



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Criminal Justice Grade Level(s): 11-12 Units of Credit: .5 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 64.5 hours
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Course Description

This course will examine the criminal justice system. Main themes covered in this course include crime in America, policing, prison life, court structure, mock trials, drugs and crime, juvenile justice, and crime scene investigations that affect the United States. A unit entitled "Police Academy" will analyze the various ways law enforcement works to provide protection to our country. Students will become law enforcement agents in the criminal justice world. Active-learning, problem-solving, and decision-making opportunities throughout the course allow students to get involved as citizens and pre-professionals. The course will include a real-life crime scene using deoxyribonucleic acid (DNA) profiling techniques and feature topics such as ethics, diversity, careers, profiling killers, and criminal justice in today's world.

Instructional Strategies, Learning Practices, Activities, and Experiences

Independent Reading Homework Bell Ringers Essay Response	Reading and Writing Practice Guided Group Practice Guided Individual Practice Media Analysis	Primary Source Analysis Teacher Demonstrations Constructive Response
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Assessments

Essays Short Answer Response Primary Source Documents	Homework Reading Responses Independent Project	Group Project Final Exam Media Responses
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Materials/Resources

<u>Criminal Justice in America</u> , 5 th Edition – Online Text	iPads
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Adopted: 8/2008

Revised: 5/15/2017

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explain and evaluate the criminal justice system.</p>	<p>The student will describe the meaning of criminal justice.</p> <p>The student will examine why criminal justice should be studied.</p> <p>The student will classify different careers in criminal justice.</p> <p>The student will discuss diversity and multiculturalism in criminal justice.</p> <p>The student will compare and contrast race, gender, and age.</p> <p>The student will explore the causes for crime.</p> <p>The student will analyze criminal law and types of law.</p> <p>The student will compare and contrast criminal and civil law.</p> <p>The student will discuss types of crimes.</p> <p>The student will compare and contrast felonies, misdemeanors, and infractions.</p> <p>The student will explore the criminal mind.</p> <p>The student will interpret the different types of criminals.</p> <p>The student will examine crime victims.</p> <p>The student will compare and contrast drama criminal shows to real/non-fiction documentary segments on criminals.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explain and evaluate the criminal justice system. (continued)</p>	<p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.G Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explain and evaluate the criminal justice system. (continued)</p>	<p>How International Relationships Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

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<p>The student will be able to explain and evaluate the criminal justice system. (continued)</p>	<p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explain and evaluate the criminal justice system. (continued)</p>	<p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

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<p>The student will be able to explain and evaluate the criminal justice system. (continued)</p>	<p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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>

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<p>The student will be able to explain and evaluate the criminal justice system. (continued)</p>	<p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

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<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement.</p>	<p>The student will discuss the story of police work.</p> <p>The student will identify the roles of the Federal Bureau of Investigation (FBI) and federal agencies.</p> <p>The student will comprehend local law enforcement.</p> <p>The student will understand police methods and operational strategies.</p> <p>The student will evaluate police tactics against terror.</p> <p>The student will compare and contrast freedom to safety.</p> <p>The student will discuss ethnic and gender diversity in policing.</p> <p>The student will evaluate policing and its legal aspects.</p> <p>The student will interpret search and seizure.</p> <p>The student will debate individual rights and Miranda laws.</p> <p>The student will examine racial profiling.</p> <p>The student will discuss the dangers of police work and use of force.</p> <p>The student will analyze ethics and professionalism in law enforcement.</p> <p>The student will compare and contrast drama police shows to real/non-fiction law enforcement.</p>

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<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement. (continued)</p>	<p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p>

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<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement. (continued)</p>	<p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time. 5.3.12.B Compare and contrast policymaking in various contemporary world governments. 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations. 5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. 5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

