> <li>• CCS-ELA Grades 9-10 Writing 2.3-5</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.1</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.6-9</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 2.2</li> </ul>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• In-class debates</li> <li>• Key written assignments as noted in the following section.</li> <li>• Unit Test</li> <li>• Visual and oral presentations</li> <li>• On-going teacher observations and notes</li> <li>• Questioning to check for understanding</li> <li>• Completion of class and homework assignments</li> <li>• Socratic Seminar</li> </ul>	

## Unit Guide for **You and the Law**

### Unit 7: Gangs, Crime, and Drugs Semester Two — Weeks 10-15

#### OVERVIEW

Students will be asked to demonstrate an understanding of the history of gangs in our communities and the damage they currently inflict on our society. The unit will begin with a brief history immigration patterns in the United States and the creation of ethnic enclaves within major metropolitan areas and surrounding suburbs. The original purposes of gangs will be introduced to the students along with a knowledge of how the focus and purpose of gangs have changed over time, including an analysis of the American mafia and street gangs of today. The class will focus on the types of crimes committed by gangs with particular attention being paid to the drug trade and the effects it has on society and individual users. Specific drugs to be discussed will include marijuana, and methamphetamine. The effects these drugs have on users is an important concept in attempting to demonstrate the damage done by gangs in proliferating such substances. Finally, the concept of drug legalization will be discussed and debated in regards to effects on the population, effects legalization might have on gangs, and the revisiting of the idea of federalism and the supremacy clause.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- History of organized crime in the United States.
- Immigration in the 19<sup>th</sup> century and the creation of minority enclaves within major cities.
- Evolution of street gangs in major American cities.
- Compare and contrast the Mafia of the early to mid 20<sup>th</sup> century with American street gangs.
- Types of crimes committed by gangs and the effects on communities.
- Effects different drugs have on users and on communities.
- The current debate regarding drug legalization in our society will be discussed.
- Federalism and the Supremacy Clause.

#### ESSENTIAL/GUIDING QUESTIONS

- Where did organized crime come from and how did it begin in the United States?
- How are street gangs different from the mafia and which one has been or is a greater concern for society?
- What types of crimes are gangs involved in and how do gangs affect neighborhoods and communities?
- Should all drugs still be illegal in California or in the United States?
- What are the effects different drugs have on users?
- What is the supremacy clause and what does it have to do with state legalizations of marijuana?

#### CONCEPTS (Students will know)

- Students will be able to discuss the history of organized crime in the United States.
- In a written or verbal format students will be able to explain how immigration patterns of the 19<sup>th</sup> and 20<sup>th</sup> century affected the formation of American cities and thus created the landscape for street gang development.
- Students will be able compare and contrast the mafia and the street gangs of today in terms of behavior, crimes, and influence on society.
- Explain how the most popular and prolific drugs affect users and the effects these drugs have on our society.
- Students will be able to debate the current trends in drug legalization and their positive or negative effects.
- After finishing this unit students will be expected to be able to discuss the supremacy clause and explain how it is related to drug legalization in places such as California and Colorado.

#### SKILLS (Students will be able to do)

#### UNIT OBJECTIVES TO BE ASSESSED

## Unit Guide for **You and the Law**

- Introduce to the students the history of organized crime in the United States. Discuss immigration patterns of the 19<sup>th</sup> and 20<sup>th</sup> centuries and ethnic enclaves in major metropolitan centers.
- Discuss the formation of early street gangs, their original purposes, and how and why that purpose changed over time.
- Compare and contrast the mafia with the common street gangs of today. Understand the challenges both have posed to law enforcement throughout our history and the influences both have had on society.
- Discuss the effects various drugs have on the body, on society, and on crime rates. Debate the positive and negative aspects of proposed drug legalization measures.
- Discuss the supremacy clause and its relation to drug legalization laws in places such as California and Colorado.

### UNIT ASSESSMENT:

- Students will write a one page persuasive essay for or against the legalization of marijuana. They must provide evidence for the benefits or detriments of legalization and a rational based on the good of society.

