

COURSE: Legal Education	GRADE(S): Ten (10) Eleven (11) and Twelve (12)
UNIT: #1 Introduction to Law and History of Law	TIME FRAME: 3 Weeks – 90 min periods

<p>NATIONAL STANDARDS:</p> <p>Civics, Government, Citizenship and Communication</p>
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<p>STATE STANDARDS:</p> <p>5.1.12-A Evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12-B Analyze the sources, purposes and functions of law.</p> <p>5.1.12-C Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12-E Evaluate the principles and ideals that shape the United States government and compare them to documents of government.</p> <p>5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p>5.1.12-J Analyze how the law promotes the common good and protects individual rights.</p> <p>5.2.12-A Evaluate an individual's civic rights, responsibilities and duties in various governments.</p> <p>5.2.12-B Evaluate citizens' participation in government and civic life.</p> <p>5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p>5.2.12-D Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12-E Analyze how participation in civic and political life leads to attainment of individual and public goals.</p> <p>5.2.12-F Evaluate how individual rights may conflict with or support the common good.</p> <p>5.2.12-G Evaluate what makes a competent and responsible citizen.</p> <p>8.1.12-B Synthesize and evaluate historical sources</p>	<p>UNIT OBJECTIVES: Students will be able to:</p> <p>Discuss the need for laws in society.</p> <p>Identify common elements all legal systems share.</p> <p>Define customs and their importance to the development of laws.</p> <p>Identify the origins of law.</p> <p>Trace the development of the English System of Law.</p> <p>Explain how values, ethics, morals and more are related to law.</p>
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- Literal meaning of historical passages
- Different historical perspectives
- Visual data presented in historical evidence

8.1.12-C Evaluate historical interpretation of events

- Impact of opinions on the perception of facts
- Issues and problems in the past
- Multiple points of view
- Illustrations in historical stories and sources
- Connections between causes and results
- Author or source of historical narratives' points of view
- Central Issue

8.4.12-A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history

- Political and Military Leaders
- Cultural and Commercial Leaders
- Innovators and Reformers

8.4.12-B Evaluate historical documents, material artifacts and historic sites important to world history

- Documents, Writings and Oral Traditions
- Artifacts, Architecture and Historic Places
- Historic districts

8.4.12-C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women

- Americas
- Europe
- Asia

8.4.12-D Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe

- Domestic Instability
- Ethnic and Racial Relations
- Labor Relations
- Immigration and Migration
- Military Conflicts

ACTIVITIES:

Interactive lecture on natural law socialization, morals, and roles.

In cooperative groups, create a society with laws, culture, and taboos.

ASSESSMENTS:

Write and perform customs.

Write and discuss laws and taboos for a survival group.

<p>Read "Customs" handout from Our Legal Heritage</p> <p>Read "Hammurabi's Code" and "Solon's Laws" handouts in pairs.</p> <p>Examine the Ten Commandments, class discussion on the concepts of fairness and justice and implied punishments.</p> <p>Read the handout, The Republic, Examine the Twelve Tables, have an interactive lecture.</p> <p>Read "Justinian Code" handout, in cooperative groups perform Justinian trials.</p> <p>Read "Laws and Customs of England", "Reorganization of the Courts", and Common Law Established", complete Our Legal Heritage handout, identify the changes in laws and legal practices in chronological order.</p> <p>Analyze the Ten Commandments and how they influenced English law.</p> <p>Compare early colonial America's laws to past and present laws.</p> <p>View "Lord of the Flies" video.</p> <p>Class discussions- e.g., morals, roles customs, punishments</p> <p>Debates- e.g., reasons for laws, reasons for sentencing.</p> <p>RESOURCES:</p> <p>Hammurabi's Code- Handout</p> <p>Solons Laws- Handout</p> <p>The Republic- Handout</p> <p>Ten Commandments- Overhead</p> <p>Our Legal Heritage- Handout</p> <p>Lord of the Flies- video</p>	<p>Write and discuss "teen laws."</p> <p>Write decisions for Hammurabi and Solon cases.</p> <p>Create a chart comparing Hammurabi, Solon, Celts and Anglo Saxon Laws illustrating those affecting us today.</p> <p>Answer in writing, questions on readings, lecture and the history of law handouts.</p> <p>Timeline of the history of law.</p> <p>Written objective tests, and quizzes.</p> <p>Essay comparing and contrasting the actions of the children in Lord of the Flies to the examples of societies studied in the history of law unit.</p> <p>REMEDIATION:</p> <p>Guided reading activities.</p> <p>Small group discussions and peer tutoring.</p> <p>Skill reinforcement worksheets.</p> <p>ENRICHMENT:</p> <p>Primary and secondary source readings and materials via Internet and library, on other examples of historical laws and lawgivers.</p> <p>Devise a code like those used by the Druid lawgivers and teach it to members of the class.</p> <p>Illustrate Hammurabi's and Solon's laws.</p>
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COURSE: Legal Education	GRADE(S): Ten(10) Eleven (11) and Twelve (12)
UNIT: #2 United States Constitution	TIME FRAME: 3 weeks – 90 min periods

