

Perris Union High School District Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Youth and Law</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">102420</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject: Social Science</i> <u>To be completed by Human Resources only.</u> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 60%; text-align: center;"> Signature </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> 11/10/22 Date </div> </div> <div style="margin-top: 10px; text-align: center;"> CaIPADS CODE 9180 </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input checked="" type="checkbox"/> 0.5 (half-year or semester equivalent) <input type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:	
Submitted by: LaDawn Johnson & Damany Willingham Site: HHS & PVHS Date: 10/07/2022		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		11/16/22
Asst. Superintendent of Educational Services		12/2/22
Governing Board		

Prerequisite(s) (REQUIRED):

N/A

Corequisite(s) (REQUIRED):

N/A

Brief Course Description (REQUIRED):

The Youth and Family Law course is a **semester elective course** in law and justice that provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. Students focus on legal principles and the law construction and procedures in their study. In addition, students examine relevant examples of civil and criminal rules, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also investigate legal and justice systems problems and issues arising from their law and justice course operation.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than simply reciting the State Standards is needed.

Law and justice students increase their practical understanding of how the justice system in the United States works. Their study builds upon critical concepts introduced in earlier grades as they extend their knowledge of the legal principles that are the basis for justice in the United States. As students study law and justice, they can make increasingly informed judgments on issues and problems arising from the operation of the legal and justice systems.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based; give examples. Show examples of how the text is incorporated into the topics covered.

Unit 1 Introduction to Law and the Legal System

The first unit of this text sets the stage for your study of law. Chapters in this unit answer important questions regarding basic information such as

- What is law?

- How are laws made?
- What roles can you play in influencing lawmakers?
- How is our legal system organized?
- How can you find and get help from a lawyer?

Knowing the answers to these questions will help you develop skills you will need for the rest of your life.

Unit 2 Criminal Law and Juvenile Justice

Crime is a serious problem in the United States. According to the FBI, a property crime occurred every 4.1 seconds in 2017, and a violent crime occurred every 25 seconds. Public opinion polls show that citizens are very concerned about crime and about certain factors, such as illegal drug use and the availability of firearms, that can lead to criminal activity. Most measurements of crime, however, showed overall decreases since 2000.

Unit 3 Torts

When people think about the law, they often think about the police and criminal law. Most law, however, is not criminal law but civil law. Tort law—the largest area of civil law—deals with some of society’s most controversial issues. For example, should cigarette manufacturers who give a warning on cigarette packages be required to pay damages to a smoker who develops lung cancer due to smoking? Tort law encourages people to act responsibly by awarding money or damages to victims harmed by wrongdoers. While tort law cases can be resolved by lawsuits, far more are settled without going to court. Mediation, negotiation, and arbitration are frequently used to settle tort cases.

Unit 4 Consumer and Housing Law

For years, the legal expression caveat emptor, a Latin phrase meaning “let the buyer beware,” summed up consumer law. Consumers, or people who buy goods and services from a seller, must look out for unfair and misleading sales practices before buying or be prepared to suffer the consequences. Today the law is more balanced. Consumer law establishes various rights and responsibilities to make the marketplace fair for buyers and sellers.

Unit 5 Family Law

The family is the basic unit of society. It is the most intimate and important of all social groups. A strong family can help its members when they have problems. Families are the strongest influence on what kind of person you are. Law and government also have an effect on individuals and families throughout their lives. As you study this unit, you will learn how the law affects families.

Unit 6 Individual Rights and Liberties

Many of the topics in Unit 6 are controversial. Reasonable people often disagree about these issues, and courts and legislatures sometimes change the law in these areas over time. Abortion, sexual harassment, discrimination, the rights of gay and lesbian people, and conflicts over religious rights are among the most difficult public policy issues in the United States. These issues can be divisive, but at the same time, the Bill

of Rights and our civil rights laws are the hallmarks of the extraordinary freedom Americans have in political and social rights.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Digital discussion board postings, full case analysis (Short Essay), and reporting current events.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: **Street Law (2 Teacher Editions)**

Edition: **Tenth**

Author: **Lee Arbtman**

ISBN: **978-0-07-681502-9**

TE: **978-0-07-681503-6**

Publisher: **McGraw and Hill**

Publication Date: **2021**

Usage:

Primary Text

Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

Primary Text

Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Chromebooks

Wifi

Various online teacher video platforms including

- **Law and Order**
- **The First 48**
- **Dateline on ID**
- **20/20**
- **Scared Straight**
- **Zero Hour-The Columbine High Massacre**

- **MSNBC Lockup**
- **Judge Judy/People's Court**
- **CSPAN**

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
If more space is needed than provided, please attach a backup as applicable.

