

# *Career Explorations*

INTEGRATED  
CURRICULUM UNIT ON  
LAW AND JUSTICE  
CAREERS



ConnectEd: The California Center for College and Career  
2150 Shattuck Avenue, Suite 1200  
Berkeley, CA 94704  
510-849-4945  
FAX: 510-841-1076  
[www.ConnectEdCalifornia.org](http://www.ConnectEdCalifornia.org)

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Contributing ConnectEd Staff:

*Director for Program and Curriculum Development:* Paula Hudis  
*Curriculum Developers:* Khanh Bui, Theresa Esparrago Lieu  
*Publishing/Editorial Staff:* Patti Gildersleeve, Martha Hoeper  
*Administrative Staff:* Melody Rose

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Contributors to the original health sciences curriculum:

National Consortium on Health Science and Technology Education (NCHSTE)  
*Health Science and Biomedical Program of Study Project Director:* Beverly Campbell  
*Executive Director:* Carole Stacy  
*Coordination, Site Sponsorship, and Teacher Team Support:* Nancy Allen, SeAnne Safaii, Cindy Beck,  
Fran Beauman, Rhonda Patterson, Karen Batchelor, Thalea Longhurst, Jen Staley, Michael Mitchell,  
Clarice Morris, Scott Snelson, Bruce Bird, Paul Jackson

Gorton High School  
Yonkers, NY



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This curriculum unit is an integral part of a new Foundation of Law course created by our curriculum partner, EDC, Inc. and was designed to be used with that course. However, Career Explorations is a standards-based curriculum unit that is appropriate for multidisciplinary teacher teams in any law or law-enforcement themed pathway or academy. The year-long Foundations of Law course can be accessed at <http://ConnectEdStudios.org>.

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## *Career Explorations*

### **UNIT OVERVIEW**

### ***Essential Question for This Unit***

What is the place for me in the law and justice field?

### ***Unit Summary***

In this unit, students will investigate the varied career opportunities available within the law and justice field. They will conduct research on possible career paths and investigate the skills needed for each one. This unit will also give students an opportunity to learn about typical activities in various jobs and help them identify potential careers that match their interests, strengths, and goals. In addition, students will explore the broader social and economic impact of their career choices, while reviewing the history of various law and justice visionaries and their significance to the field.

In Subunit 1, students will be introduced to the field of law and justice through a survey of the many, often hidden, careers that exist within this industry sector. They will investigate what is necessary to get accepted into and pay for college, which opens the opportunity to pursue many law and justice careers. In one lesson, students analyze the grades they need to earn in high school to increase the likelihood of getting accepted into the University of California or California State University systems. Next, they will calculate the amount of debt that a typical college student will accrue in loans, including interest, in order to have the undergraduate degree necessary to start a career. Subunit 1 will conclude with an introduction to the research process that continues throughout the unit.

In Subunit 2, students will identify and investigate several careers that interest them. They will begin by conducting a self-analysis of their interests, skills, strengths, and weaknesses. Using a variety of career resources, students will then identify individual careers and/or career sectors that match their interests and compile detailed information about these careers. In this subunit, students will also learn about many influential law and justice visionaries and the impact they have made on society.

In Subunit 3, after concluding their research, students will analyze the benefits and drawbacks of their career

choices. This comparison will include an analysis of projected earnings compared with financial and time outlays for education and training. Students will report on their work in a formal research paper and present their findings to their peers in an oral presentation.

### ***Culminating Event***

Several culminating events are appropriate for this unit. For example, students could hold a job fair for the school to share what they have learned about conducting education and career planning and about law and justice career opportunities. Another possibility would be to have students summarize their research in one-page, career-specific informational pamphlets and compile a class resource binder for future students to use. Students could also be encouraged to make a personal connection with a professional in the career of their choice, do a “job shadow” or interview, and write-up results of their experience. Alternatively, the unit’s research paper on a prominent law and justice figure could lead to a series of presentations that would serve as the culminating event.

### ***Key Questions/Issues***

- Exactly what does the field of law and justice consist of? What kinds of careers are there, and which ones might be interesting to me? (Foundations of Law)
- What kind of high school grades does it take to get accepted into college? How is GPA calculated, and what information does my current GPA give me about the grades I need to earn in the future? (Algebra I)
- How much debt does a typical undergraduate student accrue during college? How does the debt amount change depending on the terms of the loans? What does this mean to my college and career goals? (Algebra I)
- How can I learn to make thoughtful decisions about my future education and career goals? What social or economic issues might affect my choice? How can I obtain information on careers that interest me? (English Language Arts)

- What are my interests and abilities? What are my strengths and weaknesses? What careers are best suited for me? (Foundations of Law)
- How do the various careers that interest me compare? Which careers have the best salary and job prospects? How do the educational and/or training requirements of the various careers compare? (Algebra I)
- What are the key qualities of major (historical) figures in the field of law and justice? How do their contributions continue to affect us today? (History or English Language Arts)

### ***Learning Scenario to Kick Off the Unit***

Starting high school often signals students to start thinking about their first real job. Some of your friends want to work so they can help their family; some are looking forward to getting some cash to spend. No matter the reason, this is finally the chance to make your own money.

The burger joint down the street is a popular place to get a job. It has flexible hours, which allows students to work after school. But this restaurant pays only minimum wage. That seemed like a lot of money when you started, but some of your older co-workers

complain that working full-time at minimum wage really doesn't pay the bills. Maybe it's time for you to start thinking about what kind of long-term career you'd like to have and what kind of education it will take for you to reach that goal. There are probably a lot of options you don't know about. How will you find out what is right for you?