<p>NATIONAL STANDARDS:</p> <p>Civics, Government, Citizenship and Communication</p>
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<p>STATE STANDARDS:</p> <p>5.1.12-A Evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12-B Analyze the sources, purposes and functions of law.</p> <p>5.1.12-C Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12-D Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government.</p> <p>5.1.12-E Evaluate the principles and ideals that shape the United States government and compare them to documents of government.</p> <p>5.1.12-F Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.</p> <p>5.1.12-G Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.</p> <p>5.1.12-H Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States.</p> <p>5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p>5.1.12-J Analyze how the law promotes the common good and protects individual rights.</p> <p>5.1.12-L Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil Rights • Commerce • Judicial Review • Federal Supremacy 	<p>UNIT OBJECTIVES: Students will be able to:</p> <p>Explain the U. S. Constitution as a living document.</p> <p>Describe the historical events that led to the creation of the United States.</p> <p>Translate the Preamble into student's own words.</p> <p>Translate and explain the Bill of Rights.</p> <p>Explain the role of each branch of the law making process.</p> <p>Identify the principles of separation of powers, checks and balances, judicial review, and federalism given case scenarios.</p>
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5.1.12-M Evaluate and analyze the importance of significant political speeches and writing in civic life.

5.2.12-A Evaluate an individual's civic rights, responsibilities and duties in various governments.

5.2.12-B Evaluate citizens' participation in government and civic life.

5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.

5.2.12-D Evaluate political leadership and public service in a republican form of government.

5.2.12-E Analyze how participation in civic and political life leads to attainment of individual and public goals.

5.2.12-F Evaluate how individual rights may conflict with or support the common good.

5.2.12-G Evaluate what makes a competent and responsible citizen.

5.3.12-A Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.

5.3.12-B Analyze the responsibilities and power of the national government.

5.3.12-C Evaluate the process of how a bill becomes the law on a federal, state, and local levels.

5.3.12-E Evaluate the roles of political parties in election campaigns.

5.3.12-F Evaluate the elements of the election process.

5.3.12-G Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.

5.3.12-I Evaluate how and why government raises money to pay for its operations and services.

5.3.12-J Evaluate the role of media in political life

<p>in the United States and explain the role of the media in setting the public agenda.</p> <p>5.3.12-K Evaluate the strengths and weaknesses of various systems of government.</p> <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic <p>5.4.12-E Compare the purposes and functions of international organizations.</p> <ul style="list-style-type: none"> • Government • Non-governmental <p>8.1.12-A Evaluate chronological thinking</p> <ul style="list-style-type: none"> • Sequential order of historical narrative • Continuity and change • Context for events <p>8.1.12-B Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data presented in maps, graphs, and tables • Visual data presented in historical evidence <p>8.1.12-C Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts • Issues and problems in the past • Multiple points of view • Illustrations in historical stories and sources • Connections between causes and results • Author or source of historical narratives' points of view • Central issue <p>8.1.12-D Synthesize historical research</p> <ul style="list-style-type: none"> • Historical event • Facts, folklore, and fiction • Historical questions • Primary sources • Secondary sources • Conclusions • Credibility or evidence 	
ACTIVITIES:	ASSESSMENTS:

<p>Read "From Confederation to Federalism" in <u>Our Legal Heritage</u>, outline the changes in law and legal practices.</p> <p>Interactive lecture on the Constitutional convention.</p> <p>Constitution ratification debate.</p> <p>Read, discuss and translate the Preamble in cooperative groups.</p> <p>Read and discuss the Bill of Rights.</p> <p>Translate the Bill of Rights into students' own words.</p> <p>Identify rights violated in hypothetical cases, render decisions on Bill of Rights cases from handout.</p> <p>Examine the Articles of the Constitution and explain their purpose and additional rights given therein.</p> <p>In cooperative groups, compare and contrast the Constitution with previously studied law codes.</p> <p>Hold a class Constitutional Convention.</p> <p>View the video "The Constitution and You."</p> <p>Read and note the definitions for separation of power, balance of power, judicial review, and federalism in <u>Street Law</u> text.</p> <p>Maintain a current notebook of terms and definitions.</p> <p>RESOURCES:</p> <p><u>Our Legal Heritage</u>- handout</p> <p><u>Street Law</u>- textbook</p> <p>U.S. Constitution- page 549, <u>Street Law</u> textbook</p> <p>"The Constitution and You"- video</p>	<p>Written and oral tests and quizzes.</p> <p>List and describe the six goals of the Constitution.</p> <p>Identify rights violated in hypothetical cases- short answer essay.</p> <p>Translate the Ten Amendments and match rights to the correct Amendment.</p> <p>Illustrate the concepts of balance of power, judicial review, separation of power and federalism.</p> <p>REMEDIATION:</p> <p>Remedial guided reading.</p> <p>Peer tutoring.</p> <p>Differentiated instruction.</p> <p>ENRICHMENT:</p> <p>Recite the preamble from memory.</p> <p>Illustrate the Bill of Rights and explain how they affect peoples lives daily.</p> <p>Create a period newspaper with articles, explaining the weaknesses of the Articles of Confederation, who's who in the Constitutional Convention and other information pertinent to the time period.</p> <p>Research the position of one of the individuals who ratified the Constitution.</p> <p>Compare and contrast the opposing positions at the Constitutional convention.</p> <p>Research the philosophy of Natural Rights.</p> <p>Compare and contrast American constitutional democracy with total democracy.</p>
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COURSE: Legal Education	GRADE(S): Ten (10) Eleven (11) and Twelve
UNIT: #3 The Legislative Process and the Courts	TIME FRAME: 3 Weeks – 90 min periods

<p>NATIONAL STANDARDS:</p> <p>Civics, Government, Citizenship and Communication</p>
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<p>STATE STANDARDS:</p> <p>5.1.12-A Evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12-B Analyze the sources, purposes and functions of law.</p> <p>5.1.12-C Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12-D Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government.</p> <p>5.1.12-E Evaluate the principles and ideals that shape the United States government and compare them to documents of government.</p> <p>5.1.12-F Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.</p> <p>5.1.12-G Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.</p> <p>5.1.12-H Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States.</p> <p>5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p>5.1.12-J Analyze how the law promotes the common good and protects individual rights.</p> <p>5.1.12-L Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil Rights. • Commerce. • Judicial Review. • Federal Supremacy. 	<p>UNIT OBJECTIVES: Students will be able to:</p> <p>Give examples of how laws reflect economic, moral and political views.</p> <p>Analyze cases for the relationship between laws and morals.</p> <p>Identify and explain the purpose of the Supremacy Clause.</p> <p>Interpret laws using the concept of Legislative Intent.</p> <p>Draft laws using the five guidelines for drafting laws.</p> <p>Describe the importance of voting in the American constitutional democratic system.</p> <p>Describe how the law making process is influenced by lobbyists and constituents.</p> <p>Write a persuasive and effective letter to a public official.</p> <p>Explain the basic structure of the court system.</p> <p>Explain how the Supreme Court can reverse a previously established rule of law.</p> <p>Distinguish between state and federal courts and between trial and appellate courts.</p>
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5.1.12-M Evaluate and analyze the importance of significant political speeches and writing in civic life.