### KEY ASSIGNMENTS

- Students will break into small groups to discuss possible solutions to the gang problem as well as research current solutions communities are now implementing to reduce gang activity.
- Groups will come together as a class to discuss current gang issues in the community and possible solutions in a Socratic seminar.
- Students will write a two page paper in which they explain the history of street gangs in American and their evolution from community protectors, to community terrorists.
- Students will write a one page persuasive essay for or against the legalization of marijuana. They must provide evidence for the benefits or detriments of legalization and a rational based on the good of society.
- Students will write a one page essay in which they compare the 18th amendment and the power of the mafia to the current power of street gangs and their use of marijuana to build criminal enterprises.
- Students will write daily in their interactive notebooks regarding their reactions to various articles and documentaries on gang activities. Writings should express student opinions and individual thoughts and reactions as a mean of organizing ideas.

### TEXTS

- Street Law text book
- Current Event News Articles on Gangs and Drugs

### ACADEMIC VOCABULARY

- Identify
- Compare Contrast
- Discuss
- Present
- Report

### CONTENT-SPECIFIC VOCABULARY

- Mafia
- Gang
- Black Hand
- Coercion
- Moonshining

## Unit Guide for **You and the Law**

<ul style="list-style-type: none"> <li>• Response</li> <li>• Legal</li> <li>• Medical</li> <li>• Immigration</li> <li>• Ethnic Enclave</li> <li>• Prohibition</li> </ul>	<ul style="list-style-type: none"> <li>• Bootlegging</li> <li>• Cartel</li> <li>• Smuggling</li> <li>• Legalization</li> <li>• Medicinal</li> <li>• Reaction</li> <li>• Intoxicated</li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<ul style="list-style-type: none"> <li>• CCS-SS 11.2.1</li> <li>• CCS-SS 11.2.2</li> <li>• CCS-SS 11.2.4</li> <li>• CCS-SS 11.5.2</li> <li>• CCS-SS 11.5.3</li> <li>• CCS-SS 11.6.3</li> <li>• CCS-SS 11.11.1</li> </ul>	<ul style="list-style-type: none"> <li>• CCS-ELA Grades 9-10 Reading 1.1</li> <li>• CCS-ELA Grades 9-10 Reading 2.4 &amp; 2.5 &amp; 2.8</li> <li>• CCS-ELA Grades 9-10 Writing 1.1-5</li> <li>• CCS-ELA Grades 9-10 Writing 2.3-5</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.1</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 1.6-9</li> <li>• CCS-ELA Grades 9-10 Listening and Speaking 2.2</li> </ul>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• In-class debates</li> <li>• Key written assignments as noted in the following section</li> <li>• Unit Test</li> <li>• Visual and oral presentations</li> <li>• On-going teacher observations and notes</li> <li>• Questioning to check for understanding</li> <li>• Completion of class and homework assignments</li> <li>• Socratic Seminar</li> </ul>	

## Unit Guide for You and the Law

### Unit 8: The Department of Corrections and Life Behind Bars Semester Two — Weeks 16-18

#### OVERVIEW

Students will be able to discuss the structure of the California department of corrections as well as demonstrate an understanding of the differences between a jail and prison in regards to the types of prisoners each contains, and the purpose each serves. The class will also cover the differences between the state and federal penal systems and the relationship to the concept of federalism. The concept of gangs will be revisited in this unit while discussing the roles gangs play in California penal facilities and their influence on society. When possible, the teacher is encouraged to call in a professional who works in the field to discuss the job duties and life of an officer in the CDC, and who can also explain to students conditions behind bars for the prisoners as well as guards.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Structure of the California Department of Corrections.
- The differences between jail and prison in terms of types of prisoners and the purpose of each type of facility.
- State versus federal penal systems and facilities.
- The role gangs play in penal facilities and their influence on society.

#### ESSENTIAL/GUIDING QUESTIONS

- What is the CDCR and how is it organized?
- How are jail and prison different?
- What are the differences between state prisons and federal prisons?
- Describe life behind bars for both prisoners and guards.
- What role do gangs play in California's prison system and how do they affect crime in our society?

