

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## History & Social Sciences Curriculum Guide

Course: Law

### Course Description

The purpose of this course is to instruct students about basic civic responsibility, legal rights in the areas of contracts, civil suits, consumerism, criminal cases, and police investigations. The course will also explore our nation's legal system and examine both its strengths and weaknesses. This is a semester long elective open to junior and seniors.

### Content Standards

#### US Government and Politics Standards

- Foundations of government in the United States
- Purposes, principles, and institutions of government in the United States
- Civil rights, human rights, and civil liberties

#### US History Standards

- Origins of the Revolution and the Constitution

### Practice Standards\*

- THE LEGACY OF DEMOCRATIC GOVERNMENT
- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS OF HISTORICAL EVENTS
- UTILIZING HISTORICAL THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH /PRESENTATIONS

### Literacy Standards\*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for junior and senior students.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

*\*Not intended as an exhaustive list . Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History and Social Science Framework



Massachusetts Department of Elementary and Secondary Education

Units	Essential Questions	Key Activities <u>may</u> include...
<b>1. Foundations of American Government</b>	<ul style="list-style-type: none"> <li>• What is the structure of the American government?</li> <li>• How have our founding documents provided us with a structure that has endured over time?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of primary source documents, scholarly sources, &amp; connections between history and current events</li> </ul>
<b>2. The Court System</b>	<ul style="list-style-type: none"> <li>• What is the structure and purpose of the American court system?</li> <li>• How does a properly functioning court system protect us?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing court cases to understand precedent</li> <li>• Development of active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading</li> </ul>
<b>3. Criminal Law</b>	<ul style="list-style-type: none"> <li>• What determines criminality and why must it be addressed?</li> <li>• What protections exist for those accused of a crime?</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class debates and Socratic-seminar style discussions</li> </ul>
<b>4. Civil Law</b>	<ul style="list-style-type: none"> <li>• What makes civil law different from criminal law?</li> <li>• What are the methods of settling civil disputes?</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting short-term as well as more sustained research projects .</li> <li>• Utilizing a variety of sources and databases to inform writing and</li> </ul>



## History & Social Sciences Curriculum Guide Overview

<b>Curriculum Guide</b>	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
<b>Curriculum Map</b>	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
<b>Guiding Principles</b>	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: <a href="http://www.doe.mass.edu/frameworks/hss/2018-12.pdf">http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</a>
<b>Literacy Standards</b>	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
<b>Content Standards</b>	The Content Standards describe what students should know and be able to do within each grade-level.
<b>Practice Standards</b>	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” <a href="http://www.doe.mass.edu/frameworks/hss/2018-12.pdf">http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</a>
<b>Essential Questions</b>	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
<b>Key Activities</b>	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.