



## A Recommended Program of Study

This recommended four-year program of study in law and justice (L&J) comprises a coherent sequence of technical and academic courses and related learning experiences for high school students who are interested in the public services industry sector (the legal, government, and protective services pathways). The program, developed by Education Development Center, Inc. (EDC), with support from The James Irvine Foundation, will serve as a resource for districts and individual high schools and academies in California\*. The program is also intended to help students and their families see how pursuing L&J studies in high school prepares students for particular postsecondary education options and career pathways—and to be productive leaders in a democratic society.

The L&J program of study includes a rigorous curriculum designed for public services pathway academies and to meet both state and national academic standards, career and technical education standards, and Common Core standards.

The L&J curriculum includes two courses, *Foundations in Law* and *Foundations in Criminal Justice*. The curriculum was developed with substantial input from practitioners and secondary and postsecondary educators and has been piloted in public schools. The curriculum has three primary goals:

- Equip students with a foundational understanding of the legal and criminal justice systems, and develop their ability to analyze the tensions inherent in any system of government as it seeks to secure justice
- Prepare all students, particularly those in disadvantaged communities, for postsecondary education and careers by helping them think critically about key concepts (such as democracy, justice, and rights) and legal processes, and enabling them to master essential skills (such as literacy and research)
- Empower students to engage in civic action and in exploring careers that allow them to contribute to and improve the U.S. legal system

Students pursuing the L&J program follow a law-themed pathway that is rigorous, relevant, and fully integrated into the high school experience. This program allows students to do the following:

- Complete Foundations courses developed by EDC
- Complete a full academic program to prepare for admission to two- or four-year colleges or other postsecondary programs

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\* This recommended Program of Study for California may be adapted for other states.

- Take a sequence of electives that explore topics across the fields of law, policy, criminal justice, social justice, and law enforcement
- Learn technology tools relevant to L&J careers
- Plan, develop, and complete an independent senior project
- Engage in structured career exploration, including interactions with professionals and experience in work settings
- Pursue work- and project-based learning activities to gain practical, real-world experience

A distinguishing feature of the proposed program of study is its deliberate integration of fields that have traditionally been separate: (1) *law and law enforcement*, (2) *law and social justice*, and (3) *academic and career technical education (CTE)*. The program seeks to create integration in a number of ways:

- *Across specializations within the professional field:* The curriculum's Foundations courses integrate concepts relevant to the legal and criminal justice systems through the use of broad themes common to a range of fields. Once they finish the Foundations courses, students can explore these themes in more depth through a range of additional required and elective courses.
- *Between law and social justice:* The framework for the Foundations courses integrates legal topics and concepts with social justice issues. While learning about legal and judicial systems, students explore the tensions inherent in any system of government as it seeks to secure justice. Students gain important foundational knowledge and habits of mind that equip them to critically examine power dynamics in society and encourage them to address injustices through civic activism or careers in advocacy and policy.
- *Between academic and CTE courses:* The Foundations courses include suggestions for working with academic teachers on integrated lessons. ConnectEd: The California Center for College and Career also developed model lessons in math, science, social science, and English to demonstrate for teachers how academic disciplines connect to the pathways curriculum, and to demonstrate for students how academic proficiency is necessary for success in their chosen career paths.

In the context of the study of L&J, the curriculum is designed to build students' skills in research, reading, writing, teamwork, critical thinking, and speaking and presenting—skills that professionals emphasize as essential to their practice. Throughout the Foundations courses, students learn key skills and apply them to authentic projects. Building a strong foundation in these skills prepares students for more advanced high school electives and for postsecondary education and a range of careers.

