

Justice & Law

Instructors:

Mr. Jesse Hargrove
 Room 107
 hargrovej@hermon

Are taxes a form of forced labor? Can you really say *anything*? Is cannibalism for survival still murder? Should people be able to buy babies in a free market and should Governments benefit from cigarette smoking? Explore these, and other moral/legal dilemmas, through justice seminars, mock trial and moot courts. Students will research and develop arguments to justify their positions, convict murderers or clear clients of false charges.

2 Semesters/1 Credit

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

SSGS 1 Applications of Social Studies Process, Knowledge and Skills: Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts.
 SSGS 2 CIVIC ENGAGEMENT: Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need.
 SSGS 3 CIVICS AND GOVERNMENT: Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.
 SSGS 6 HISTORY: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Unit 1	The Moral Basis - What is the right thing to do?
Summary	Exploring what we think is right or wrong through the lens of Utilitarian, Libertarian and Metaphysical thinking.
Performance Indicators Assessed in Unit	SSGS 1 E: Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases. SSGS 1 D: Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing. SSGS 6 D: Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.
Unit 2	Due Process and privacy - Protecting the innocent, guilty or us all?
Summary	Analyzing the 4th, 5th and 6th Amendments through Supreme Court Cases dealing with due process and privacy

Performance Indicators Assessed in Unit	<p>SSGS 2 A: Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills</p> <p>SSGS 2 C: Develop and present, orally and in writing, individual and collaborative decisions and plans by:</p> <ul style="list-style-type: none"> • considering multiple points of view; • prioritizing the pros and cons of those ideas; • building on ideas of others and sharing in an attempt to sway the opinions of others. <p>SSGS 3 A: Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.</p> <p>SSGS 3 C: Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</p>
Unit 3 Express yourself - The First Amendment- What it does and doesn't do?	
Summary	Explore the limits of free expression and how the First Amendment applies to religion, schools, art, and politics.
Performance Indicators Assessed in Unit	<p>SSGS 2 A: Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills</p> <p>SSGS 2 C: Develop and present, orally and in writing, individual and collaborative decisions and plans by:</p> <ul style="list-style-type: none"> • considering multiple points of view; • prioritizing the pros and cons of those ideas; • building on ideas of others and sharing in an attempt to sway the opinions of others. <p>SSGS 3 A: Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.</p> <p>SSGS 3 C: Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</p>
Unit 4 Cruel and Unusual - Death Penalty and Recidivism	
Summary	Debate the virtue of the Eighth Amendment as it applies to the Death Penalty and/or prison. What would a successful justice system look like? Should prison be about punishment or rehabilitation?
Performance Indicators Assessed in Unit	<p>SSGS 1 A: Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry.</p> <p>SSGS 1 B: Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others</p> <p>SSGS 1 D: Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.</p>
Unit 5 Mock Trial	
Summary	Learn about the legal process including direct examination, cross examination, opening and closing statements. Practice your skills in various Mock Trials in preparation for a Celebrity Trial when we will get to decide the fate of local or national high profile cases.
Performance Indicators Assessed in Unit	<p>SSGS 1 E: Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases.</p> <p>SSGS 2 A: Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills</p> <p>SSGS 2 C: Develop and present, orally and in writing, individual and collaborative decisions and plans by:</p> <ul style="list-style-type: none"> • considering multiple points of view; • prioritizing the pros and cons of those ideas;

- building on ideas of others and sharing in an attempt to sway the opinions of others.

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
 - Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
 - The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
 - The method of scoring of formative assessments will be determined by assignment.

The mission of Hermon High School is to prepare students for personal success in college, work, and community.