

Appendix D: Standards

This unit was developed to meet the following standards.

National Council for the Social Studies' National Curriculum Standards for Social Studies

Literacy Skills

- 13. Locate, analyze, critique, and use appropriate resources and data.
- 14. Articulate and construct reasoned arguments from diverse perspectives and frames of reference.

Critical Thinking Skills—Research, Information, and Technology Skills

Use Computer-Based Technology and Media/Communication Technology

- 6D. Use online information resources and communities to meet the need for collaboration, research, publications, and communication

Synthesize Information

- 4G. Communicate concisely both orally and in writing.

Individuals, Groups, and Institutions

- 5.7. Understand how, in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.

Power, Authority, and Governance

- 6.1. Understand the need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified.
- 6.2. Understand fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
- 6.5. Understand mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

Civic Ideals and Practices

- 10.1. Understand concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
- 10.3. Understand key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making

informed judgments, expressing views on issues, and collaborating with others to take civic action).

California History–Social Science Content Standards

Historical and Social Sciences Analysis Skills

Historical Interpretations

1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

World History, Culture, and Geography: The Modern World

- 10.1 Relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
 - 10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

U.S. History and Geography: Continuity and Change in the Twentieth Century

- 11.1 Analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
 - 11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

Principles of American Democracy

- 12.1 Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
 - 12.1.1 Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
 - 12.1.3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
 - 12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.

- 12.2 Evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
 - 12.2.5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
- 12.3 Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
 - 12.3.2 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
- 12.4 Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
 - 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
- 12.6 Evaluate issues regarding campaigns for national, state, and local elective offices.
 - 12.6.4 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
- 12.7 Analyze and compare the powers and procedures of the national, state, tribal, and local governments.

States' Career Clusters Initiative Standards— Legal Services Pathway

Academic Foundations

- ESS01.02 Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.
 - ESS01.02.06 Comprehend key elements of oral and written information such as cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, and technical subject matter.

- ESS02.03** Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.
- ESS02.04** Evaluate and use information resources to accomplish specific occupational tasks.
- ESS02.04.01** Use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks.

Problem-Solving and Critical Thinking

- ESS03.01** Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).
- ESS03.01.04** Create ideas, proposals, and solutions to problems.
- ESS03.04** Conduct technical research to gather information necessary for decision-making.

Information Technology Applications

- ESS04.04** Operate Internet applications to perform workplace tasks.
- ESS04.04.02** Search for information and resources.

Leadership and Teamwork

- ESS07.01** Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals.
- ESS07.02.09** Explain best practices for successful team functioning.

Pathway Topic–Communications

- LWPE01.04** Write accomplished materials to demonstrate specific academic writing strategies desired from professionals in the legal services environment.
- LWPE01.04.01** Write coherent, focused, and well-reasoned arguments with a defined perspective when creating reports and letters.

Pathway Topic–American Political System

- LWPE10.01** Analyze and summarize the role of the three branches in the U.S. Government—judicial, legislative, and executive—in order to demonstrate an understanding regarding how government influences legal services.
- LWPE10.01.01** Compare and contrast various aspects of the legislative, judicial, and executive branches of government from a legal services perspective.

California Career Technical Education Model Curriculum Standards—Public Services Industry Sector

2.0 Communication

2.1 Reading

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.3 Generate relevant questions about readings on issues that can be researched.

2.2 Writing

- 2.4 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations

5.0 Problem Solving and Critical Thinking

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

7.0 Responsibility and Flexibility

- 7.4 Understand that individual actions can affect the larger community.

9.0 Leadership and Teamwork

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.6 Understand how team diversity can be leveraged to maximize team effectiveness.

B. Legal and Government Services Pathway

- B1.0** Develop and articulate reasoned, persuasive arguments in support of public policy options or positions.
 - B1.1** Know multiple ways of extracting ideas and materials from research and library resources.
 - B1.2** Use logical constructs to integrate and organize information and anticipate counterarguments.
- B9.0** Understand the foundation of national and state law and the important elements of trial procedure:
 - B9.1** Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
 - B9.4** Understand the structure of California state law.
 - B9.5** Use state and federal legal codes to research issues.
 - B9.6** Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Common Core State Standards—English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

English Language Arts & Literacy in History/Social Studies

Writing

- 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Center for Civic Education’s National Standards for Civic and Government

- I. **What are civic life, politics, and government?**
 - B2.** Be able to evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.

- D1.** Be able to describe the major characteristics of systems of shared powers and of parliamentary systems. (branches/shared power)
- II. What are the foundations of the American political system?**
- B3.** Be able to evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life.
- D3.** Be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. (rule of law/checks and balances)
- III. How does the government established by the constitution embody the purposes, values, and principles of American democracy?**
- A1.** Be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.
- B1.** Be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.
- D1.** Be able to evaluate, take, and defend positions on the role and importance of law in the American political system.
- E5.** Be able to evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.

American Bar Association's MacCrate Report

Fundamental Lawyering Skills

- Skill 3.** In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:
- 3.1** Knowledge of the nature of legal rules and institutions.
- 3.2** Knowledge of and ability to use the most fundamental tools of legal research.
- Skill 4.** In order plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:
- 4.1** Determining the need for factual investigation.
- Skill 5.** In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:
- 5.2** Using effective methods of communication.

International Society for Technology in Education's National Educational Technology Standards

3. Research and Information Fluency: Apply digital tools to gather, evaluate, and use information.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Standards Based on Equipped for the Future (EFF), National Institute for Literacy and SCANS 2000, The Secretary's Commission on Achieving Necessary Skills

- C4. **Guide Others:** Assess needs, knowledge, and skills of colleagues; arrange opportunities for learning that take into account the learner's strengths and learning styles; evaluate performance and provide feedback; seek feedback; and revise learning strategies.
- D3. **Learn Through Research:** Pose questions to be answered, use multiple approaches to find information, and organize, evaluate, analyze, interpret, and report on findings.
- D4. **Use Information and Communications Technology:** Use computers, the Internet, and other technology tools to acquire, process, and manage information, and learn and practice skills.

Partnership for 21st Century Skills

Learning and Innovation Skills

Communication and Collaboration IIB3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

Information, Media and Technology Skills

Information Literacy IVA1: Access information efficiently (time) and effectively (sources).

Information Literacy IVB1: Use information accurately and creatively for the issue or problem at hand.

ICT (Information, Communications and Technology) Literacy VIA1: Use technology as a tool to research, organize, evaluate and communicate information.

Life and Career Skills

Leadership and Responsibility XIA2: Leverage strengths of others to accomplish a common goal.