### ***Law and Justice and Education Partner Roles***

- The school librarian or media specialist can assist the Law and English instructors with teaching research skills, particularly in the use of print and other media resources.
- Career counselors from the school or local postsecondary institutions can visit to discuss career opportunities in the law and justice field and their education requirements.
- Employees from various local law and justice providers can be invited to speak to students in greater detail about their careers, either individually or as a panel.

## **Subunits and Major Topics (across academic and technical subject areas)**

| <b>Subunit 1</b><br><i>Exploring Opportunities</i>   | <b>Subunit 2</b><br><i>Taking a Closer Look</i>   | <b>Subunit 3</b><br><i>Finding a Good Match</i>   |
|--|---|---|
| <b>FOUNDATIONS OF LAW * ALGEBRA I * ENGLISH LANGUAGE ARTS</b>  | <b>FOUNDATIONS OF LAW * ENGLISH LANGUAGE ARTS * HISTORY</b>   | <b>ALGEBRA I * ENGLISH LANGUAGE ARTS</b>  |
| <ul style="list-style-type: none"> <li>• Survey of career pathways and opportunities within the law and justice field</li> <li>• Arithmetic averages</li> <li>• Single variable equations</li> <li>• Construction and interpretation of linear and non-linear graphs</li> <li>• Simple and compound interest</li> <li>• Purpose and format of research papers</li> </ul> | <ul style="list-style-type: none"> <li>• Developing clear research questions</li> <li>• Conduct research on several law and justice careers using a variety of media resources</li> <li>• Synthesis of information from multiple media sources</li> <li>• Integrate quotes and citations into written text</li> <li>• Social, economic, and cultural impact of major developments in law and justice</li> <li>• Contextual history and contributions of significant figures in the field</li> </ul> | <ul style="list-style-type: none"> <li>• Reading, interpreting, and graphing data</li> <li>• Single variable equations</li> <li>• Cost-reward analysis of various careers based on salary and training</li> <li>• Write research reports, including a coherent thesis, accurate background information from multiple sources, and development of an argument using evidence in support of a thesis or related claims</li> </ul> |





## Exploring Opportunities

### SUBUNIT 1 OVERVIEW

#### Essential Question for This Unit

What is the place for me in the law and justice field?

#### Subunit Goals

By the end of Subunit 1, students should be aware of the scope of career opportunities within the law and justice field, specifically identifying the four subgroups within the field. To get a realistic view of what is necessary to pursue career opportunities in law and justice, students examine the high school GPAs of current college attendees and calculate what grades they need to earn to maintain a good chance of getting accepted to the college of their choice. Students also explore college student loans and calculate the total accrued debt of a typical undergraduate using different interest rates and compounding periods. Finally, students should be able to define the purpose of research papers; identify the characteristics that distinguish research papers from other forms of writing; and describe and evaluate structural sections within a research paper.

#### Subunit Key Questions

- What is the scope of the law and justice field? What kinds of careers are there, and which ones might be interesting to me? (Foundations of Law)
- What kind of high school grades does it take to get accepted into college? How is GPA calculated, and what information does my current GPA give me about the grades I need to earn in the future? (Algebra I)
- How much debt does a typical undergraduate student accrue during college? How does the debt amount change depending on the terms of the loans? What does this mean to my college and career goals? (Algebra I)
- How much education will I need to complete to pursue various careers in the law and justice field? What can I expect to earn in various careers in this industry sector? Where do I research these facts? (English Language Arts)
- How can I figure out what would be a good career for me? (English Language Arts)

#### Lesson Summaries

| Lesson | Subject               | Description  |
|--------|-----------------------|--|
| 1.1    | Foundations of Law    | <b>The Hidden Infrastructure: What jobs make up this field?</b><br>Students survey and classify the various careers that fall within the field of law and justice.   |
| 1.2    | Algebra I             | <b>The Grades to Reach Your Goals</b><br>Students examine the cumulative high school GPAs of incoming students in the University of California, and California State University systems. They practice calculating GPA and solve equations to figure out what grades are necessary to reach certain GPA goals.                                 |
| 1.3    | Algebra I             | <b>Money To Prepare For Your Career</b><br>Students calculate the accrued interest on typical amounts of money borrowed for college tuition and expenses. They explore different types of loans, such as simple interest and interest compounded annually, and what those loan terms mean to the final debt accrued at the time of graduation. |
| 1.4    | English Language Arts | <b>Writing a Research Paper: Overview</b><br>Students learn the basic form of a research paper and are introduced to the unit's culminating event and related project activities.  |







## Foundations of Law

### Time

90 minutes

### Materials

#### Equipment

- Blank paper
- Post-it notes

### Resources

- Law and Justice Careers worksheet and answer key

### Prior Student Learning

Students should have a general understanding of the definitions of legal services, law enforcement and public services.

### Classroom Management

Circulate among the class and check that students are not clustering careers by salary, status, or other criteria.

## Essential Question for This Unit

What is the place for me in the law and justice field?

## Objectives

After completing this lesson, students should be able to

- Identify the four career subgroups within the law and justice industry sector.
- Explain the common purpose and attributes of careers within each of the four subgroups.
- Describe a range of careers within each of the four subgroups.
- Select several jobs for further exploration.

## Lesson Activities

### Unit Introduction

Introduce the unit to students by giving a brief overview of its scope and sequence. Include the essential question, how the unit objectives and subunits relate to the essential question, and describe how academic teachers will be participating with related lessons.

### Lesson Springboard

Give students a scenario (a car accident, buying a house, buying an iPod, crossing the street, etc.) and have students write down what law and justice careers they think are involved in that process. What they may not know is that a law and justice professional is involved at some point in many of our everyday activities. The law is everywhere.

Students may be able to name the most well-known careers (e.g. lawyer, judge, police officer etc.) involved in life situations. For other events, students may not be able to name any careers at all. Discussing the scenarios is a good way to introduce law and justice careers to your students, including the less well-known jobs. You can also take this opportunity to show the depth of work that the law and justice field covers – from creating contracts to creating patents for a new device. Have two or three students share what they know about a *single* career.