#### CONCEPTS (Students will know)

- Students will be able to discuss the basic structure of the California Department of Corrections and Rehabilitation.
- Students will be able to describe and list the differences between the state's different types of penal facilities including levels of security.
- Students will be able to discuss orally or in a written format the effects prison gangs have on life behind bars as well as their influence society.
- Through discussion, students will be able to demonstrate knowledge of careers, and living conditions behind bars.

#### SKILLS (Students will be able to do)

#### UNIT OBJECTIVES TO BE ASSESSED

- Explain and demonstrate a comprehension of the structure of the CDCR.
- Describe and list the differences between the different types of penal facilities and levels of security.
- Discuss the influence prison gangs have on life behind bars as well as the influence they have on society and crime.
- Introduce students to possible careers within the penal system.
- Describe the living conditions for guards and prisoners within the penal system.

#### UNIT ASSESSMENT:



## Unit Guide for **You and the Law**

- Students will be asked to write a persuasive essay regarding the goals of California’s penal facilities. Students will need to discuss the history of the CDC and explain their beliefs on the theories of rehabilitation and punishment. Students will need to attempt to persuade the reader to either continue with California’s current goal of rehabilitating prisoners, or return to a system of punishment and hard time. Finally, each student will be required present their argument in the form of an oral presentation.

### KEY ASSIGNMENTS

- Students will take notes in their notebooks on the structure of the Penal system. They will also use their notebooks to create graphic organizers which help them visualize the structure of both the state and federal systems.
- Students will read and discuss stories of conditions which existed in Alcatraz. They will reflect on these conditions in their interactive notebooks.
- Students will use their interactive notebooks to answer quick writes based on the concept of commuting a prisoner’s sentence in lieu of serving in a prisoner boot camp. An informal class debate will follow with the focus being on alternatives to prison and the possibilities of rehabilitation.
- Students will participate in a Socratic seminar in which they will debate the goals of the penal system and whether or not they believe the goal should be rehabilitation or punishment.
- Student will be asked to write a persuasive essay regarding the goals of California’s penal facilities. Students will need to discuss the history of the CDC and explain their beliefs on the theories of rehabilitation and punishment. Students will need to attempt to persuade the reader to either continue with California’s current goal of rehabilitating prisoners, or return to a system of punishment and hard time.
- Socratic Seminar based on the concept of Scared Straight programs where the students will discuss the benefits or drawbacks of such programs. A reflection in the interactive notebook is to follow.

### TEXTS

- Street law text book
- CDCR Mission Statement

### ACADEMIC VOCABULARY

- Identify
- Compare Contrast
- Discuss
- Present
- Report
- Response

### CONTENT-SPECIFIC VOCABULARY

- Penal
- Corrections
- Rehabilitation
- SHU
- Guard
- Security
- Prisoner Boot Camp
- Scared Straight
- Probation
- Parole

### PRIORITY STANDARDS

### SUPPORTING STANDARDS

## Unit Guide for **You and the Law**

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| <ul style="list-style-type: none"><li>• CCS-SS 11.2.2</li><li>• CCS-SS 11.2.4</li><li>• CCS-SS 11.6.3</li><li>• CCS-SS 11.11.1</li><li>• CCS-SS 12.1.6</li><li>• CCS-SS 12.2.1</li></ul> | <ul style="list-style-type: none"><li>• CCS-ELA Grades 9-10 Reading 1.1</li><li>• CCS-ELA Grades 9-10 Reading 2.4 &amp; 2.5 &amp; 2.8</li><li>• CCS-ELA Grades 9-10 Writing 1.1-5</li><li>• CCS-ELA Grades 9-10 Writing 2.3-5</li><li>• CCS-ELA Grades 9-10 Listening and Speaking 1.1</li><li>• CCS-ELA Grades 9-10 Listening and Speaking 1.6-9</li><li>• CCS-ELA Grades 9-10 Listening and Speaking 2.2</li></ul> |
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### **INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES**

- In-class debates
- Key written assignments as noted in the following section.
- Unit Test
- Visual and oral presentations
- On-going teacher observations and notes
- Questioning to check for understanding
- Completion of class and homework assignments
- Socratic Seminar

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