In addition, the curriculum incorporates the following best practices identified by education research and reform efforts:

- An inquiry- and project-based approach focused on essential questions that help students master key concepts

- Performance-based assessments that provide evidence of critical thinking, conceptual connections, and essential skills
- Literacy-building strategies that help students understand challenging concepts and that offer multiple opportunities to communicate verbally and in writing
- Instructional tools and techniques for addressing controversial issues in the classroom, teaching students to distinguish emotional reactions from critical analysis
- Instructional strategies that make the curriculum accessible to students with a range of learning styles
- Appropriate use of technology to support learning and research

High school students need a base of knowledge to build on when considering salient issues in a democratic, multicultural society. The L&J curriculum engages students in rigorous examination of primary source documents, current events, and multifaceted policy debates through the following lenses:

- *U.S. law and law enforcement*: How laws are created, enforced, and interpreted and the relationship between law and public policy at the federal, state, and local levels of government
- *Career exploration*: What career paths exist in the legal and criminal justice systems, and how the pursuit of a particular profession can serve as a form of civic action
- *Philosophical and historical foundations*: How and why a social contract, document, or law evolved
- *Power and fairness*: How the law and legal systems can be used both to protect and to oppress individuals and groups, and how power is allocated within society
- *Advocacy and policy*: How individuals and groups, including young people, can take action to influence and reform our legal system and achieve justice
- *Comparative systems*: How the U.S. legal system compares with legal and political systems, philosophies, and practices of other countries

As students use these lenses to explore social and political issues, they consider how conflict and resolution occur, the role of communication and persuasion in promoting justice, and the value of ethics in determining individual and collective actions. These skills will help students articulate and evaluate their own philosophies about justice and their roles as citizens in a global community.

### ***Components of the Program of Study***

The L&J recommended program of study comprises a required sequence of courses for students who are pursuing career pathways in the public services industry sector. In addition to all high school graduation requirements, students will successfully complete the following:

1. The *Foundations in Law* course (full year)

2. The *Foundations in Criminal Justice* course (full year)
3. Civil Law (one semester) and Advanced Constitutional Law (one semester—may be used to fulfill the U.S. Government requirement)
4. Three semesters of additional courses that allow students to explore aspects of law and law enforcement that are of particular interest to them
5. Senior project seminar (integrated into the fall grade 12 L&J course)
6. Senior project

The L&J program of study comprises a full college preparatory academic program. It includes four yearlong courses in English, two yearlong courses in laboratory science, two yearlong courses in social science, three yearlong mathematics courses (Algebra 1 and 2 and Geometry), and two years of foreign language. Students use elective credits for the L&J-specific components of the program.

Table 1 (pages 3 and 4) illustrates the components that are specific only to the L&J program of study, while Table 2 (page 5) summarizes all courses required for graduation if a student were to begin the L&J program in grade 9.

**Table 1: L&J Program Components**

Law and Justice Required Courses
<p><i>Foundations in Law</i> (required of all freshmen)  <i>Foundations in Criminal Justice</i> (required of all sophomores)            Civil Law (required of all juniors)            Advanced Constitutional Law (required of all seniors)</p>
Law and Justice Electives (Examples)
<p>Ethics and Law            Criminal Law            International Law and Human Rights            Business Law            Contemporary Public Policy Issues            Law Enforcement            Legal Research and Writing            Criminal Psychology            Forensic Science            Movements for Political and Social Change            Crime in America            Conflict Resolution            Courts and Criminal Procedure            Police Science            Global Issues in Social Justice and Peace            Juvenile Justice            Law Administration            Environmental Law</p>

### Work-Based Learning Opportunities (Examples)

Ride-alongs  
Mentoring  
Internships  
Job shadowing  
Interaction with visiting practitioners  
Youth Court  
Mock trial and moot court  
Visits to postsecondary institutions  
Community service  
Field trips (e.g., to a correctional facility, crime lab, police academy, court)

**Table 2: Example of a Four-Year L&J Program Beginning in Ninth Grade**  
 (This program of study can be adapted if the *Foundations* courses were taught in Grades 10 and 11)

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Law and Justice Requirements</b>	<i>Foundations in Law</i> (one year)	<i>Foundations in Criminal Justice</i> (one year)	<ul style="list-style-type: none"> <li>• Civil Law (fall)</li> <li>• L&amp;J Elective I (spring)</li> </ul>	<ul style="list-style-type: none"> <li>• L&amp;J Elective II (includes senior project seminar) (fall)</li> <li>• L&amp;J Elective III (senior project) (spring)</li> </ul>
<b>Law and Justice Electives</b>				<ul style="list-style-type: none"> <li>• Additional L&amp;J Elective (fall)</li> <li>• Additional L&amp;J Elective (spring)</li> </ul>
<b>Academic Electives</b>			PLUS Fine and Performing Arts (one year)	PLUS Additional Academic Elective (science, math, social science, foreign language, or English)
<b>English Language Arts</b>	English 9	English 10	English 11	English 12
<b>Math</b>	Algebra 1	Geometry	Algebra 2	
<b>Science</b>	Biology	Chemistry		
<b>Social Science</b>		World History	U.S. History	Advanced Constitutional Law* (fall) Economics (spring)
<b>Foreign Language</b>	Foreign Language I	Foreign Language II		
<b>Physical Education</b>	Physical Education		Physical Education	
<b>Work-Based Learning</b>	<i>See sample list of work-based opportunities in Table 1</i>			