5.2.12-A Evaluate an individual's civic rights, responsibilities and duties in various governments.

5.2.12-B Evaluate citizens' participation in government and civic life.

5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.

5.2.12-D Evaluate political leadership and public service in a republican form of government.

5.2.12-E Analyze how participation in civic and political life leads to attainment of individual and public goals.

5.2.12-F Evaluate how individual rights may conflict with or support the common good.

5.2.12-G Evaluate what makes a competent and responsible citizen.

5.3.12-B Analyze the responsibilities and power of the national government.

5.3.12-C Evaluate the process of how a bill becomes the law on a federal, state, and local levels.

5.3.12-D Evaluate how independent government agencies create, amend and enforce regulations.

5.3.12-E Evaluate the roles of political parties in election campaigns.

5.3.12-F Evaluate the elements of the election process.

5.3.12-G Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.

5.3.12-H Evaluate the impact of interest groups on the political process.

5.3.12-I Evaluate how and why government raises money to pay for its operations and services.

<p>8.1.12-A Evaluate chronological thinking.</p> <ul style="list-style-type: none"> • Sequential order of historical narrative. • Continuity and change. • Context for events. <p>8.1.12-B Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages. • Data in historical and contemporary maps, graphs and tables. • Different historical perspectives. • Data presented in maps, graphs, and tables. • Visual data presented in historical evidence. <p>8.1.12-C Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts. • Issues and problems in the past. • Multiple points of view. • Illustrations in historical stories and sources. • Connections between causes and results. • Central issue. 	
<p>ACTIVITIES:</p> <p>Complete text readings.</p> <p>Complete worksheets.</p> <p>Create hypothetical laws based on established criteria.</p> <p>Discussion with group and individual evaluation of hypothetical laws.</p> <p>Application of the concept of legislative intent on hypothetical laws.</p> <p>Participation in interactive lecture on laws, the reasons for sentencing those found guilty of breaking laws.</p> <p>Outlining of text including terms and their definitions.</p>	<p>ASSESSMENTS:</p> <p>Completed worksheets.</p> <p>Written answers to textbook problems.</p> <p>Notebook quizzes.</p> <p>Student drafted laws.</p> <p>Letter public official.</p> <p>Written decision by student on Constitutional cases.</p> <p>Objective chapter and unit tests.</p> <p>Persuasive opinion essay on the size and power of the national government.</p>

Notes from interactive lessons.

Guest speaker- Judge or Lawyer.

Complete activity problems individually, in pairs or cooperative groups.

Examine Supreme Court decisions.

Evaluate hypothetical situations to determine human rights violations.

Note the state and federal court system.

Discussion of community problems and appropriate government officials that would address those concerns, writing a letter to the appropriate government official.

Read and discuss excerpts from Update regarding civil rights cases, Supreme Court rulings and discrimination.

RESOURCES:

Street Law- workbook

Street Law- textbook

Government Directory

Update- magazine

REMEDIATION:

Remedial Worksheets.

Guided practice.

Peer tutoring.

ENRICHMENT:

Create an activist group to petition and lobby a government official to get a problem in the community changed.

Research current Supreme Court cases and report.

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COURSE: Legal Education	GRADE(S): Ten (10) Eleven (11) and Twelve (12)
UNIT: #4 The Trial Process	TIME FRAME: 3 Weeks- 90 min periods

NATIONAL STANDARDS: Civics, Government, Citizenship and Communication

<p>STATE STANDARDS:</p> <p>5.1.12-A Evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12-B Analyze the sources, purposes and functions of law.</p> <p>5.1.12-C Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12-D Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government.</p> <p>5.1.12-E Evaluate the principles and ideals that shape the United States government and compare them to documents of government.</p> <p>5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p>5.1.12-J Analyze how the law promotes the common good and protects individual rights.</p> <p>5.1.12-L Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil Rights. • Commerce. • Judicial Review. • Federal Supremacy. <p>5.1.12-M Evaluate and analyze the importance of significant political speeches and writing in civic life.</p> <p>5.2.12-A Evaluate an individual's civic rights, responsibilities and duties in various governments.</p> <p>5.2.12-B Evaluate citizens' participation in government and civic life.</p> <p>5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p>	<p>UNIT OBJECTIVES: Students will be able to:</p> <p>List and describe each step in the trial process.</p> <p>Distinguish between Civil and Criminal Court</p> <p>Compare the American Adversarial System to the European Inquisitorial System- describe the role of each participant in the trial process.</p> <p>Practice proper courtroom manners and courtesies.</p> <p>Participate in the jury selection process.</p>
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5.2.12-D Evaluate political leadership and public service in a republican form of government.