Cost for a class set of textbooks:	Description of Additional Costs:
Additional costs:\$102 (Teacher Edition) Hardcovers \$4440 Online Edition \$2052	
Total cost per class set of instructional materials:	Between approx: \$2500 - 4800

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also.
How do assignments incorporate topics? Include all major assessments students will be required to complete

Unit 1 - Introduction to law and the Legal System

- 1. Constitution Unit Assessment (Multiple Choice, Matching, and Vocabulary).**
- 2. Student Bill of Rights - Students will use the Student Handbook as their Constitution and write ten Amendments to their Constitution.**

Unit 2 - Criminal Law and Juvenile Justice

- 1. Criminal law and Juvenile Justice Assessment (Multiple Choice, Matching, and Vocabulary).**
- 2. Students will investigate what forms of homicide exist under California's criminal statutes 187 - 199. In this assignment, students will describe the range of punishments for each level of homicidal crime.**
- 3. Students will create a Federal and State Court system flow chart.**

Unit 3 - Torts

- 1. Torts Assessment (Multiple Choice, Matching, and Vocabulary).**
- 2. Students will write a short essay distinguishing the differences between criminal and civil court proceedings (2-page Compare and Contrasting essay). Students will use a Venn diagram to organize thoughts for the essay.**

Unit 4 - Consumer and Housing Law

- 1. Jeopardy Assessment (five different sections for the five chapters where students work and answer jeopardy questions about the unit in attendance dependent group numbers.**
- 2. Students will be divided into property owners and renters and be expected to draft a rental contract for their prospective tenants with a 150-word reflection on the process of drafting a contract.**

Unit 5 - Family Law

- 1. Family Law Assessment (Multiple Choice, Matching, and Vocabulary).**
- 2. Students will fill out an activity sheet about mandated reporters for child abuse.**

Unit 6 - Individual Rights and Liberties

- 1. The teacher and Students will conduct a Socratic Seminar concerning student-selected current Social Justice issues. Participation in this seminar is the end of Unit Assessment.**
- 2. Students must create a group Social Justice poster relevant to their current life experiences.**

Unit 7 - Contemporary Laws

- 1. Contemporary Laws Assessment (Multiple Choice, Matching, and Vocabulary).**
- 2. Students will serve as government officials responsible for detaining and protecting enemy prisoners of war (EPOW). Students will create a prisoner Bill of rights that will protect the rights of the EPOWs.**
- 3. Students will create a widget with directions and write a one-page trademark.**

Semester Final

Please list specific instructional methods that will be used.

Students who elect to study Youth and Law acquire information from sources: interviews, newspapers and periodicals, computer databases, and direct observation. Students use this information to solve problems, make decisions, and plan. In addition, one develops social participation skills and engages in simulated experiences in the legal and justice system. The

mastery of civic participation increases when they experience real-world civic activities integral to the Youth and Law elective course.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

**Students will learn how to create a law that hypothetically impacts their school.
 Students will undergo knowledge checks to ensure they understand the material.
 Case analysis short essays to articulate their knowledge of specific and different laws.
 Formative Assessments after Chapters/Cases.
 Summative Assessments (Semester Final) and the end of the course.**

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
	Introduction to Law and the Legal System		Unit 1	
1-2 weeks	What is Law? Students should be able to: <ul style="list-style-type: none"> ● define the term law; ● explain several reasons for having laws; ● explain why the rule of law is important in a democratic society; and ● list several laws that affect daily life in our society. 		Chapter 1	
1-2 Weeks	Lawmaking Students should be able to: <ul style="list-style-type: none"> ● describe the role of the legislative branch of government; ● distinguish among the types of laws typically made at local, state, and federal levels of government; ● define the terms ordinance, supremacy clause, statute, bill, and legislative intent; ● identify and explain the supremacy clause of the Constitution; ● identify two rules that judges follow when determining legislative intent (what a statute means); ● interpret a law using the concept of legislative intent; and ● draft an ordinance by applying the suggested guidelines for drafting laws. 		Chapter 2	
1-2 Weeks	Advocacy Students should be able to: <ul style="list-style-type: none"> ● describe the role of citizens in making laws; ● define the term advocacy; and ● describe the various methods that lobbyists use as they attempt to influence legislation; 		Chapter 3	