\* Through hands-on activities, students receive a strong foundation in the concepts of constitutional law in the ninth grade course, which covers the historical and philosophical origins and founding principles of the U.S. Constitution and the procedures for the creation and amendment of laws. Students also explore due process of law and criminal procedure as outlined in the Fourth, Fifth, and Sixth Amendments; civil liberties protected by the Bill of Rights; and equal protection of the law established by the Fourteenth Amendment. The suggested advanced course takes a more case-based approach, investigating Supreme Court precedents through debate, moot court, and policy activities.

Tables 3 and 4 detail the “a–g” requirements and the legal, government, and protective services pathway requirements.

**Table 3: CSU/UC “a–g” Graduation Requirements**

Subject		Units
a	U.S. History or U.S. History & Government; World History	2
b	English/Language Arts	4
c	Mathematics (Algebra 1, Geometry, Algebra 2)	3
d	Science (with Laboratory)	2
e	Foreign/World Language	2
f	Visual and Performing Arts	1
g	Electives (English, Math, Social Science, History, Lab Science, Foreign Language, Visual and Performing Arts, other)	1
Total		15

**Table 4: Legal, Government, and Protective Services Pathway Requirements**

Grade	Course	Units
9	<i>Foundations in Law</i>	1 year
10	<i>Foundations in Criminal Justice</i>	1 year
11	Civil Law L&J Elective I	1 semester 1 semester
12	Advanced Constitutional Law/U.S. Government	1 semester
12	L&J Elective II (includes senior project seminar)	Fall semester
12	L&J Elective III (senior project)	Spring semester
12	L&J Electives	

## The Foundations in Law Course

In this yearlong foundational course, students explore the concepts of law, justice, and power. This course engages students by asking them to grapple with questions about human nature, justice and fairness, crime and punishment, and the citizen's role in a democratic society. As students delve into these concepts, they compare and contrast the philosophical underpinnings of the U.S. government with other governments around the world, think critically about the principles and intent behind the founding documents of the United States, and consider how individual and collective action can result in meaningful change at the local, national, and global levels. Above all, students experience L&J as dynamic forces, shaped by people and events over time.

At the center of each unit in the course is a project designed to tap into the diverse viewpoints and experiences that students bring to the classroom. Each project requires students to collaborate, think critically, and communicate clearly—all in authentic contexts. Student activities, projects, and assessments throughout the year also highlight career pathways and the skills that each pathway requires. Students are introduced to careers in legal services, law enforcement, advocacy, policy, and government, and explore how professionals in these fields interact with one another and with the public.

### Essential Questions

Throughout this course, students are asked to look at the dynamic nature of power and the role of the law in allocating it to various members of a society. Students also consider their individual roles and responsibilities in creating and maintaining a system of justice. As minors preparing to enter the adult world, high school students have a unique perspective on the balance between rights and responsibilities, independence and dependence. The following essential questions guide students in examining and articulating their own worldview, analyzing how the law impacts their everyday lives, and envisioning their part in shaping just communities:

- Why do we have laws? What is the role of law in society?
- What are *justice* and *injustice*?
- Why are there different interpretations of the law?
- How does the U.S. legal system affect young people, and how can young people help achieve justice in their own community?
- What are the different roles and professions in the U.S. legal system?

## The Foundations in Criminal Justice Course

This course revisits the essential questions that framed the *Foundations in Law* course and continues to build on key themes from the perspective of criminal justice. The second Foundations course provides a broad orientation to the key components of the criminal justice system—law enforcement, corrections, and courts—and how they interact with one another. Students examine in greater depth the definition of *crime* and *justice*, and explore historical developments and current practices in criminal justice. As students learn about theories of crime, they consider issues of race, class, and

gender, past and present. Students study the relationship between criminal justice and social justice, and explore the role of community, social services, and criminal rights advocacy in criminal cases.