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<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement. (continued)</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement. (continued)</p>	<p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement. (continued)</p>	<p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement. (continued)</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret the history, structure, purpose, legal aspects, and challenges of law enforcement. (continued)</p>	<p>CC.1.4.11–12.V 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> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities.</p>	<p>The student will enter "the police academy."</p> <p>The student will examine the FBI and Homeland Security.</p> <p>The student will interpret lie detectors and forged documents.</p> <p>The student will experience different tools of law enforcement.</p> <p>The student will examine fingerprinting.</p> <p>The student will interpret different law enforcement forms.</p> <p>The student will experiment with DNA profiling techniques.</p> <p>The student will perform on a Special Weapons and Tactics (SWAT) team.</p> <p>The student will analyze casebook studies of forensic detection.</p> <p>The student will compare and contrast drama Crime Scene Investigation (CSI) shows to real/non-fiction documentary forensic files.</p> <p>The student will create a "crime scene."</p> <p>The student will discuss law enforcement with experts.</p> <p>The student will experience Operation Spy at International Spy Museum and police/crime lab stations.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities. (continued)</p>	<p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities. (continued)</p>	<p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college. 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. 5.3.12.G Evaluate the impact of interest groups in developing public policy. 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life. 5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities. (continued)</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities. (continued)</p>	<p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities. (continued)</p>	<p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities. (continued)</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will experience a simulation of joining a police academy and participating in law enforcement activities. (continued)</p>	<p>CC.1.4.11–12.V 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> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explore and analyze the court system and case procedures.</p>	<p>The student will analyze the court structure.</p> <p>The student will simulate plea bargain.</p> <p>The student will interpret pretrial hearings.</p> <p>The student will examine bail hearings and bounty hunters.</p> <p>The student will analyze grand juries, indictments, and the concept of probable cause.</p> <p>The student will partake in jury selection.</p> <p>The student will explore peremptory challenge and race.</p> <p>The student will demonstrate knowledge of district court and criminal trials.</p> <p>The student will interpret historical cases and script constitutional issues.</p> <p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explore and analyze the court system and case procedures. (continued)</p>	<p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.G Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.</p> <p>5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental.</p> <p>5.4.12.D Evaluate the role of mass media in world politics.</p> <p>5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explore and analyze the court system and case procedures. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explore and analyze the court system and case procedures. (continued)</p>	<p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explore and analyze the court system and case procedures. (continued)</p>	<p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explore and analyze the court system and case procedures. (continued)</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explore and analyze the court system and case procedures. (continued)</p>	<p>CC.1.4.11–12.V 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> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize the court system and simulate different kinds of trial procedures.</p>	<p>The student will perform evidence in a mock trial.</p> <p>The student will become a jury and deliberate.</p> <p>The student will synthesize a verdict.</p> <p>The student will experience the appellate and supreme courts.</p> <p>The student will evaluate ethics and discrimination in the court system.</p> <p>The student will compare and contrast drama law shows to real /non-fiction law and court procedures.</p> <p>The student will compare and analyze collective bargaining judge shows to real documentary judge procedures.</p> <p>The student will perform numerous mock trials.</p> <p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize the court system and simulate different kinds of trial procedures. (continued)</p>	<p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution. 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments. 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts. 5.2.12.C Evaluate political leadership and public service in a republican form of government. 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time. 5.3.12.B Compare and contrast policymaking in various contemporary world governments. 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations. 5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. 5.3.12.G Evaluate the impact of interest groups in developing public policy. 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life. 5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize the court system and simulate different kinds of trial procedures. (continued)</p>	<p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize the court system and simulate different kinds of trial procedures. (continued)</p>	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize the court system and simulate different kinds of trial procedures. (continued)</p>	<p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize the court system and simulate different kinds of trial procedures. (continued)</p>	<p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize the court system and simulate different kinds of trial procedures. (continued)</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>
<p>The student will be able to interpret sentencing and the correction system.</p>	<p>The student will compare the strengths and pitfalls of our correction system.</p> <p>The student will examine the purpose of our sentencing system.</p> <p>The student will discuss the different types of sentencing.</p> <p>The student will analyze the pros and cons of probation and parole.</p> <p>The student will comprehend community correction.</p> <p>The student will understand the functions of jails and prisons.</p> <p>The student will compare and contrast the different levels of correctional facilities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret sentencing and the correction system. (continued)</p>	<p>The student will debate the rights and living conditions of prisoners.</p> <p>The student will analyze prison life including race, gender, and gangs.</p> <p>The student will experience a correction facility and examine a court procedure.</p> <p>The student will dissect lockdown films and prison life documentary videos.</p> <p>The student will debate capital punishment.</p> <p>The student will analyze the prison life and the interaction between the correctional system and the prisoners.</p> <p>The student will conclude by analyzing why it is difficult to stay out of prison.</p> <p>The student will interpret life after prison.</p> <p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret sentencing and the correction system. (continued)</p>	<p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.G Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.</p> <p>5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret sentencing and the correction system. (continued)</p>	<p>5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret sentencing and the correction system. (continued)</p>	<p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret sentencing and the correction system. (continued)</p>	<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret sentencing and the correction system. (continued)</p>	<p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret sentencing and the correction system. (continued)</p>	<p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system.</p>	<p>The student will explore the juvenile justice system throughout its history.</p> <p>The student will evaluate problems that children face today.</p> <p>The student will discuss social issues and society pressures on teenagers.</p> <p>The student will examine gangs in America.</p> <p>The student will debate differences in treatment between youth and adult.</p> <p>The student will discuss accountability for adults for juvenile mistakes and crimes.</p> <p>The student will discuss ageism, racism, and sexism in the juvenile system.</p> <p>The student will survey crime in school.</p> <p>The student will evaluate different laws and legislation that effect adolescence.</p> <p>The student will analyze children and constitutional issues.</p> <p>The student will debate juvenile rights.</p> <p>The student will distinguish the different kinds of juvenile correction systems.</p> <p>The student will judge the law on juvenile cases.</p> <p>The student will compare and contrast video documents on the juvenile correctional institutions and reality shows about juvenile justice.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system. (continued)</p>	<p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system. (continued)</p>	<p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time. 5.3.12.B Compare and contrast policymaking in various contemporary world governments. 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations. 5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college. 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. 5.3.12.G Evaluate the impact of interest groups in developing public policy. 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life. 5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system. (continued)</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system. (continued)</p>	<p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system. (continued)</p>	<p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system. (continued)</p>	<p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to understand the juvenile system. (continued)</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