Ask students to individually brainstorm all the careers that they can think of within the law and justice field and write them on a sheet of paper. Then have students gather together in groups of two to four and combine their lists. Give each group a pad of Post-it notes and have them record one career per Post-it. Ask students to organize the individual careers into a few clusters with common job functions or attributes. Have students place all the clustered Post-its together on a single sheet of blank paper and label the cluster. Go around the class and have each group share

and define their career clusters and discuss the thinking they used to create the clusters.

### **Lesson Development**

#### *Class Discussion*

Write all of the groups' clusters on the board. Combine and/or collapse similar clusters (reassigning some careers, if necessary) into one or more of the four subgroups adapted from the list created by the National Career Technical Education Foundation -- legal services, law enforcement, correction services and security and protective services. Students typically list careers that fall into the legal and law enforcement subgroups, but other career subgroups are likely to be represented as well.

#### *Direct Instruction and Discussion*

Introduce and identify the defining characteristics of the subgroups already discovered by the students. Ask students to give examples of careers within the various subgroups from their clusters and list them on the board.

Provide additional examples of careers to ensure that a range of positions—from entry level to management—is included for each subgroup. This discussion may continue in the next class session.

Finish discussing the student-identified subgroups and then introduce and define the remaining subgroups as needed. Introduce the key defining characteristics of each subgroup. List and describe a range of careers within those subgroups as well. During instruction, ask students to share any experiences they've had with legal and law enforcement careers—e.g., family or friends who are in this industry, interesting experiences they've had as citizens, and so on.

### **Support Strategy**

Allow students to work in pairs when classifying careers.

Using the list of careers now generated on the board, explain that while the overarching function of the law and justices industry is to uphold, protect and enforce the law and citizen's rights, the industry encompasses many other types of careers as well. All of these careers are necessary to maintain a well-functioning society.

After all the subgroups have been introduced, pass out the Law and Justice Careers worksheet. Have students classify the listed careers into the appropriate subgroups.

### **Lesson Closure**

Ask students to review what they've learned by recording and summarizing the defining characteristics of each career subgroup. Looking at the lists of careers generated on the board, have students select either one subgroup or three to five careers they think might be of interest for further exploration.

### ***Possible Prior Misconceptions***

Students may believe that all law and justice careers involve direct client/citizen interaction.

### ***Student Assessment Artifacts***

Completed Law and Justice Careers worksheet  
Class notes on the four subgroups  
Written summary of career subgroups  
Career subgroup selections

### ***Variations and Extensions***

To introduce the unit, you may wish to assemble a panel of speakers from the various subgroups to give brief overviews of their professions and describe how they became interested in and prepared for work in the field. Alternatively, you can ask speakers to come in individually and give longer presentations at various points throughout the unit.

Have students discuss their perceptions of the advantages and disadvantages of careers in each career subgroup. Have students discuss the personal characteristics they think align well with careers in each subgroup.

### **National and State Career Technical Education Standards**

#### **NATIONAL**

National standards for this course are not available.

#### **CALIFORNIA Public Services Standards**

- 3.0** Career Planning and Management
- 3.1** Understand the scope of career opportunities and know the requirements for education, training, and licensure

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Law and Justice Careers

| Legal Services                                 | Law Enforcement  | Correction Services   | Security and Protective Services                               |
|--|--|---|--|
| <i>Careers involved with upholding the law</i> | <i>Careers involved in upholding the peace and enforcing the law</i> | <i>Careers involved with those that have broken the law</i> | <i>Careers that involve the protection of people and goods</i> |
|  |  |   |  |

**Law and Justice Careers Classification (answer key)**

| <b>Legal Services</b>   | <b>Law Enforcement</b>   | <b>Correction Services</b>  | <b>Security and Protective Services</b>  |
|---|--|---|--|
| <i>Careers involved with upholding the law</i>  | <i>Careers involved in upholding the peace and enforcing the law</i>   | <i>Careers involved with those that have broken the law</i>   | <i>Careers that involve the protection of people and goods</i>   |
| Administrative Lawyer<br>Administrative Coordinator<br>Attorney<br>Case Management Specialist<br>Corporate Counsel<br>Court Interpreter<br>Court Reporter<br>File and Document Manager<br>Information Officer<br>Investigator<br>Judge<br>Law Clerk<br>Legal Assistant<br>Legal Secretary<br>Litigation Support Assistant<br>Magistrate<br>Mediator/Arbitrator<br>Negotiator<br>Paralegal<br>Notary<br>Title Examiner | Animal Control Officer<br>Bailiff<br>Bomb Technician<br>Criminal Investigator and Special Agent<br>Dispatcher<br>Evidence Technician<br>Federal Marshall<br>Game Enforcement Officer<br>Gaming Investigator<br>Highway Patrol Officer<br>Immigration and Customs Inspector<br>Park Ranger<br>Police and Patrol Officer<br>Police Detective and Criminal Investigator<br>Police, Fire and Ambulance Dispatcher<br>Private Detective and Investigator<br>Sheriff and Deputy Sheriff<br>Training Officer<br>Transit and Railroad Police<br>Customs and Border Protection<br>State Trooper | Case Manager<br>Community Correction Practitioner<br>Compliance Inspector<br>Corrections Educator<br>Corrections Officer<br>Corrections Trainer<br>Detention Deputy<br>Facility Maintenance Worker<br>Jail Administrator<br>Maintenance Worker<br>Program Coordinator and Counselor<br>Probation/Parole Officer<br>Public Information Officer<br>Transport Officer<br>Warden<br>Youth Services Worker | Armored Car Guard<br>Computer Forensics Examiner<br>Computer Security Specialist<br>Corporate/Agency Security Director<br>Executive Protection Officer/Specialist<br>Gaming Surveillance Specialist<br>Industrial Espionage Security Officer/Specialist<br>Information Security Assistant<br>Information System and Security Specialist<br>Lifeguard<br>Loss Prevention Specialist<br>Physical Security Specialist/Consultant<br>Private Investigator<br>Security Director<br>Security Officer<br>Transportation Security Officer/Specialist<br>Uniformed Security Officer |







## Algebra I

### Time

50 minutes

### Materials

#### Equipment

- High School GPA of College Freshmen handout
- Calculating GPA worksheet

### Resources

Calculators

### Prior Student Learning

Students should know how to calculate an arithmetic mean and be familiar with solving simple equations.