5.2.12-E Analyze how participation in civic and political life leads to attainment of individual and public goals.

5.2.12-F Evaluate how individual rights may conflict with or support the common good.

5.2.12-G Evaluate what makes a competent and responsible citizen.

5.3.12-B Analyze the responsibilities and power of the national government.

5.3.12-G Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.

8.1.12-A Evaluate chronological thinking.

- Sequential order of historical narrative.
- Continuity and change.
- Context for events.

8.1.12-B Synthesize and evaluate historical sources.

- Literal meaning of historical passages.
- Data in historical and contemporary maps, graphs and tables.
- Different historical perspectives.
- Data presented in maps, graphs, and tables.
- Visual data presented in historical evidence.

8.1.12-C Evaluate historical interpretation of events.

- Impact of opinions on the perception of facts.
- Issues and problems in the past.
- Multiple points of view.
- Illustrations in historical stories and sources.
- Connections between causes and results.
- Central issue.

<p>ACTIVITIES:</p> <p>Complete textbook readings.</p> <p>Complete textbook activities.</p> <p>Complete student workbook activities.</p> <p>Complete student workbook activities.</p> <p>Participate in interactive lectures and notes.</p> <p>Participation in analyzing hypothetical situations.</p> <p>View and critique “My Cousin Vinny” video.</p> <p>View and critique Mock Trial video.</p> <p>Prepare and participate in Mock Trial simulations, by determining the responsibilities of specific roles in the mock trial and practice assigned roles.</p> <p>Participate in Voir Dire simulation.</p> <p>RESOURCES:</p> <p>Textbook</p> <p>Student workbook</p> <p>Guest Speakers</p> <p>Mock Trial video</p> <p>Article- Mock Trial</p> <p>Video- “My Cousin Vinny”</p>	<p>ASSESSMENTS:</p> <p>Quizzes</p> <p>Written case preparation</p> <p>Mock Trial performance</p> <p>REMEDIATION:</p> <p>Guided reading</p> <p>Peer tutoring</p> <p>Re-teaching of the steps in a trial</p> <p>ENRICHMENT:</p> <p>Visit a courtroom and trial</p> <p>Coordinate a second mock trail</p>
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COURSE: Legal Education	GRADE(S): Ten(10) Eleven (11) and Twelve (12)
UNIT: #5 Crime	TIME FRAME: 3 Weeks- 90 min period

