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| **Social Studies: Civics** | **Sample Tasks** |
| **Unit 4: Laws, Crime and Justice** | ***These tasks include reading, writing and analytical skills throughout the unit.*** |
| **Topics: Nature of Law, Criminal Justice System, Juvenile Justice System, Civil Justice System, Public Policy, Political Parties, Voting and Campaigns**  |
| **Grade 9-12 Elective** |
| Score 4.0 | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught** | Develop a position on a political issue and campaign for change in a digital format (ie: change.org)  |
| Score 3.0 | **The student will be able to:*** *Assess* the key components of the American legal system and their impact on justice in America.
* *Critique* the various ideologies about the impact of political parties on voting and elections in America.
 | Evaluate political cartoons related to political parties, major court casesPrimary Source Analysis of key court cases, speeches from key individuals such as Dr. Martin Luther King, Jr., Thurgood Marshall and Ronald Regan Create a Socratic seminar based upon essential questions |
| Score 2.0 | The students will be able to identify vocabulary, concepts, people, places and events related to Laws, Crime and JusticeCan complete the following:* Define of the various types of laws in America.
* Explain the differences between the criminal and juvenile justice systems in America.
* Explain the differences between civil law and civil procedure to determine their impact on the justice system.
* Describe the similarities and differences of the two party system.
* Define influences on voters
* Research the process an individual must follow to campaign for elected office.
 | Vocabulary Tests/QuizzesGraphic Organizer and Charts/ Graphs and MapsOrganize/represent/interpret data from Laws, Crime and Justice in America |
| Score 1.0 | **With help, partial success at score 2.0 content and score 3.0 content** | Describes main ideas without detail |
| Score 0.0 | **Even with help, no success** |  |