### *Essential Question for This Unit*

What is the place for me in the law and justice field?

### *Objectives*

After completing this lesson, students should be able to

- Understand the trend of cumulative high school GPAs of students who enter the University of California and California State University systems by interpreting data in tables and pie charts.
- Set a personal goal for high school GPA based on their college and career aspirations.
- Understand averages by calculating a GPA given a complete list of course grades, and calculating a missing course grade given a GPA.
- Create and solve equations that tell students what they must earn in a particular course to maintain a given GPA.

### *Lesson Activities*

#### **Lesson Springboard**

Remind students of the many careers available in the law and justice field. Having the broadest range of choices among the various career paths requires a college education. Ask students to share their awareness of what it takes to get into the college of their choice.

If it is not already shared by students, tell the class that colleges consider GPA heavily when deciding student admissions, in combination with SAT/ACT scores, extracurricular activities, and recommendations. This lesson will help students understand the GPA required for entrance into the University of California and California State University systems.

### *Lesson Development*

#### *Class Discussion*

Ask a volunteer in the class to explain how a cumulative GPA is calculated. If students are unaware of the point values for all of the possible grades, post them on the board to reference during the entire lesson. Make up a fictional student and his grades for one semester, and check that everyone in the class can correctly calculate the fictional student's GPA.

Pass out the handout **High School Grade Point Averages (GPA) of Entering College Freshmen**. Allow students several minutes to study the data contained in the handout before discussing questions like the following:

1. Is it harder to get accepted into a UC or CSU? What in the data makes you think so?

2. What GPA range would make you a good candidate for a UC or a CSU? What GPA range would effectively take you out of consideration?
3. If a student had a cumulative high school GPA over 3.75 (like the majority of those enrolled in the UC system), what is the maximum number of courses he or she could have earned a B in? A C? What do you need to know in order to answer these questions?
4. What would you want to know about a school before making it a goal to get accepted there? If you already have a short list of schools in the UC and CSU systems that you would like to enroll in, what high school GPA should you achieve to have the best chance of being accepted at those schools? If you are still unsure about what schools you'd like to attend, what high school GPA should you achieve to keep your options as open as possible?
5. What happens to a cumulative GPA if a student has a bad semester? Assume Kyle maintained a 3.5 GPA for his entire freshman year. In the first semester of his sophomore year, he gets distracted by working too many hours at his new job and earns a semester GPA of 2.5. What is his new cumulative GPA? (Answer: 3.16)

#### *Individual Work*

Distribute the worksheet **Calculating GPA** to each student and tell the class that they will be working on how to not only figure out a semester GPA given all of the grades earned, but also what grade to must be earned in a class order to reach a specific GPA goal.

To check for basic student understanding of averages, have the class complete problems 1 and 2 of the worksheet as individuals. Then go over student responses and clarify any misconceptions. Go over the concept highlighted in problem 2 carefully – there are many different sets of numbers that have the same average because of the way the calculation of average is defined.

#### *Group Work*

Once the class has a solid understanding of how to calculate averages, allow students to complete the rest of the worksheet in small groups or pairs. As you circulate among the groups to facilitate the work, require all students to solve the problems by setting up equations or inequalities, even if they initially solved the problem by guess-and-check or another less algebraic approach.

Ask students to share how they solved the problems using algebra with the rest of the class, being careful to explain the logic behind setting up the original equation/inequality and how it was solved. Also have students explain why setting up an equation is a better method for solving some of these problems than guess and check. Although students may be slow at solving equations at this point in their education, once they become adept at it the method will be far more efficient and precise than making strategic guesses.

Problem 5 can be solved in different ways. Some students will understand that if the same number of classes is taken each semester, the average of the semester GPAs will be the same as the average of all the course grades. Others will choose to multiply the semester GPAs by 6 for each semester. Make sure that both methods are discussed in class and students understand why both are valid. If appropriate, have a student explain why taking the average of the semester GPAs is not an

accurate calculation of cumulative GPA if different numbers of courses are taken each semester.

### **Lesson Closure**

Ask students whether their high school GPA goals have changed because of this lesson, and if so, how and why. Remind the class that the integrated unit is about exploring the available career paths in law and justice, and many of the paths require a college degree. Regardless of current career path the student is aiming to take, it is always wise to keep options open as long as possible by keeping the GPA high. It should be clear from the lesson activities that a poor performance one semester, while not completely detrimental to college entrance goals, can be very damaging. It is important to stay focused all semesters of high school.

Also highlight how powerful math can be as a decision-making and planning tool. Without actually calculating the numbers, students can have misconceptions about how well or how poorly they are doing in school, and what grades it takes to enter the University of California and California State University systems.

### ***Possible Prior Misconceptions***

Students often believe that they can do poorly in one academic subject or during one semester and still have a high chance of being accepted into a top-tier university such as UC Berkeley. Others believe that they would not be accepted into any reputable 4-year university unless they earn extremely high grades, unaware of the variety of choices available.