NATIONAL STANDARDS: Civics, Government, Citizenship and Communication

<p>STATE STANDARDS:</p> <p>5.1.12-A Evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12-B Analyze the sources, purposes and functions of law.</p> <p>5.1.12-C Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12-D Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government.</p> <p>5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p>5.1.12-J Analyze how the law promotes the common good and protects individual rights.</p> <p>5.1.12-L Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil Rights. • Commerce. • Judicial Review. • Federal Supremacy. <p>5.1.12-M Evaluate and analyze the importance of significant political speeches and writing in civic life.</p> <p>5.2.12-A Evaluate an individual's civic rights, responsibilities and duties in various governments.</p> <p>5.2.12-B Evaluate citizens' participation in government and civic life.</p> <p>5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p>5.2.12-D Evaluate political leadership and public service in a republican form of government.</p>	<p>UNIT OBJECTIVES: Students will be able to:</p> <p>Define the term Crime.</p> <p>Analyze and interpret crime statistics.</p> <p>Evaluate suggested causes of crime and propose possible solutions to crime.</p> <p>Give reasons for participation in violent gangs.</p> <p>Explain how crime affects victims.</p> <p>Discuss crime prevention techniques.</p> <p>Define the term elements and the purposes of finding the elements of crime.</p> <p>Explain how a single act can be a both a civil and criminal wrong.</p> <p>Distinguish between the various parties to a crime.</p> <p>Define the offenses of solicitation, attempt, and conspiracy, as well as overt and covert actions.</p> <p>Name and describe four crimes against a person.</p> <p>Explain the difference between criminal and non-criminal homicide.</p> <p>Analyze and evaluate the legal and ethical questions involving euthanasia and suicide.</p> <p>State and evaluate arguments for and against gun control.</p> <p>Define and distinguish between the various crimes against property.</p> <p>Analyze different approaches to solving the drug crisis.</p> <p>List and describe the four general categories of criminal defenses.</p>
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<p>5.2.12-E Analyze how participation in civic and political life leads to attainment of individual and public goals.</p> <p>5.2.12-F Evaluate how individual rights may conflict with or support the common good.</p> <p>5.2.12-G Evaluate what makes a competent and responsible citizen.</p> <p>5.3.12-B Analyze the responsibilities and power of the national government.</p> <p>5.3.12-G Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</p> <p>8.1.12-A Evaluate chronological thinking.</p> <ul style="list-style-type: none"> • Sequential order of historical narrative. • Continuity and change. • Context for events. <p>8.1.12-B Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages. • Data in historical and contemporary maps, graphs and tables. • Different historical perspectives. • Data presented in maps, graphs, and tables. • Visual data presented in historical evidence. <p>8.1.12-C Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts. • Issues and problems in the past. • Multiple points of view. • Illustrations in historical stories and sources. • Connections between causes and results. • Central issue. 	
<p>ACTIVITIES:</p> <p>Complete textbook readings.</p> <p>Complete textbook activities.</p> <p>Complete student workbook activities.</p> <p>Participate in interactive lectures.</p>	<p>ASSESSMENTS:</p> <p>Notebook quizzes.</p> <p>Completed worksheets.</p> <p>Written evaluations of readings.</p> <p>Persuasive essay.</p>

<p>Completed outline of readings including terms and definitions.</p> <p>Produce graphs and charts on crime and statistics and interpret them.</p> <p>Guest speaker- Police Officer. Guest speaker- Game Warden. Guest speaker- Coroner.</p> <p>Debate on Gun Control.</p> <p>Persuasive Essay on Gun Control.</p> <p>Participation in reporting a crime simulation.</p> <p>Examination of student acquired news articles on crimes.</p> <p>RESOURCES:</p> <p>Textbook</p> <p>Student workbook</p> <p>Guest Speakers</p> <p>Article- "Fight to Bear Arms"</p> <p>Video- "The Making of a CRIP"</p>	<p>Completed video questions.</p> <p>Individual written evaluation of crime causes.</p> <p>Graphing of crime statistics.</p> <p>Completed summaries of presentations by guest speakers.</p> <p>Objective test.</p> <p>REMEDIATION:</p> <p>Guided reading</p> <p>Peer tutoring</p> <p>Skill reinforcement worksheets</p> <p>Small group discussion and re-teaching</p> <p>ENRICHMENT:</p> <p>Gather information on crime statistics.</p> <p>Primary and Secondary source readings.</p> <p>Interviews of law enforcement officials.</p> <p>Gather information on specific criminals, gangs, law enforcement positions...</p> <p>Coordinate a second mock trial.</p>
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COURSE: Legal Education	GRADE(S): Ten (10) Eleven (11) and Twelve (12)
UNIT: #6 Legal Council and the Criminal Justice Process	TIME FRAME: 3 Weeks- 90 min periods

