

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: Law and Ethics (Semester)

Department: Social Studies

Teacher: Nathan Cooper

Grade level: 11-12

## Description of Course:

This course will enhance student understanding of the United States legal system, focusing primarily on the areas of criminal and juvenile law. Topics covered include the rights and responsibilities of adults and minors, the United States court system, the United States penal system, the problems establishing authority in a free society, crime and its causes, effective punishment, law enforcement, individual conscience and the law, the rights of citizens, and arrest of procedures. The distinction between criminal and civil law will be posed, along with the examination of felonies and misdemeanors, search and seizure rights and other Constitutional and ethical issues.

## School - Wide Expectations:

**Campbell graduates will be college and career ready because they can:**

### Academic:

1. Read actively and critically for diverse purposes.
2. Communicate effectively using a variety of mediums.
3. Write effectively for a variety of purposes.
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning.
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines.

### Social:

1. Exhibit personal responsibility and initiative.
2. Understand, appreciate and respect diversity.
3. Work cooperatively in an atmosphere of mutual respect

### Civic:

1. Contribute as an active member of the community.
2. Demonstrate civic responsibilities.

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

## Core Competencies:

1. Apply inquiry processes to support conclusions in the social sciences. (Research competency)
2. Evaluate historical or contemporary actions of people and/or events to develop evidence-based claims. (Evaluation competency)
3. Analyze the social, political, and economic factors of historical periods. (Analysis competency)
4. Demonstrate conceptual understanding of essential topics in the social sciences. (Comprehension competency)

### **Suggested Texts and Media (Software, A/V, etc.):**

1. Textbook: Street Law.
2. Current events in law via the internet resources.
3. DVDs/VHS: "Witness for the Prosecution" and "Philadelphia".
4. Excerpts from New Hampshire Statutes.
5. Excerpts from Supreme Court Decisions.
6. Use of Chromebook, Google Classroom, and other mediums.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

### **Suggested Instructional Strategies:**

1. Lecture: Students will be exposed to a general description of legal principles accompanied by notes on the board, in PowerPoint format, or in handout form.
2. Class Discussion: Students will engage in general class discussion of legal principles or established doctrine. Students maybe asked to set their opinions aside in order to list the arguments that advocate all sides of a particular issue.
3. Discussion by "Division of the Room": Students may be asked to select a side for one party or another in a legal dispute, indicating their decision by moving to a particular place in the room. This helps to focus an informal debate, in which the two sides alternate speaking.
4. Short Essays: To engage and encourage all students to write effectively, they are often asked to discuss issues in writing during class time. In some instances, students may be asked to write an essay focusing on a course topic, outside of the classroom.
5. Film: In order to make connections with course material and the real world, students will view films that address course topics.

### **Suggested Assessment Strategies:**

1. Quizzes/Tests: Teacher created quizzes and tests often include: multiple choice, matching, short answer, and/or an essay. Essay questions may also be given as take home assignments. Tests are intended to measure and assess student comprehension of fundamental concepts, the analysis of those concepts and the evaluation of the reasons underlying those concepts.
2. Essay Test: In some instances, students may be given hypothetical fact situations from which they are asked to identify the legal issues and propose likely outcomes. Sometimes, actual bar examination questions can be modified for high school use.
3. Short Story: To illustrate student understanding of criminal procedure, students may be asked to write a short story that incorporates most of the pretrial and trial stages used in a prosecution.
4. Final Examination: This comprehensive exam covers course material. Final exams count for 15% of the semester grade.