### ***Student Assessment Artifacts***

Calculating GPA worksheet

### ***Variations and Extensions***

Once students gain an understanding of what grades they need to earn in their classes to maintain a good GPA for college acceptance, it is a natural extension to explore how grades are calculated in each individual course. The majority of courses used weighted averages to determine final course grades, which leads to different algebraic equations to calculate, for example, what must be earned on the final exam in order to get a B+ in a course instead of maintaining a B.

## National and State Academic Standards

### NATIONAL

#### NCTM Standards for School Mathematics

##### Data Analysis and Probability

- formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population;
- select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots.

##### Algebra

- write equivalent forms of equations, inequalities, and systems of equations and solve them with fluency—mentally or with paper and pencil in simple cases and using technology in all cases;
- use symbolic algebra to represent and explain mathematical relationships;
- judge the meaning, utility, and reasonableness of the results of symbol manipulations, including those carried out by technology.

### CALIFORNIA

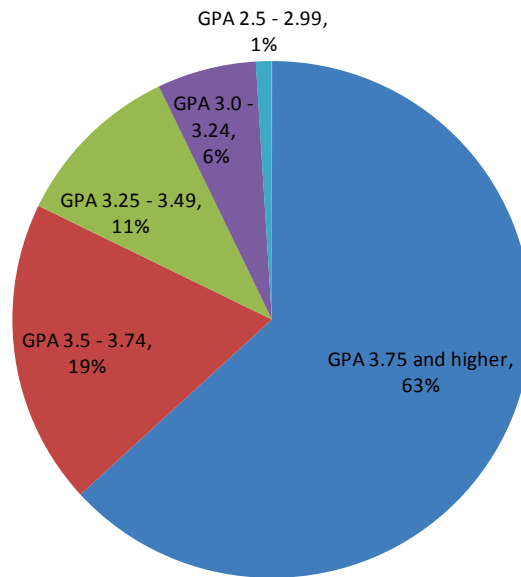
#### Mathematics Content Standards

##### Algebra I

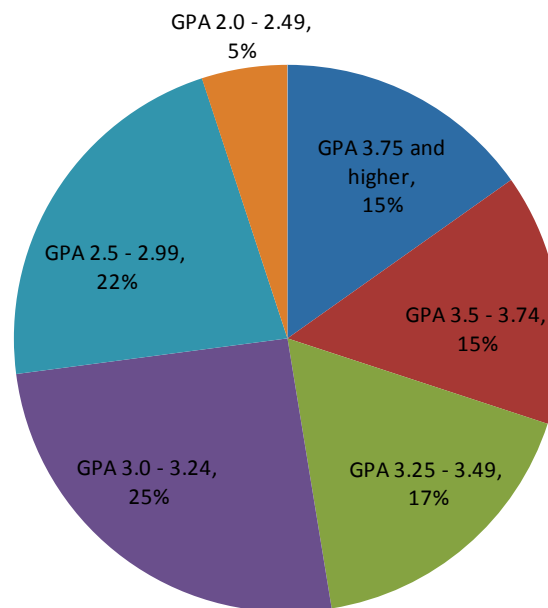
- 5.0** Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- 10.0** Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

## High School Grade Point Averages (GPA) of Entering College Freshmen

### University of California System High School GPA of First-time, Degree-seeking Freshmen (32,244)



### California State University System High School GPA of First-time, Degree-seeking Freshmen (52,435)



**University of California System**

|                  |                | High School GPA of First-Time Degree Seeking Freshmen |            |             |            |            |            |            |
|------------------|----------------|---|------------|-------------|------------|------------|------------|------------|
| School Name      | Total Freshmen | 3.75 and higher                                       | 3.5 - 3.74 | 3.25 - 3.49 | 3.0 - 3.24 | 2.5 - 2.99 | 2.0 - 2.49 | 1.0 - 1.99 |
| UC Los Angeles   | 4,472          | 92%   | 4%         | 2%          | 1%         | 1%         | 0%         | 0%         |
| UC Berkeley      | 4,356          | 91%   | 4%         | 2%          | 2%         | 1%         | 0%         | 0%         |
| UC San Diego     | Unavailable    | 80%   | 16%        | 4%          | 0%         | 0%         | 0%         | 0%         |
| UC Irvine        | 4,030          | 68%   | 26%        | 4%          | 1%         | 1%         | 0%         | 0%         |
| UC Santa Barbara | 4,583          | 66%   | 21%        | 9%          | 3%         | 1%         | 0%         | 0%         |
| UC Davis         | 4,413          | 58%   | 24%        | 12%         | 5%         | 1%         | 0%         | 0%         |
| UC Santa Cruz    | 3,214          | 34%   | 34%        | 22%         | 8%         | 2%         | 0%         | 0%         |
| UC Riverside     | 4,299          | 22%   | 26%        | 28%         | 24%        | 0%         | 0%         | 0%         |
| UC Merced        | 1,128          | 18%   | 25%        | 26%         | 26%        | 5%         | 0%         | 0%         |

Reference: <http://collegeboard.com>(Accessed August 16, 2010)**Average Community College GPA of Admitted Transfer Students**

| School Name      | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| UC Los Angeles   | 3.57      | 3.54      | 3.56      | 3.55      | 3.55      | 3.57      | 3.62      |
| UC Berkeley      | 3.61      | 3.65      | 3.68      | 3.67      | 3.67      | 3.67      | 3.7       |
| UC San Diego     | 3.42      | 3.44      | 3.5       | 3.44      | 3.42      | 3.42      | 3.46      |
| UC Irvine        | 3.29      | 3.35      | 3.37      | 3.35      | 3.34      | 3.36      | 3.44      |
| UC Santa Barbara | 3.3       | 3.33      | 3.34      | 3.34      | 3.33      | 3.37      | 3.38      |
| UC Davis         | 3.37      | 3.39      | 3.39      | 3.4       | 3.39      | 3.4       | 3.45      |
| UC Santa Cruz    | 3.26      | 3.3       | 3.29      | 3.28      | 3.28      | 3.31      | 3.33      |
| UC Riverside     | 3.17      | 3.21      | 3.19      | 3.17      | 3.2       | 3.2       | 3.2       |
| UC Merced        | N/A       | N/A       | N/A       | 3.11      | 3.15      | 3.13      | 3.18      |
| Average          | 3.31      | 3.33      | 3.34      | 3.32      | 3.32      | 3.33      | 3.35      |

