



## Auburn School District

### Law & Society

**Total Framework Hours up to: 90 Hours**

**CIP Code: 220001**    **Exploratory**    **Preparatory**

**Date Last Modified: January 2014**

**Career Cluster: Law, Public Safety, Corrections and Security**

**Career Pathway: Business and Management**

#### Unit Outline

|  | <u>Hours</u>     |
|--|------------------|
| Unit 1: Ideals and Principles of the U.S. Constitution | 10               |
| Unit 2: The Court System                               | 15               |
| Unit 3: Criminal Law                                   | 15               |
| Unit 4: Tort Law                                       | 15               |
| Unit 5: Contract Law                                   | 15               |
| Unit 6: Mock Trial                                     | <u>20</u>        |
| <b>Total Hours</b>                                     | <b><u>90</u></b> |

## UNIT 1 Ideals and Principles of the U.S. Constitution

### Performance Assessments:

The students will outline how English common law help shape the US legal system and how the different needs for law change as societies mature. The student will need be able to show how the Constitution controls our legal system.

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme--civic literacy

#### 21<sup>st</sup> Century Skills:

4.A.1 Access information efficiently (time) and effectively (sources)

Leadership Activity: Create a poster about how the Supreme Court has interpreted The Constitution differently for students than other citizens.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 1: Analyze the consequences of unethical and illegal conduct and apply the common sources of law.**

**PS 2: Analyze the relationship between ethics and the law.**

**PS 3: Explain the origin of today's law.**

Using Examview banks exams will be created to measure learning target goals.

#### Competencies

**Total Learning Hours for Unit: 10**

- 1.1 Identify, compare and contrast the common sources of law, including constitutions (state and federal), common law, statutory law, court decisions, and state administrative law.
- 1.2 Discuss the Constitution, particularly the Bill of Rights and additional amendments.
- 1.3 Determine how courts make law and explain the role of precedent in the legal system.
- 1.4 Discuss a person's responsibility to obey the law.
- 1.5 Identify ethical character traits such as honesty, integrity, compassion and justice.
- 1.6 Describe the role of values in constructing an ethical code and a legal system.
- 1.7 Identify consequences of unethical and illegal conduct.
- 1.8 Compare various ethical theories and explain the way social forces may sometimes conflict, such as the golden rule, the greatest good principle, duty based ethics, etc.

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

#### COMMON CORE Speaking and Listening Standards

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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|   | <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <b>Educational Technology</b>   | 2.1.2 Practice ethical and respectful behavior.   |
| <b>Reading COMMON CORE</b><br><br>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects | RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.<br>RST6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.<br>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| <b>Social Studies</b>   | 1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles. (11)<br>1.1.2 Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States. (11)<br>1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature. (11)<br>5.1.1 Analyzes consequences of positions on an issue or event. (9/10)<br>5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)   |
| <b>Writing COMMON CORE</b>  | WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>WHST7 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.  |
| <b>Language Standards COMMON CORE</b>   | L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses</li> <li>b. Use a colon to introduce a list or quotation.</li> </ol>   |

## UNIT 2 The Court System

### Performance Assessments:

The students will have to be able to trace the path a local case would have to take to end up at the supreme court. Given other cases student would determine what court would hear the case and what court might hear an appeal.

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme--civic literacy

#### 21<sup>st</sup> Century Skills:

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

4.A.1 Access information efficiently (time) and effectively (sources)

11.B.1 Act responsibly with the interests of the larger community in mind

Leadership Activity: Either invite in a guest speaker or take a field trip to a local court. Have students write a summary about the importance the court system plays in our lives as citizens.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 4: Explain the role and function of the court system on the local, state and national levels.**

#### Competencies

**Total Learning Hours for Unit: 15**

2.1 Compare and contrast cases within various court systems.

2.2 Identify the roles of the various courts.

2.3 Explain the structure and function of the federal and state court systems.

2.4 Comprehend and differentiate between cases that belong within the jurisdiction of the federal and state court systems.