1-2 Weeks	Settling Disputes Students should be able to: <ul style="list-style-type: none"> list, describe, and distinguish among the three most common methods for settling disputes out of court; define the terms negotiation, settlement, arbitration, mediation, and ombudsperson; analyze disputes to determine which method the parties should use to resolve a conflict; and identify different steps to take to resolve a dispute through negotiation and mediation. 		Chapter 4	
1-2 Weeks	The Court System Students should be able to: <ul style="list-style-type: none"> define the terms trial court, parties, plaintiff, prosecutor, defendant, adversarial system, inquisitional system, plea bargain, stare decisis, voir dire, removal for cause, and peremptory challenge; state one argument in favor of and one argument against the adversarial system; and describe the roles of judges, juries, defense attorneys, prosecutors, and plaintiffs in a trial. 		Chapter 5	
1-2 Weeks	Lawyers <ul style="list-style-type: none"> Students should be able to: name at least five situations in which a person might wish to consult an attorney; analyze a situation to determine whether or not a person involved should hire a lawyer; and define the terms litigator and bar association. 		Chapter 6,	
	Juvenile Justice		Unit 2	
1-2 Weeks	Juvenile Justice Students should be able to: <ul style="list-style-type: none"> describe how the treatment of juveniles involved with the law has evolved during American history; explain how the philosophy of parens patriae influences the way juveniles are treated in juvenile courts; list and describe three groups of juveniles involved in juvenile courts; describe steps taken to protect children who are found to be abused or neglected; and define the terms parens patriae, delinquent offender, status offender, neglected children, and abused children. 		Chapter 16	
	Torts		Unit 3	
1-2 Weeks	Torts: A Civil Wrong Students should be able to: <ul style="list-style-type: none"> define the terms tort, plaintiff, judgment, defendant, damages, liable, remedy, liability, 		Chapter 17	

	<ul style="list-style-type: none"> and settlement; identify the parties involved in tort action case scenarios; explain the concept and purpose of tort law and liability; analyze a series of situations to determine whether the actions of the persons involved are reasonable or unreasonable; and describe the general ways in which tort actions are resolved. 			
1-2 Weeks	Intentional Torts Students should be able to: <ul style="list-style-type: none"> identify the two different classes of intentional torts; and define the terms intentionally, intentional tort, compensatory damages, nominal damages, and punitive damages. 		Chapter 18	
1-2 Weeks	Negligence Students should be able to: <ul style="list-style-type: none"> list the four elements that must be proven by a plaintiff in a negligence claim; and define the terms negligence and elements. 		Chapter 19	
1-2 Weeks	Strict Liability Students should be able to: <ul style="list-style-type: none"> define the term strict liability; and explain how and why strict liability differs from negligence. 		Chapter 20	
1-2 Weeks	Torts and Public Policy Students should be able to: <ul style="list-style-type: none"> identify purposes of the tort law system; summarize common criticisms given of the tort law system; provide examples of states' tort reform efforts that target the process and the outcome of tort cases; compare the benefits of the British tort system with those of the U.S. tort system; and define the terms tort reform, statute of limitations, and frivolous lawsuits. 		Chapter 21	
	Family Law		Unit 5	
1-2 Weeks	Law and the American Family Students should be able to: <ul style="list-style-type: none"> identify examples of how state and federal laws affect individuals throughout their lives; identify the benefits of having a will and the consequences of dying without a will; and define the term will. 		Chapter 28	
1-2 Weeks	Marriage Students should be able to: <ul style="list-style-type: none"> outline steps involved in legally getting married; and define the term marriage license. 		Chapter 29	