Reference: <http://statfinder.ucop.edu> (Accessed August 16, 2010)

**California State University System**

| School Name  | Total Freshmen | High School GPA |            |             |            |            |            |            |
|--|----------------|-----------------|------------|-------------|------------|------------|------------|------------|
|  |                | 3.75 and higher | 3.5 - 3.74 | 3.25 - 3.49 | 3.0 - 3.24 | 2.5 - 2.99 | 2.0 - 2.49 | 1.0 - 1.99 |
| California Polytechnic State University: San Luis Obispo | 3,908          | 60%             | 23%        | 11%         | 5%         | 1%         | 0%         | 0%         |
| California Polytechnic State University: Pomona          | 2,913          | 17%             | 20%        | 25%         | 20%        | 17%        | 1%         | 0%         |
| Cal State Bakersfield                                    | Unavailable    | 12%             | 10%        | 17%         | 26%        | 27%        | 7%         | 1%         |
| Cal State University Channel Islands                     | 732            | 9%              | 13%        | 21%         | 26%        | 29%        | 2%         | 0%         |
| Cal State Chico  | 2,505          | 9%              | 10%        | 16%         | 27%        | 34%        | 4%         | 0%         |
| Cal State University Dominguez Hills                     | 1,135          | 3%              | 6%         | 10%         | 26%        | 48%        | 6%         | 1%         |
| Cal State University East Bay                            | 1,461          | 7%              | 10%        | 15%         | 25%        | 35%        | 8%         | 0%         |
| Cal State University Fresno                              | 2,764          | 19%             | 16%        | 16%         | 23%        | 25%        | 1%         | 0%         |
| Cal State Fullerton                                      | 4,065          | 12%             | 17%        | 24%         | 22%        | 23%        | 2%         | 0%         |
| Cal State Long Beach                                     | 3,551          | 23%             | 23%        | 22%         | 19%        | 13%        | 0%         | 0%         |
| Cal State University Los Angeles                         | 2,019          | 4%              | 11%        | 19%         | 26%        | 33%        | 4%         | 3%         |
| Cal State University Monterey Bay                        | 949            | 7%              | 12%        | 16%         | 26%        | 34%        | 5%         | 0%         |
| Cal State University Northridge                          | 4,203          | 0%              | 0%         | 0%          | 65%        | 0%         | 35%        | 0%         |
| Cal State University Sacramento                          | 2,726          | 10%             | 14%        | 20%         | 24%        | 28%        | 4%         | 0%         |
| Cal State University San Bernardino                      | 2,017          | 9%              | 10%        | 18%         | 26%        | 35%        | 2%         | 0%         |
| Cal State University San Marcos                          | 1,567          | 7%              | 11%        | 21%         | 29%        | 29%        | 3%         | 0%         |
| Cal State University Stanislaus                          | 966            | 14%             | 16%        | 19%         | 23%        | 24%        | 4%         | 0%         |
| Humboldt State University                                | 1,338          | 12%             | 13%        | 18%         | 22%        | 31%        | 4%         | 0%         |
| San Diego State University                               | 4,273          | 25%             | 27%        | 20%         | 17%        | 11%        | 0%         | 0%         |
| San Jose State University                                | 2,764          | 10%             | 15%        | 20%         | 26%        | 27%        | 2%         | 0%         |
| San Francisco State University                           | 4,032          | 6%              | 12%        | 18%         | 26%        | 34%        | 4%         | 0%         |
| Sonoma State University                                  | 1,484          | 9%              | 14%        | 23%         | 28%        | 24%        | 2%         | 0%         |

Reference: <http://collegeboard.com>. (Accessed August 16, 2010)



## Calculating GPA

The grade that you earn for every course is worth a certain number of points. The average number of points earned per course is the **Grade Point Average, or GPA**.

|           |           |           |           |         |
|-----------|-----------|-----------|-----------|---------|
| A = 4.0   | B+ = 3.5  | C+ = 2.5  | D+ = 1.5  | F = 0.0 |
| A- = 3.75 | B = 3.0   | C = 2.0   | D = 1.0   |         |
|           | B- = 2.75 | C- = 1.75 | D- = 0.75 |         |

**Example:**

The 1<sup>st</sup> semester of her freshman year, Gina earned the following grades: English – B, Math – B+, Science – C, Spanish – A, P.E. – A, Foundations of Law – B. Gina calculates her GPA this way:

$$3.0 + 3.5 + 2.0 + 4.0 + 4.0 + 3.0 = 19.5$$

$$19.5 \text{ Total Points} / 6 \text{ Courses} = \mathbf{3.25 \text{ GPA}}$$

Calculate your current GPA for this semester by estimating your grades for each class.

List 2 different sets of grades for 4 courses that would result in a 3.5 GPA.

Jason's goal is to attend UC Berkeley. He would like to maintain a 3.75 (or above) high school GPA to have a good chance of getting accepted. This semester, Jason is taking 6 classes. He earns A's in 2 classes, and 3 B+'s. Write an equation that represents the grade Jason must earn in his last class to maintain his GPA goal. Calculate that grade using your equation. Use the variable  $g$  in the equation to represent the unknown grade.