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<p>The student will examine topics and special issues which affect the criminal justice system.</p> <p>The student will analyze topics and activities that are subject to change due to the fast-paced criminal justice world.</p>	<p>The student will discuss cost of crime on America.</p> <p>The student will discuss the cost of drugs to our society.</p> <p>The student will debate the War on Drugs.</p> <p>The student will interpret terrorism and the use of technology in crimes.</p> <p>The student will examine the role of lawyers in criminal justice world.</p> <p>The student will evaluate being a crime buster.</p> <p>The student will examine victims of crimes.</p> <p>The student will comprehend "What will happen if you are arrested?"</p> <p>The student will synthesize unsolved mysteries and famous trials.</p> <p>The student will view documents of famous trials and create from an infamous case a profile of that case.</p> <p>The student will predict the future for the criminal justice system.</p>

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<p>The student will examine topics and special issues which affect the criminal justice system.</p> <p>The student will analyze topics and activities that are subject to change due to the fast-paced criminal justice world. (continued)</p>	<p>Principals and Documents of Government</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.</p>

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<p>The student will examine topics and special issues which affect the criminal justice system.</p> <p>The student will analyze topics and activities that are subject to change due to the fast-paced criminal justice world. (continued)</p>	<p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.G Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.3.12.I Evaluate tax policies of various states and countries.</p> <p>5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.</p> <p>5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental.</p> <p>5.4.12.D Evaluate the role of mass media in world politics.</p> <p>5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>

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<p>The student will examine topics and special issues which affect the criminal justice system.</p> <p>The student will analyze topics and activities that are subject to change due to the fast-paced criminal justice world. (continued)</p>	<p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>

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<p>The student will examine topics and special issues which affect the criminal justice system.</p> <p>The student will analyze topics and activities that are subject to change due to the fast-paced criminal justice world. (continued)</p>	<p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p>

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<p>The student will examine topics and special issues which affect the criminal justice system.</p> <p>The student will analyze topics and activities that are subject to change due to the fast-paced criminal justice world. (continued)</p>	<p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

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<p>The student will examine topics and special issues which affect the criminal justice system.</p> <p>The student will analyze topics and activities that are subject to change due to the fast-paced criminal justice world. (continued)</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>