

Social Studies	Course Title: American Law and Mock Trial (Full Year) (Accelerated)	Course Number: 2258
Grades: 11-12	Pre-Requisites: B level work in history courses	

Unit	Length	Content	Skills	Methods of Assessment	Standards/ Learning Expectations
<p>What are the functions of government? What are the elements of 'good' laws? Why did our founders create a limited government with 3 branches, checks/balances, federalism? What types of laws are made at each level of government?</p>	<p>Two Weeks (Ongoing for the rest of the course)</p>	<ul style="list-style-type: none"> • Purposes of government • Analysis of real/proposed laws • Differentiate law vs. morality • Matching of law with government level • Principles of limited government: • Separation of Powers • Checks and balances • Federalism • Bill of Rights • Analysis of laws with governmental level 	<ul style="list-style-type: none"> • Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources • Formulate a thesis statement that examines why as well as how • Create a product that uses content to support a thesis and present product in appropriate manner to a meaningful audience. • Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making that explain problems and/or construct solutions. • Voice original ideas; demonstrate content knowledge; persuade audience; listen critically and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise • Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences • Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem • Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information determine main message and identify target audience; analyze credibility and authenticity • Compare benefits and costs, suggest logical alternatives, predict probable consequences, and provide evidence to justify best solution. • Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors. 	<ul style="list-style-type: none"> • Class participation • Quizzes • Unit tests • Written Reflections 	<p>LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20</p>

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Who makes our laws at each level? Which laws are made at each level? Why is Congress bicameral? How does a bill become a law? How does the state legislature work? How does Town Meeting Work?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Legislative Branch Bicameral compromise Powers and duties Qualifications/terms Current legislators Legislative process – how a bill becomes a law Compare with state and local procedures Exploration of government Websites 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Above and Mock Legislative Session &/or Letter to Legislator Internet questionnaire 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
Who are the executives who run our country, state, and town? How powerful is the President compared to a king, etc.? What makes a great president? How does the President execute the laws?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Executive Branch Identify the executive at each level of government Powers and Duties Qualifications/terms Cabinets and Departments Electoral College Impeachment Exploration of government websites 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Above and Internet questionnaire 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What are the responsibilities of citizenship? Why vote? What is the role of political parties? Why is there an Electoral College? Who is running and what are the issues?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Differentiate fact/opinion Campaign propaganda Candidates' positions on the issues Role of third parties History of the Electoral College, its operation, and relevancy Voting patterns and how to increase participation Voter registration procedure Political polling 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Above and Campaign techniques Mock polling Mock elections Raising awareness at school Post election reflection 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20

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What is the role of the judiciary? What is the difference between federal and state courts and trial and Appellate courts? Why are some judges appointed, with life tenure, and others are elected?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Judicial Branch <ul style="list-style-type: none"> • Powers and Duties • Qualifications and Tenure • Current Justices • Appellate and Trial courts • State and Federal Courts • <i>Marbury v. Madison</i> • Exploration of judicial websites • Role of precedents 	<ul style="list-style-type: none"> • See above list 	<ul style="list-style-type: none"> • Class participation • Quizzes • Unit tests • Written Reflections 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
Why were the Bill of Rights added to the Constitution? What responsibilities accompany our rights? What are the freedoms in the 1 st Amendment? What is the conflict in the religion clauses? Is the right to bear arms absolute?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Analyze the text of 1st and 2nd Amendments • Conflicts and case law: <ul style="list-style-type: none"> ○ Free Speech and Flag desecration ○ Free speech in schools ○ Assembly and Skokie march ○ Prayer in school ○ Pledge of Allegiance ○ NRA and Brady Bill 	<ul style="list-style-type: none"> • See above list 	<ul style="list-style-type: none"> • Class participation • Quizzes • Unit tests • Written Reflections • Class debates • Role playing • Position papers 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What is protected from unreasonable searches and seizures? What is a reasonable search? What/why are the s/s exemptions? Should terrorism a???? What are the ideals of the criminal procedures 5,6,7 th Amendments? Why do we have Miranda Rights?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Analyze the text of the 4,5,6,7th Amendments • Search Warrants • Exceptions to warrant requirements • Terrorism and the Patriot Act • Miranda Rights/false confessions • Exclusionary Rule 	<ul style="list-style-type: none"> • See above list 	<ul style="list-style-type: none"> • Class participation • Quizzes • Unit tests • Written Reflections • Class debates • Role playing • Position papers 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What is the function of bail? Why do we have an excessive bail prohibition? What is cruel and unusual punishment?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • The purpose of bail • Purposes of punishment • Proportionality of punishment • Pros and cons of Capital punishment • Statistics on C.P. • Examine Massachusetts as a minority state • Compare with other countries • Explore websites on C.P. 	<ul style="list-style-type: none"> • See above list 	<ul style="list-style-type: none"> • Class participation • Quizzes • Unit tests • Written Reflections • Class debates • Role playing • Position papers 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20

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Why are there separate civil and criminal systems? How are they different?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Identify and explain the difference between criminal and civil justice system Explain the purposes of the differences 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Class participation Quizzes Unit tests 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What are the elements of proof in various crimes? What is the difference between an Accident and a Crime? What are the main defenses?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Identify the major categories of crimes Identify and explain the elements of proof of various crimes Explain the importance of intent in various crimes Identify and explain the main defenses to crimes 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Debates Position Papers Reflections 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What are the steps in the criminal justice system from arrest to sentencing? What are the victim's rights? Do plea bargains yield justice? What is a jury and how does it decide cases? Is this Justice?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Identify and explain the steps in the criminal justice system Define and explain plea bargains Assess the role and justice of pleas Analyze sentencing options and the impact on the criminal, the victim and society 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Class participation Quizzes Unit tests Written Reflections Class debates Role playing Position papers Plea Bargain Exercise Writing assignment – Victim Impact Statements 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
Who are the people in the Courtroom and what are their roles? What are the steps in a trial and the objectives of each step? What is the difference between a bench and jury trial?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Identify the people in the courtroom and explain their roles Identify the steps in a trial and their purpose Compare bench and jury trials Know the layout of a typical court room 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Above and Role playing writing decisions as a judge and juror 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What are the purposes of the rules of evidence? What should be admissible as evidence and why?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Identify and explain the main rules of evidence Apply and role play the rules Courtroom protocol 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Class participation Mock trial participation You are the juror essays Reflections 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What is the difference between argument and theory in a trial? What is the difference between fact and law?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Identify, explain and prepare the elements of openings, closings, direct and cross - examinations. Mock Trials – full and partial Guest speakers Videos of trials Videotaping mock trials of students Simulated courtroom 	<ul style="list-style-type: none"> See above list 	<ul style="list-style-type: none"> Class participation Quizzes Unit tests Mock trial participation Reflections Juror essays 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20

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Is the trial a crucible for truth and justice or a dog and pony show?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Mock Trials – preparations, role playing all positions. • Self and peer critiquing • Ongoing discussion of theatre and truth. 	<ul style="list-style-type: none"> • See above list 	<ul style="list-style-type: none"> • Debates • Position Papers • Reflections 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20
What is the role of a trial in a Democracy? What are the alternatives?	2.5 Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Mock Trials continued • Analysis and discussion of the long view of the role of the trial and its alternatives: statistics on verdicts for famous trials and everyday trials; mediation, restorative justice 	<ul style="list-style-type: none"> • See above list 	<ul style="list-style-type: none"> • Above and • Final Exam/project 	LE: 1,2,3,4,5,6,8 Framework standards: H&G:1,2,3,4,5,6,7,8,9,10,11 C&G:16,17,18,19,20