This course gives students ongoing opportunities to research and debate important topics in American society, including capital punishment, juvenile justice, and white-collar crime. This course helps students understand the benefits and challenges of new technologies in criminal justice.

### **Essential Questions**

While investigating the nature and history of criminal laws, students explore the reasons that society creates these laws. They consider the role of law enforcement and communities in preventing and responding to crime, and discuss how criminal laws and their enforcement must balance individual rights with the needs of society. Students also consider the merits and drawbacks of the traditional criminal and juvenile justice systems and alternative avenues for dispute resolution and punishment.

The following essential questions guide students as they build their opinions and consider their role in creating safe and just communities:

- What is *crime*? Who defines what *crime* is?
- What are the functions of a criminal justice system?
- How do criminal justice systems balance the safety of the community with the need to protect individual rights?
- What are the roles and responsibilities of different professions in the criminal and juvenile justice systems?
- How do criminal and juvenile justice systems affect young people, and how can young people work to improve the administration of justice in their communities?

### **Career Connections**

Career Connections is central to *Foundations in Law* and *Foundations in Criminal Justice*. Throughout the Foundations courses, students gain knowledge and skills that are relevant to a range of careers in the legal and criminal justice systems and in public advocacy. They learn about the roles, responsibilities, and career paths of specific professions through unit activities. Career Connections comprises three main components: *Career Profiles* of professionals working in key fields in the legal justice system; *Ideas for Involvement with Professionals* that are embedded throughout each unit; and the *Career Portfolio*, which enables students to collect and reflect on their own work, skills self-assessments, and Career Profiles (from the curriculum and additional profiles they research themselves).

## Third and Fourth Year Electives

After completing the Foundations courses in grades 9 and 10 (or grades 10 and 11), students develop further a depth of knowledge and skills through a range of semester-long elective courses in grades 11 and 12. Note that since the knowledge and skills relevant to all the pathways (legal and government services and protective services) overlap, students interested in pursuing legal careers may end up taking courses similar to those of students interested in pursuing careers in law enforcement. For example, a sequence comprising criminal law, conflict resolution, and criminal psychology is relevant to a range of careers in both pathways.

## Senior Seminar

The senior seminar is taken in the fall semester of grade 12. It provides structured support for planning, developing, and launching the senior project. Students learn to develop a project proposal, secure the materials and support they need, and prepare to pace their project work in the spring term according to benchmarks they identify in advance.

## Senior Project

In the spring term of grade 12, each student completes an independent project and presents the product or outcomes of the project to their peers, teachers, community members, and legal and/or law enforcement professionals.

## Integrated Units

To ensure that students are as prepared as possible for college and careers, integrated units help L&J teachers connect academic work in their subjects to students' study of L&J. ConnectEd has developed model units that will help students understand how academic knowledge and skills are applied in a variety of work-based contexts. These integrated units can also serve as models for teachers who wish to develop additional interdisciplinary curriculum units.

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## L&J Pathways

The following vignettes illustrate ways in which students might put together a program of study that reflects their interests, combining coursework with work-based learning experiences. We offer these vignettes as a starting point for discussion.

### JON'S STORY

Jon was often bored in middle school. He did not see how his classes were relevant to the outside world, so he would sometimes skip class. In ninth grade, the *Foundations in Law* course grabbed his attention with its engaging explorations of fairness, legal systems, and the relationship between individuals and society. In various problem-based activities, he began to understand and appreciate perspectives different from his own, and the complexity of L&J issues. Jon was interested in the over-criminalization of youth in society, which he

explored during his tenth grade *Foundations in Criminal Justice* course. He really appreciated how the course approached juvenile crime through the lenses of both criminal justice and social justice. As an upper-level student, he took electives in Criminal Psychology, Forensic Science, and Courts and Criminal Procedure, and completed an internship at a nearby criminal justice policy organization, researching the “school to prison” pipeline, which he had first been introduced to in the ninth grade *Foundations* course. Jon plans to work part-time while pursuing an associate’s or bachelor’s degree in criminal justice.

