



# **HIGH SCHOOL AMERICAN LAW & JUSTICE**

## **ACADEMIC STANDARDS**

---

**CATALINA FOOTHILLS SCHOOL DISTRICT**  
Approved by the Governing Board  
May 14, 2024

## HIGH SCHOOL AMERICAN LAW & JUSTICE HISTORY AND SOCIAL SCIENCE STANDARDS

Through the process of inquiry, students will study the history and philosophical underpinnings of the American legal system with an emphasis on its constitutional foundations, constitutional limits, ethical issues, criminal justice system, and individual rights and liberties. Students will examine both civil and criminal law, study important court decisions, and make use of case studies as they learn the basic concepts of the justice system and the role of advocacy and civics in reforming the legal system.

### **DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.**

HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts (e.g., *Executive Orders, War Powers Act, Covid-19 lockdowns, 9/11/01*).

HS.SP1.2 Analyze change and continuity in historical eras.

- Use evidence to explain what has changed and what has stayed the same in the American legal system.
- Use evidence to describe contributing factors of continuity and change in historical eras.
- Use evidence to describe the impact of continuity and change over time.

HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.

HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

- Generate questions to determine the significance of the actions of individuals.
- Explain how the historical context shapes individual and group reactions over time.

### **DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP 2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.**

HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.

- Use evidence from primary and secondary sources to explain how contexts shaped people's perspectives in the past.
- Use evidence from primary and secondary sources to explain how contexts continue to shape people's perspectives in the present.
- Describe how influences outside of the individual shape personal perspectives.

HS.SP2.2 Analyze the ways in which perspective shapes recorded history (*i.e., political, economic, social, religious, intellectual, artistic*).

- Use evidence from primary and secondary sources to explain how perspective shapes recorded history.

---

**DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.**

---

HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.

HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.

HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.

- Explain how evidence from primary sources shapes secondary interpretation.
- Describe multiple plausible interpretations of evidence from the primary source.
- Explain examples of bias within secondary interpretations.

HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.

HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

- Develop a precise, evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.
- Develop a counterclaim and use evidence and reasoning to refute it.

HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

---

**DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

---

HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.

- Use evidence to describe the impact of multiple cause(s) and effect(s) of events in the past and present.
- Use evidence to describe the impact of complex cause(s) and effect(s) of events in the past and present.
- Use evidence to describe relationships between and among causes and effects.

HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.

HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.

- Develop an evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.
- Develop a counterclaim and use evidence and reasoning to refute it.

HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.

- Compare the central arguments in secondary works on related topics.
- Critique the central arguments in secondary works on related topics.
- Evaluate the accuracy and relevance of the secondary works on related topics.

---

### **CIVICS – Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.**

---

HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic (*i.e., legal system*).

HS.C1.2 Evaluate how society and political systems (*i.e., legal system*) in different contexts promote civic virtue and democratic principles established by the founding documents.

- Compare how documents are interpreted over different time periods.
- Explain how the context shapes the interpretation of the founding document.

HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions (*i.e., the judicial processes, court structure [local, state, federal, supreme]*).

- Explain how various civic and political institutions make decisions.

HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

---

### **CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.**

---

HS.C2.2 Analyze the role of citizens in the United States political system (*i.e., legal system*) over time and compare this to the role of citizens in other political systems.

- Explain the roles of citizens in the legal system.

HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

- Connect historical developments to the modern legal system (*e.g., Magna Carta, Geneva Conventions, Reconstruction Amendments, etc.*).

---

### **CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.**

---

HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.

- Assess the degree to which procedures for making governmental decisions achieve their intended civic purpose (*e.g., Covid-19 lockdown procedures at local, state, and federal level*).

HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences (*e.g., Three-strike, mandatory sentencing, death penalty*).

- Assess the outcomes and consequences of local, state, national, and international policies.

HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies at multiple settings and at various levels (*e.g., appeals process, state v. federal rights and jurisdiction*).

- Explain the intended and unintended consequences of decision making and public policies.

HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.

- Explain multiple perspectives of the characteristics and causes of local, state, and national problems.
- Explain the challenges and opportunities faced by those trying to address the problems in various contexts and time periods.
- Apply disciplinary (*e.g., sociological, psychological, economic, political, geographical, etc.*) and interdisciplinary (*e.g., statistical, artistic, entrepreneurial, etc.*) lenses to examine problems.

HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

- Evaluate the pros and cons of various options for action to address local, regional, and national problems.
- Reflect on personal motivation, resources, and context to determine what action to take.
- Analyze short- and long-term consequences to select the most appropriate action(s) to address local, regional, and national problems.

HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

- Explain the strategies and procedures to make decisions in the classroom, school and out-of-school civic contexts.
- Assess which strategy is most effective given the context.

## **ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.**

HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies (*e.g., private prison system, bail, cash bail, war on drugs, border disputes, capital punishment vs. life in prison, etc.*).

HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue (*e.g., prisoner’s dilemma, mandatory sentencing, gas prices, etc.*).

## **GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.**

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time (*e.g., profiling, border protection, embargo, vigilantism, etc.*).

---

**GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.**

---

HS.G4.3 Analyze patterns of interdependence.

- Explain the relationship between trade, demographics, politics and resource availability and use (e.g., *economic disparity, racial profiling, political gerrymandering, redistricting*).

---

**HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

---

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution (e.g., *democratic values, holding governments accountable for their actions, etc.*).

HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities (e.g., *Civil Rights Movement, equal protection and Due Process of the Law [14th Amendment], Black Lives Matter movement and other protections of minority rights, etc.*).

---

**HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

---

HS.H2.1 Explain multiple causes of conflict (e.g., *protests, acts of civil disobedience*).

HS.H2.2 Analyze approaches to conflict management and resolution (e.g., *de-escalation practices by authorities*).

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions (e.g., *Creation and compromises of the Constitution, Bill of Rights and other Amendments over time*).

---

**HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.**

---

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes (e.g., *Founding Fathers through modern times, Supreme Court decisions, etc.*).

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time (e.g., *War on Drugs, women and minorities in law enforcement, mandatory sentencing, conflicting constitutional rights etc.*).

- Explain how ideologies, religion, and belief systems have led to the development of and shifts in economic systems over time.
- Explain how ideologies, religion, and belief systems have influenced policies and laws over time.
- Explain how ideologies, religion, and belief systems have affected the roles and behaviors of political leaders and citizens over time.
- Explain how ideologies, religion, and belief systems have affected international relations over time.
- Explain how belief systems can lead to genocide, terrorism, and economic imperialism.

HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good (i.e., *Bill of Rights, urban versus rural societal conflicts, vigilantism, housing the homeless, social safety nets, etc.*).

---

**HISTORY – ANCHOR STANDARD H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**

---

HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions (e.g., *Little Rock Nine, Central Park Five, Civil Rights, Black Lives Matter protests, Muslim Ban (Executive Order 13769), American Indian Movement, etc.*).

HS.H4.3 Examine how access to information and technology has been used to influence society (e.g., *mass media, social media*).