1-2 Weeks	<p>Parents and Children Students should be able to:</p> <ul style="list-style-type: none"> ● identify three basic obligations parents have to their children; ● identify the legal responsibilities of fathers; ● explain why some people resort to blood and DNA tests to prove paternity; ● outline parents' legal responsibilities to children in terms of support, emancipation, education, medical care, care and supervision, discipline, responsibility for children's acts, and earnings and employment; ● explain the goals and requirements of family responsibility laws; ● identify the rights of public school students with disabilities under the Individuals with Disabilities Education Act (IDEA); ● describe parents' legal options when their children continually disobey them or run away from home; ● describe children's responsibilities toward parents; and ● define the terms paternity, emancipation, family responsibility laws, truant, contributing to the delinquency of a minor, and family car doctrine. 		Chapter 30	
1-2 Weeks	<p>Foster Care and Adoption Students should be able to:</p> <ul style="list-style-type: none"> ● describe the circumstances that may lead to a state becoming a child's temporary legal guardian; ● explain the goals of judges and courts in working with children and families involved in the family foster care system; ● summarize the purposes of various court hearings related to removing a child from a family; and ● define the terms temporary legal guardian, family foster care, group home, kinship care, and terminate parental rights. 		Chapter 31	
1-2 Weeks	<p>Separation, Divorce, and Custody Students should be able to:</p> <ul style="list-style-type: none"> ● list the most common problems in marriages; ● explain the purpose and protections of separation agreements; ● state reasons why a waiting period before a divorce can be helpful; ● list and explain the typical faults, or grounds, that are the basis for divorces; ● evaluate the merits of no-fault divorces; ● identify the benefits of using a family mediator; and ● define the terms marriage counselor, divorce, separation agreement, pro se, collaborative divorce, no-fault divorce, irreconcilable differences, and covenant marriage. 		Chapter 32	

1-2 Weeks	<p>Government Support for Families and Individuals</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how the government determines who is poor and how many children and adults are estimated to live in poverty; • name several government support programs designed to help poor people; and • name several government support programs designed to help all Americans, regardless of income. 		Chapter 33	
	Individual Rights and Liberties		Unit 6	
1-2 Weeks	<p>Introduction to Constitutional Law</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • define the terms amendment and due process; • outline two methods of amending the U.S. Constitution; • summarize the rights guaranteed to individuals in each amendment in the Bill of Rights; • explain what the Bill of Rights was designed to protect citizens from; • explain how the courts have interpreted the Fourteenth Amendment to apply the Bill of Rights to protections from state and local governments; • list the prohibitions in the Thirteenth Amendment prohibits; and • explain how voting rights of American citizens were affected by the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments to the U.S. Constitution. 		Chapter 34	
1-2 Weeks	<p>Freedom of Speech, Freedom of the Press, Expression in Special Places</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • define the terms amendment and due process; • outline two methods of amending the U.S. Constitution; • summarize the rights guaranteed to individuals in each amendment in the Bill of Rights; • explain what the Bill of Rights was designed to protect citizens from; • explain how the courts have interpreted the Fourteenth Amendment to apply the Bill of Rights to protections from state and local governments; • list the prohibitions in the Thirteenth Amendment prohibits; and • explain how voting rights of American citizens were affected by the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments to the U.S. Constitution. 		Chapter 35-37	
1-2 Weeks	<p>Freedom of Religion</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • define the terms establishment clause and free 		Chapter 38	

	<ul style="list-style-type: none"> exercise clause; explain what the establishment clause of the First Amendment prohibits the government from doing; and explain what the free exercise clause of the First Amendment prohibits the government from doing. 			
1-2 Weeks	Due Process Students should be able to: <ul style="list-style-type: none"> define the terms procedural due process and substantive due process; explain how procedural due process differs from substantive due process. 		Chapter 39	
1-2 Weeks	The Rights to Privacy students should be able to: <ul style="list-style-type: none"> explain the phrase “A person’s home is his or her castle.”; describe how the U.S. Supreme Court reversed its earlier decision involving two consenting adults who argued their privacy right to be “let alone” in their own home; explain the purpose of the Family Educational Rights and Privacy Act of 1974 (FERPA); and describe the U.S. Supreme Court cases that have limited students’ right to privacy. 		Chapter 40	
1-2 Weeks	Discrimination students should be able to: <ul style="list-style-type: none"> describe different ways of defining equality; compare and contrast the U.S. Supreme Court decisions in Plessy v. Ferguson and Brown v. Board of Education and their power to prohibit and to promote equality; give examples of how the government may respond to discrimination; identify examples of civil rights laws and programs that collide with each other; explain how discrimination can harm all Americans—not just its targets; and define the terms Jim Crow laws and national origin. 		Chapter 41	

C. HONORS COURSES ONLY

Indicate how much this honors course differs from the standard course.

N/A

D. BACKGROUND INFORMATION

Context for course (optional)
History of Course Development (optional)