### **KYRA’S STORY**

Kyra’s parents did not have the opportunity to go to college, but they encourage her to work hard in school and to pursue higher education. Kyra has an entrepreneurial spirit. She is often the top seller in school fundraising events, and started a babysitting business when she turned 13. She chose to attend a law-themed high school because of its unique course offerings in business law. After gaining a strong background in law and legal systems during her ninth and tenth grade *Foundations* courses, she greatly enjoyed her junior-year course in Civil Law, through which she learned how to negotiate and draft contracts and considered a host of civil liability issues facing businesses. For her senior project, Kyra developed a business plan for a legal referral company, researching a variety of businesses and shadowing local business leaders. She also completed elective courses in Ethics and Law and International Law and Human Rights, both of which allowed her to explore globalization and the ethical responsibilities of international corporations. Kyra plans to enroll in a four-year business program.

### **EDDIE’S STORY**

At the start of his ninth grade year, Eddie did not have a clear vision of his future. The *Foundations in Law* course introduced him to a range of careers that would allow him to use his bilingual skills—such as court reporter, paralegal, court officer, and legal translator. Eddie learned more about these professions through job-shadowing opportunities; learning expeditions to local courthouses, law firms, and government offices; and interviews with legal professionals. Eddie was motivated to learn and apply important skills, such as communication, teamwork, and problem-solving, in different contexts. In his junior and senior years, Eddie took elective courses that focused on legal administration, including Courts and Criminal Procedure, Legal Research and Writing, and Law Administration. During class-based simulations, he volunteered to play the role of clerk and found that he had an aptitude for managing the courtroom. Eddie now plans to pursue a postsecondary program in court administration.

### **NICOLE’S STORY**

In middle school, Nicole was very shy and sometimes teased by her peers. During the ninth grade *Foundations in Law* course, she took part in many role-playing exercises. In this safe and nurturing classroom environment, she discovered a talent for developing and presenting arguments. The course also encouraged her to explore issues of power and fairness from multiple perspectives and to critically

examine how the media portrays certain groups. Nicole was also drawn to the idea of restorative justice and the use of peacemaking circles by indigenous cultures around the world. As an upper-level student, Nicole continued to explore competing conceptions of justice in her Advanced Constitutional Law course and in electives such as Juvenile Justice, International Law and Human Rights, and Conflict Resolution. Nicole is interested in becoming a professional mediator so she can help people in her community peacefully resolve their conflicts. She would also like to develop training workshops for law enforcement agencies.

## Pathways from High School to Postsecondary Education and L&J Careers

### Postsecondary Options

As shown in Table 5, graduates of the career academy program in L&J have many postsecondary options, including two- and four-year degrees from public or private colleges and technical certifications.