Kim does not turn in a major project in her English class, and earns a C- for the semester. Is it possible for her to have a semester GPA of 3.5 or above if she takes 6 classes? If it is possible, what grades must she earn in her remaining classes? Explain how you calculated your answer.

Van was distracted his entire freshman year, and earned a 1.75 GPA both semesters. Assume that Van takes 6 classes every semester in high school.

- Is it possible to get his total GPA up to 2.5 by the end of his sophomore year? What grades would he have to earn during his two sophomore semesters?
- Is it possible to get his total GPA up to 3.5 by the end of his junior year, when he begins to apply to colleges? What grades would he have to earn?

Van decides to go to community college for two years, and wants to transfer to CSU Long Beach after that. He takes 4 courses a semester at the community college and would like to maintain a minimum GPA of 3.25 to maximize his chances of getting accepted. What is the maximum number of B's (not B- or B+'s) that Van can earn in community college and still reach his GPA goal? Explain how you figured out your answer.

## Calculating GPA – Answer Key

The grade that you earn for every course is worth a certain number of points. The average number of points earned per course is the **Grade Point Average, or GPA**.

|           |           |           |           |         |
|-----------|-----------|-----------|-----------|---------|
| A = 4.0   | B+ = 3.5  | C+ = 2.5  | D+ = 1.5  | F = 0.0 |
| B- = 3.75 | B = 3.0   | C = 2.0   | D = 1.0   |         |
|           | B- = 2.75 | C- = 1.75 | D- = 0.75 |         |

**Example:**

The 1<sup>st</sup> semester of her freshman year, Gina earned the following grades: English – B, Math – B+, Science – C, Spanish – A, P.E. – A, Foundations of Law – B. Gina calculates her GPA this way:

$$3.0 + 3.5 + 2.0 + 4.0 + 4.0 + 3.0 = 19.5$$

$$19.5 \text{ Total Points} / 6 \text{ Courses} = \mathbf{3.25 \text{ GPA}}$$

1. Calculate your current GPA for this semester by estimating your grades for each class.

*Answers will vary.*

2. List 2 different sets of grades for 4 courses that would result in a 3.5 GPA.

*Answers will vary. Example answers: 1) B+, B+, B+, B+; 2) A, A, B, B*

3. Jason's goal is to attend UC Berkeley. He would like to maintain a 3.75 (or above) high school GPA to have a good chance of getting accepted. This semester, Jason is taking 6 classes. He earns A's in 2 classes, and 3 B+'s. Write an equation that represents the grade Jason must earn in his last class to maintain his GPA goal. Calculate that grade using your equation. Use the variable  $g$  in the equation to represent the unknown grade.

$$3.75 = (4 + 4 + 3.5 + 3.5 + 3.5 + g) / 6$$

*$g = 4$ ; therefore Jason must earn an A in his last class to maintain a 3.75 GPA.*

4. Kim does not turn in a major project in her English class, and earns a C- for the semester. Is it possible for her to have a semester GPA of 3.5 or above if she takes 6 classes? If it is possible, what grades must she earn in her remaining classes? Explain how you calculated your answer.

$$3.5 = (1.75 + 5g) / 6$$

*$g = 3.85$ ; Kim must average at least 3.85 in her remaining 5 classes. This can be done if she earns at least 3 A's, 1 A-, and 1 B+.*

5. Van was distracted his entire freshman year, and earned a 1.75 GPA both semesters. Assume that Van takes 6 classes every semester in high school.

- a. Is it possible to get his total GPA up to 2.5 by the end of his sophomore year? What grades would he have to earn during his two sophomore semesters?

*Yes. He must earn at least 3.25 GPA during his sophomore year.*

- b. Is it possible to get his total GPA up to 3.5 by the end of his junior year, when he begins to apply to colleges? What grades would he have to earn?

*No. He would have to earn a 4.375 GPA during his sophomore and junior years, which is impossible.*

6. Van decides to go to community college for two years, and wants to transfer to CSU Long Beach after that. He takes 4 courses a semester at the community college and would like to maintain a minimum GPA of 3.25 to maximize his chances of getting accepted. What is the maximum number of B's (not B- or B+'s) that Van can earn in community college and still reach his GPA goal? Explain how you figured out your answer.

*Explanations will vary.*

*One possible solution:*

*The highest grade Van can earn is an A, with equals 4 points. How many B's can Van earn per A to average 3.25?*

$$3.25 = (4 + 3x)/x+1$$

*x = 3. Therefore, Van can earn 3 B's for every A to maintain a 3.25 GPA.*

*2 years x 2 semesters/year x 4 courses/semester = 16 courses taken.*

*Van can earn a maximum of 12 B's, as long as he earns A's in all of the remaining courses.*



## Algebra I

### Time

100 minutes

### Materials

#### Equipment

- Student Loan Debt worksheet and answer key

### Resources

Calculators

Computer lab with spreadsheet software (optional)

### Prior Student Learning

Students should be familiar with the terms principal and interest. They should be able to evaluate expressions with exponents and create and graph linear functions.

### *Essential Question for This Unit*

What is the place for me in the law and justice field?

### *Objectives*

After completing this lesson, students should be able to

- Understand how much money is typically borrowed through student loans to attend 2-year and 4-year colleges and universities.
- Calculate the total debt that a typical student carries when he or she leaves college, depending on whether the loan is simple interest, compounded yearly, or compounded quarterly.
- Express simple interest as a linear function and compounded interest as an exponential function.
- Graph the relationship between time and accrued debt, given an initial principle and a set interest rate.

### *Lesson Activities*

#### Lesson Springboard

Remind students that this unit is about exploring the different career options that are available in the law and justice field. There are different paths to reach each possible career goal, but the majority of them require at least some college. Ask students if they have considered what it costs to attend college, and how they plan to pay for the experience. After earning as many scholarships and grants as possible, most college students take out loans to pay for tuition and expenses, which must be paid back to the government or private bank after graduation. Students borrow money on the assumption that getting a college degree will allow them to earn more money and seek better opportunities than if they had just earned a high school diploma. Another lesson in this unit will explore the relationship between education level and salary.