2.5 Explain the differences between original and appellate jurisdiction.

2.6 Compare and contrast the juvenile and adult court systems.

2.7 Analyze court decisions relating to current social and legal issues.

### ALIGNED WASHINGTON STATE STANDARDS

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| <b>COMMON CORE Speaking and Listening Standards</b> | SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| <b>Educational Technology</b>                       | 2.1.2 Practice ethical and respectful behavior.   |
| <b>Reading COMMON CORE</b>                          | RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.<br>RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.<br>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| <b>Social Studies</b>                               | 1.1.2 Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States. (11)   |

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|   | <p>1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature. (11)</p> <p>5.1.1 Analyzes consequences of positions on an issue or event. (9/10)</p> <p>5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)</p>   |
| <b>Writing<br/>COMMON CORE</b>                | <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST7 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.</p> |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | <p>L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses</li> <li>b. Use a colon to introduce a list or quotation.</li> </ol>  |

## UNIT 3 Criminal Law

### Performance Assessments:

Students will have to determine actions need to take place for a crime to have been committed. What the prosecutor will have to prove for a jury to be able to convict and defendant. Students will be able to find and access the WAC's to find the definition of a crime.

Using Examview banks exams will be created to measure learning target goals.

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme--civic literacy

#### 21<sup>st</sup> Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis

Leadership Activity: Students facilitate peer learning by creating a presentation about a crime classification, which includes, but is not limited to definition, degrees of crime, possible sentencing for committing this crime.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 5: Identify and analyze the different types of crimes.**

### Competencies

**Total Learning Hours for Unit: 15**

- 3.1 Classify and analyze the different types of crimes.
- 3.2 Identify the elements of crime.
- 3.3 Differentiate among categories of criminal law such as felonies, misdemeanors and infractions.
- 3.4 Define different types of business crimes such as forgery, fraud, embezzlement and perjury.
- 3.5 Determine defenses to criminal acts, such as insanity defense and self-defense.
- 3.6 Describe the penalties available for criminal law.
- 3.7 Compare and contrast the U.S. criminal legal system against other industrialized and non-industrialized nations.
- 3.8 Demonstrate an understanding of computer law, including computer hacking, software piracy, source code, software license, copyright law, internet and e-mail.

## ALIGNED WASHINGTON STATE STANDARDS

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| <b>COMMON CORE Speaking and Listening Standards</b> | SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.  |
| <b>Educational Technology</b>                       | 1.2.1 Communicate and collaborate to learn with others.<br>2.1.2 Practice ethical and respectful behavior.  |
| <b>Reading COMMON CORE</b>                          | RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.<br>RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, |

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|   | identifying important issues that remain unresolved.   |
| <b>Social Studies</b>                         | 5.1.1 Analyzes consequences of positions on an issue or event. (9/10)<br>5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)   |
| <b>Writing<br/>COMMON CORE</b>                | WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>WHST7 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. |
| <b>Language<br/>Standards<br/>COMMON CORE</b> | L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses<br>b. Use a colon to introduce a list or quotation.   |

## UNIT 4 Tort Law

### Performance Assessments:

Students will look at be able to determine if a crime is civil vs. criminal and determine what remedy would be appropriate. They would determine if an individual would defend themselves or more likely be defended by an insurance company. They will be able to explain the link between lawsuit and changing behavior of industry.

### Embedded Leadership Activities

21st Century interdisciplinary theme--civic literacy

#### 21st Century Skills:

- 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Leadership Activity: Students will demonstrate and evaluate their critical thinking skills by addressing the following essential questions: How do I address problems and how can I improve my approach to future problems? This essential question will be tied to students' ability to behave socially responsible in their everyday life.

Using Examview banks exams will be created to measure learning target goals.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 6: Demonstrate an understanding of Tort Law**

#### Competencies

**Total Learning Hours for Unit: 15**

- 4.1 Explain and interpret the difference between negligence, intentional and strict liability torts.
- 4.2 Define, identify, and interpret the elements of negligence.
- 4.3 Explain the concepts of the reasonable person test and proximate cause.
- 4.4 Describe the remedies available to victims of a tort.

### ALIGNED WASHINGTON STATE STANDARDS

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| <b>COMMON CORE Speaking and Listening Standards</b> | SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.  |
| <b>Educational Technology</b>                       | 2.1.2 Practice ethical and respectful behavior.  |
| <b>Reading COMMON CORE</b>                          | RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.<br>RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. |
| <b>Social Studies</b>                               | 5.1.1 Analyzes consequences of positions on an issue or event. (9/10)<br>5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)   |
| <b>Writing COMMON CORE</b>                          | WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |



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|  | WHST7 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. |
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## UNIT 5 Contract Law

### Performance Assessments:

Students will be able to write a contract that includes all the elements of a contract that would be held up in court. The students will analyze contracts to determine loopholes or unintended consequences. The students will look at the elements of contracts they may enter into and if/why they are valid.