Table 5: Sampling of Postsecondary L&J Options in California

California State Universities	University of California
<p><b>Criminal Justice and Criminalistics, B.S., B.A.</b>            General            Law Enforcement (option within major)            Forensic Investigation (option within major or minor)</p> <p><b>Criminal Justice Studies, B.A., B.S.</b>            Corrections (option within major)            Law Enforcement and Administration (option within major)</p> <p><b>Criminal Justice Administration, B.A.</b></p> <p><b>Criminology, B.A.</b></p> <p><b>Pre-Legal Studies, B.A., B.S., or minor</b></p> <p><b>Biological Science, B.S.</b>            Forensic Science (option within major)</p> <p><b>Chemistry, B.S.</b>            Forensic Science (option within major)</p> <p><b>Political Science, B.A.</b>            Pre-Law (option within major)</p> <p><b>Public Safety and Criminal Justice, B.S.</b></p> <p><b>Public Safety, B.S.</b>            Criminal Justice</p> <p><b>Social and Criminal Justice, B.A.</b></p> <p><b>Social Science, B.A.</b>            Criminal Justice</p>	<p><b>Legal Studies, B.A.</b></p> <p><b>Pre-Law, B.A. (any major)</b></p> <p><b>Political Science, B.A.</b>            Public Law and Jurisprudence            Criminal Justice Professional            Paralegal            Law Enforcement Leadership (available at some UCs)</p> <p>Legal Studies            Law Enforcement—Basic            Law Enforcement—Fish and Game            Court Reporting            Legal Office Assistant</p>
Private Colleges and Online Programs	Community Colleges
<p><b>Criminal Justice, A.A.S., A.S., or A.A.</b></p> <p><b>Criminal Justice Administration, A.A.</b></p> <p><b>Criminal Justice, B.S.</b>            Computer Crime            Corrections            Crime and Criminals            Crime Scene Investigation            Criminal Justice Management &amp; Administration            Cyber Crime            Forensic Psychology            Homeland Security            Human Services for Criminal Justice            Justice Administration            Juvenile Justice            Law Enforcement</p> <p><b>Criminal Justice Administration, B.A.</b></p> <p><b>Justice Studies, B.S.</b></p>	<p><b>Administration of Justice, A.S. or A.A.</b></p> <p><b>Corrections, A.S. or A.A.</b></p> <p><b>Court Reporting, A.S. or A.A.</b></p> <p><b>Criminal Justice, A.A.S., A.S., or A.A.</b></p> <p><b>Forensics, Evidence, and Investigation, A.S. or A.A.</b></p> <p><b>Legal and Community Interpretation, A.S.</b></p> <p><b>Legal Office Technology, A.S. or A.A.</b></p> <p><b>Open Water Lifeguard Professional, A.S.</b></p> <p><b>Paralegal Studies, A.A.S., A.S., or A.A.</b></p> <p><b>Police Academy, A.S. or A.A.</b></p> <p><b>Probation and Parole, A.A.</b></p> <p><b>Certificates</b>            Administration of Justice            Justice Administration            Forensic Identification            Crime Scene Technician</p>

## Career Options

In each unit in the Foundations courses, students are introduced to a range of careers that draw on the key concepts and 21st century skills that students are learning through the unit activities and projects. Table 6 shows a range of careers, from entry-level through advanced, that students may be introduced to in these courses. The units also provide teachers with suggestions for engaging professionals in these careers to support students' learning. In addition, throughout *Foundations in Law*, students engage in a career research project, learning about a career of interest (through research and interviews with professionals) and presenting their findings to their classmates.

As students explore a career of interest, they learn about roles and responsibilities, workplace and technical skills, typical schedules, and professional interests of professionals. Students also discover the levels of education likely to be expected from job applicants and how that may vary in different professions.

**Table 6: Careers that Students May Explore in the *Foundations in Law* Course**

	Law and Legal Services	Law Enforcement	Public Policy and Advocacy
Entry-Level or Minimum Preparation (0–2 years preparation or training)	File and Document Manager Judicial Secretary I Administrative Coordinator I Records Associate	Forensic Photographer Dispatcher Public Safety Officer State Trooper Corrections Case Manager	Youth Organizer Intern at Legal Think Tank or Policy Center
Mid-Level or Medium Preparation (2–4 years preparation or training)	Court Reporter Administrative Coordinator II Paralegal Legal Secretary Title Examiner Judicial Assistant Legal Case Assistant Litigation Support Assistant Legal Translator Court Interpreter Organizing and Advocacy Coordinator Legal Administrative Assistant for Advocacy Organization Labor Federation Representative	Corrections Officer Police Detective Police Identification and Records Officer Forensic Investigator Fingerprint Identification Technician Deputy Sheriff Information Technology Specialist Corrections Counselor	Legal Specialist at a Non-Governmental Organization Juvenile Justice Advocate Conflict Resolution and Restorative Justice Facilitator National Litigation Coordinator for a Human Rights Organization

<p>High-Level or Advanced Preparation (5+ years of preparation or training)</p>	<p>Mediator Law Clerk Lawyer/Attorney Judge Chief Executive Officer for the Court Court Services Analyst Corporate Counsel Legal IT Specialist President and General Council for Advocacy Organization Legal Counsel for School Districts Director, Immigration Policy and Planning</p>	<p>Chief of Police Commissioner Federal Marshal FBI Agent Detention/Prison Facility Compliance Inspector Senior Criminalist DNA Technical Leader Law Enforcement Information Technology Specialist</p>	<p>Communications Director for Advocacy Organizations Policy Analyst Legal Journalist State Advisor on Juvenile Justice Director of Legal Services for an Immigration Organization Legal Ethics Specialist</p>
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