<p>NATIONAL STANDARDS:</p> <p>Civics, Government, Citizenship and Communication</p>
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<p>STATE STANDARDS:</p> <p>5.1.12-A Evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12-B Analyze the sources, purposes and functions of law.</p> <p>5.1.12-C Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12-D Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government.</p> <p>5.1.12-E Evaluate the principles and ideals that shape the United States government and compare them to documents of government.</p> <p>5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p> <p>5.1.12-J Analyze how the law promotes the common good and protects individual rights.</p> <p>5.1.12-L Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil Rights. • Commerce. • Judicial Review. • Federal Supremacy. <p>5.1.12-M Evaluate and analyze the importance of significant political speeches and writing in civic life.</p> <p>5.2.12-A Evaluate an individual's civic rights, responsibilities and duties in various governments.</p> <p>5.2.12-B Evaluate citizens' participation in government and civic life.</p> <p>5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those</p>	<p>UNIT OBJECTIVES: Students will be able to:</p> <p>Explain where the right to counsel originated.</p> <p>Identify when services of a lawyer may be needed.</p> <p>Describe how to acquire the services of a lawyer.</p> <p>Describe the role of an attorney.</p> <p>Describe the steps involved in the criminal justice process.</p> <p>Apply the term Probable Cause.</p> <p>Analyze situations in order to determine if an arrest is lawful.</p> <p>Explain the rationale behind the Fourth Amendment.</p> <p>Analyze an affidavit and situations to determine if searches were lawful or unlawful.</p> <p>Identify and evaluate the arguments for and against gun control.</p> <p>Identify the constitutional rationale behind the case <i>Miranda v. Arizona</i>.</p> <p>List and describe the proceedings that occur before a criminal trial.</p> <p>Discuss and evaluate a series of cases in order to determine under what conditions defendants should be released before trial.</p> <p>Describe the plea bargaining process and give arguments for and against.</p> <p>Identify the due process and give arguments for and against.</p> <p>Identify the due process rights that constitute a fair trial.</p>
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<p>conflicts.</p> <p>5.2.12-D Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12-E Analyze how participation in civic and political life leads to attainment of individual and public goals.</p> <p>5.2.12-F Evaluate how individual rights may conflict with or support the common good.</p> <p>5.2.12-G Evaluate what makes a competent and responsible citizen.</p> <p>5.3.12-B Analyze the responsibilities and power of the national government.</p> <p>5.3.12-G Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</p> <p>8.1.12-A Evaluate chronological thinking.</p> <ul style="list-style-type: none"> • Sequential order of historical narrative. • Continuity and change. • Context for events. <p>8.1.12-B Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages. • Data in historical and contemporary maps, graphs and tables. • Different historical perspectives. • Data presented in maps, graphs, and tables. • Visual data presented in historical evidence. <p>8.1.12-C Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts. • Issues and problems in the past. • Multiple points of view. • Illustrations in historical stories and sources. • Connections between causes and results. • Central issue. 	<p>Identify the typical sentencing option available to the criminal court system and the rationale behind each.</p> <p>Explain and evaluate the purposes of the corrections process.</p> <p>Identify and evaluate the purposes of the corrections process.</p> <p>Identify and evaluate the arguments for and against capital punishment.</p> <p>Identify the differences between the adult and juvenile justice systems.</p>
<p>ACTIVITIES:</p> <p>Complete text readings.</p> <p>Complete student workbook activities.</p>	<p>ASSESSMENTS:</p> <p>Notebook test and quizzes.</p> <p>Completed worksheets.</p>

Complete textbook problems individually, in pairs, cooperative groups, or as whole class discussions.

Participation in debate on gun control.

Participation in debate on capital punishment.

View "Cool Hand Luke" or "Murder in the First", discussion and essay on effects of incarceration on an individual.

Outline readings including terms and their definitions.

RESOURCES:

Street Law- textbook

Video- "Cool Hand Luke" or "Murder in the First"

Persuasive essay on capital punishment.

Persuasive essay on gun control.

Letter home from death row.

Objective unit test.

Final exam encompassing all materials covered in the course.

REMEDIATION:

Guided reading

Peer tutoring

Guided homework practice

Differentiated instruction

Re-teaching of Criminal Justice Process

ENRICHMENT:

Research sentencing practices and their effectiveness in deterring crime.

Research capital punishment cases and methods, evaluate the effectiveness of capital punishment as a deterrent to crime.

Contact and interview death-row or "lifer" inmates or the guards that work in the penal system and report.

Conduct a survey on gun control.