### Embedded Leadership Activities

21st Century interdisciplinary theme--civic literacy

#### 21st Century Skills

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

4.A.1 Access information efficiently (time) and effectively (sources)

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Leadership Activity: Students will develop their problem solving skills will by being put in small groups where they will be given the facts of a breach of contract case that was previously adjudicated. Working under the premise of being a jury, students will need to come up with an acceptable resolution to this case and then analyze their resolution against the actual resolution reached in court.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 7: Comprehend and evaluate the six elements of a contract.**

#### Competencies

**Total Learning Hours for Unit: 15**

5.1 Define the six elements of a contract

5.2 Identify the characteristics of a contract.

5.3 Analyze and make judgments based on contract elements.

### ALIGNED WASHINGTON STATE STANDARDS

#### COMMON CORE Speaking and Listening Standards

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

#### Educational Technology

2.1.2 Practice ethical and respectful behavior.

#### Reading COMMON CORE

RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

#### Social Studies

5.1.1 Analyzes consequences of positions on an issue or event. (9/10)

5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)

#### Writing COMMON CORE

WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a

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|   | problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| <b>Language Standards<br/>COMMON CORE</b> | <p>L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses</li> <li>b. Use a colon to introduce a list or quotation.</li> </ul> |

## UNIT 6 Mock Trial

### Performance Assessments:

Students will perform a mock trial by being assigned separate attorney roles from witness, prosecuting, attorney, defense attorney, bailiff, clerk, jury members, and other roles as needed. Students will demonstrate an understanding of how to run an effective and efficient court room, and demonstrate respectful and responsible behavior to other participants.

Using Examview banks exams will be created to measure learning target goals.

### Embedded Leadership Activities

21st Century interdisciplinary theme--civic literacy

#### 21st Century Skills:

- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal
- 4.A.2 Evaluate information critically and competently
- 6.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 7.A.1 Know when it is appropriate to listen and when to speak
- 7.A.2 Conduct themselves in a respectable, professional manner
- 7.B.2 Be open-minded to different ideas and values

Leadership Activity: Working in pairs or small groups, students will collaborate to create well written and developed opening statements, closing statements and witness questions.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 8: Analyze the role and importance of the legal justice system and the trial process**

### Competencies

**Total Learning Hours for Unit: 20**

- 6.1 Demonstrate an understanding of the trial process
- 6.2 Identify and explain the roles of trial participants
- 6.3 Demonstrate an understanding of the importance of the mock trial process
- 6.4 Explain the important components of an opening and closing statement
- 6.5 Effectively write an opening and closing statement
- 6.6 Demonstrate an understanding of what a well worded witness question, either direct or cross, would consist of.
- 6.7 Demonstrate the ability to peer evaluate using constructive and positive feedback.

## ALIGNED WASHINGTON STATE STANDARDS

### COMMON CORE Speaking and Listening Standards

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SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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| <b>Educational Technology</b> | 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.<br>2.1.2 Practice ethical and respectful behavior.  |
| <b>Reading COMMON CORE</b>    | RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.<br>RST6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.   |
| <b>Social Studies</b>         | 5.1.1 Analyzes consequences of positions on an issue or event. (9/10)<br>5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)   |
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### 21<sup>st</sup> CENTURY SKILLS

| 21 <sup>st</sup> CENTURY SKILLS   |   |   |
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| <p style="text-align: center;"><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input type="checkbox"/> Think Creatively<br/><input checked="" type="checkbox"/> Work Creatively with Others<br/><input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p><input checked="" type="checkbox"/> Reason Effectively<br/><input type="checkbox"/> Use Systems Thinking<br/><input checked="" type="checkbox"/> Make Judgments and Decisions<br/><input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly<br/><input type="checkbox"/> Collaborate with Others</p> | <p style="text-align: center;"><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information<br/><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media<br/><input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input type="checkbox"/> Apply Technology Effectively</p> | <p style="text-align: center;"><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input type="checkbox"/> Adapt to Change<br/><input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input type="checkbox"/> Manage Goals and Time<br/><input checked="" type="checkbox"/> Work Independently<br/><input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Others<br/><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects<br/><input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input type="checkbox"/> Guide and Lead Others<br/><input type="checkbox"/> Be Responsible to Others</p> |