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Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.



General Course Information and Notes

Court Procedures 2 The grade 9 -12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

Instructional Practices

Teaching from well-written, grade-level reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>



	4 weeks	12 weeks
Content	<u>Unit 1:</u> <u>The Judicial System</u>	<u>Unit 2:</u> <u>Criminal and Civil Procedures</u>
Learning Goal (s)	<ul style="list-style-type: none"> x Students will understand the structure, function, and processes of the Judicial System at the federal, state, and local levels. 	<ul style="list-style-type: none"> x Students will know how a civil case differs from a criminal case including parties involved and standard of proof. x Students will understand what constitutes an arrest and what rights does the accused have upon arrest. x Students will be able to explain various forms of alternative, non-trial dispositions. x Students will understand the role of the Prosecution, the role of the Defense, and the basic tenets of the jury system. x Students will explain differences between adult and juvenile justice.
Activities/ Resources	<ul style="list-style-type: none"> x Street Law Teaching Resources x Judicial Bingo x Guest Speakers 	<ul style="list-style-type: none"> x Street Law Teaching Resources x 12 Angry Men Viewing Guide <ul style="list-style-type: none"> o Video Link x Civics Match Up x Street Law Mock Trial x Guest Speakers



CPALMS	x Court Procedures Course Code: 2106390	
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- x Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act of 1965, Civil Rights Act of 1964, Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- x Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

Explain how interest groups, the media and public opinion influence local, state and national decisions related to public issues.

[SS.912.CG.2.12:](#)

- x Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- x Students will examine the relationship and responsibilities of both the state and national government regarding these public issues.
- x Students will analyze public policy solutions related to local, state and national issues.

Analyze how certain political ideologies conflict with the principles of freedom and democracy.

[SS.912.CG.3.1:](#)

- x Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavista movement).
- x Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.
- x Students will analyze how the principles of checks and balances, consent of the governed, due process of law, federalism, individual rights, limited government, representative government, and the rule of law are essential to a free society.

Note: The benchmark above has been revised to meet HB 395.

[SS.912.CG.3.2:](#)

Explain how the U.S. Constitution safeguards and limits individual rights.

- x Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- x Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

[SS.912.CG.3.5:](#)

Describe how independent regulatory agencies interact with the three branches of government and citizens.

- x Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- x Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

[SS.912.CG.3.6:](#)

Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

- x Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- x Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- x Students will identify powers granted Congress implied powers.
- x Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- x Students will explain how reserved powers define issues as matters for the people or the state governments.
- x Students will compare the roles of expressed, implied, concurrent and reserved powers in the U.S. Constitution.

Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

- x Students will examine the role of the judicial branch in terms of its relationship with the legisla

[SS.912.CG.3.7:](#)

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| | <ul style="list-style-type: none">x Students will describe the relationship among the Supreme Court, federal appellate courts and district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine). |
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Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S Constitution.

- x Students will recognize landmark Supreme Court cases (Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education).

[SS912.CG.3.11:](#)

- x Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- x Students will explain the process used by judges at the state and national levels when making decision or writing summary opinions.
- x Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

Explain how citizens are affected by the local, state and national governments.

[SS.912.CG.3.15:](#)

- x Students will identify local government officials and employees who affect daily lives of citizens
- x Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- x Students will identify the role of national governmental officials and employees who affect the lives of citizens.
- x Students will explain how government at all levels impacts the daily lives of citizens.

[SS.912.CG.4.3:](#)

Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- x Analyze the problem in a way that makes sense given the task.
- x Ask questions that will help with solving the task.
- x Build perseverance by modifying methods as needed while solving a challenging task.
- x Stay engaged and maintain a positive mindset when working to solve tasks.
- x Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- x Cultivate a community of growth mindset learners.
- x Foster perseverance in students by choosing tasks that are challenging.
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- x 5HFRJQL]H VWXGHQWV¶ HIIRUW ZKHQ VROYLQJ FKD

- x Provide opportunities for students to reflect on the method they used and determine if a

- x Focus on relevant details within a problem.
- x Create plans and procedures to logically order events, steps or ideas to solve problems.
- x Decompose a complex problem into manageable parts.
- x Relate previously learned concepts to new concepts.
- x Look for similarities among problems.
- x Connect solutions of problems to more complicated ~~large~~ situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help ~~standards~~ and connect mathematical concepts:

- x Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- x Support students to develop generalizations based on the similarities found among problems.
- x Provide opportunities for students to create plans and procedures to solve problems.
- x Help students develop more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- x Estimate to discover possible solutions.
- x Use benchmark quantities to determine if a solution makes sense.
- x Check calculations when solving problems.
- x Verify possible solutions by explaining the methods used.
- x Evaluate results based on the given context.

Clarifications:

[MA.K12.MTR.6.1:](#)

- x Have students estimate or predict solutions prior to solving.
- x Reinforce that students check their work as they progress within and after a task.
- x

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- x Connect mathematical concepts to everyday experiences.
- x Use models and methods to understand, represent and solve problems.
- x

[MA.K12.MTR.7.1:](#)

2-3 Students include relevant textual evidence in their written and oral communication. Students name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers.
6-8 Students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing styles and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

Clarifications:
See [Text Complexity](#) for gradelevel complexity bands and a text complexity rubric.

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 12, students build upon these skills by justifying what they are thinking) R U H [D P S
W K L Q N B B B B B B B B E H F D X V H B B B B B B B ' 7 K H F R O O D E R U D
conversations.

In grades 312, students engage in academic conversations discussing claims and justifying their
reasoning, refining and applying skillStudents build on ideas, propel the conversation, and support
claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)