Tell students that this lesson will focus on calculating interest on college loan debt, working with loan amounts typical of current American college students. It will give students an idea of how much debt they may be carrying, on average, after earning an undergraduate degree.

#### Lesson Development

##### *Class Discussion – Simple Interest*

Define the terms **principal** and **interest** as they are related to loans. Ask a student volunteer to explain why banks charge interest on loans, and why interest rates may be higher for some borrowers than for others.

Explain to the class that the easiest type of interest to calculate is called **simple interest**. In this type of loan, a percentage of the principal borrowed is charged as interest every set period of time (usually a year). For example, if you borrow \$1000 through a simple interest loan at an annual interest rate of 5%, then by the end of the year you will be charged \$50 in interest. The next year, you will be charged another \$50, and so on.

Pass out the worksheet Student Loan Debt to every student. Have a student read the introductory paragraph out loud to the class. Tell the class the amounts that Brittany borrows each year are approximately the national average for current college students (2007-2008) who attended 4-year universities.

#### *Work in Pairs*

Allow student to complete the Type 1: Simple Interest problems in pairs. Make sure that students understand that the loans are taken out at the beginning of the year. This means that at the end of her freshman year, for example, Brittany will have already accrued 1 year of interest on her freshman year loan. By the time she graduates, Brittany's freshman year loan will have accrued 4 years of interest and her senior year loan will have accrued 1 year of interest.

Tell students not to move on to the rest of the worksheet until the class has discussed this section.

#### *Answer Presentations*

Have students present the answers to the simple interest problems. Focus attention on Problem 3, which asks students to graph the relationships and create equations that express how the debt grows over time. Ask students to explain why the graphs and equations are linear, and how they figured out the correct answers. Students should understand why the y-intercept of the graph is the principal amount, and how the slope is related to the principal and the interest rate.

#### *Class Discussion – Compounded Interest*

Explain how compound interest works to the class, working through several examples on the board to illustrate how the debt will accrue faster with this type of loan than with a simple interest loan. Make sure that students understand the difference between arithmetic and exponential growth as it relates to simple and compound interest.

Explain how interest is compounded quarterly with a stated annual interest rate. The interest rate is divided by 4, but the interest is charged and compounded 4 times a year. Work through an example to show that this results in more interest being charged than if the same annual interest rate was compounded once a year.

#### *Work in Pairs*

Allow students to complete the remainder of the worksheet in pairs. This is a possible place in the lesson to introduce students to spreadsheet software such as Microsoft Excel, which will make the calculations faster. Students may need some help figuring out the equations for quarterly compounded interest, but be sure to give pairs plenty of time to talk it through by themselves and make informed guesses at the answer before offering more support.

#### *Lesson Closure*

Go over the answers to the worksheet problems related to compounded interest. Then ask students to reflect on the information that the worksheet provides – the

current American college student will graduate from a 4-year university with an average of \$45,000 in debt. Of course, some students will borrow far less because of other forms of support, but some students will borrow more. The final amount of debt is determined by what kind of loan is taken out, so students should be aware of what type (simple or compound) of loan is offered to them in their financial aid package. They should also realize that interest continues to accrue as you pay off the loans, which may take a decade or more. Further, there are subsidized and unsubsidized government loans and private loans, all with different terms, so students must be very careful when navigating the system when they enter college.

College loan debt is daunting, but the other side of the issue is how much more the graduate will earn and the increased life opportunities available due to his or her undergraduate degree. Tell students that in another math lesson in this unit, they will be looking at the average salaries for careers in the law and justice field. Part of preparing well for the future is weighing career goals with practical issues such as available time and money. Learning about college loans is part of making smart decisions.

### ***Possible Prior Misconceptions***

Students may be unaware of how expensive a college education can be; it may be helpful to show sample yearly costs of tuition and fees for famous universities. Some students may also assume that they cannot afford college, unaware that financial aid is readily available, including in the form of low interest loans.

### ***Student Assessment Artifacts***

Student Loan Debt worksheet

### ***Variations and Extensions***

Students can further explore the mathematics of compound interest by calculating interest compounded at other periods, such as monthly and daily. Advanced students can be introduced to continuous compounding.

Students can explore the costs of 2-year colleges, and the cost of attending community college and then transferring to a 4-institution. They can discuss the pros and cons of each of the possible paths to an undergraduate degree from different perspectives of financial and personal growth.

## National and State Academic Standards

### NATIONAL

#### NCTM Standards for School Mathematics

##### *Algebra*

- understand relations and functions and select, convert flexibly among, and use various representations for them;
- understand and compare the properties of classes of functions, including exponential, polynomial, rational, logarithmic, and periodic functions;
- write equivalent forms of equations, inequalities, and systems of equations and solve them with fluency—mentally or with paper and pencil in simple cases and using technology in all cases;
- judge the meaning, utility, and reasonableness of the results of symbol manipulations, including those carried out by technology.
- identify essential quantitative relationships in a situation and determine the class or classes of functions that might model the relationships;
- use symbolic expressions, including iterative and recursive forms, to represent relationships arising from various contexts;
- draw reasonable conclusions about a situation being modeled.

### CALIFORNIA

#### Mathematics Content Standards

##### *Algebra I*

- 2.0** Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 5.0** Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- 6.0** Students graph a linear equation and compute the  $x$ - and  $y$ -intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).



## Student Loan Debt

Brittany is earning a political science degree and pursuing a career in law. She borrows money at the beginning of each year of college to help pay for tuition and living expenses. Here are the amounts and interest rates of her student loans, which are typical of current college students:

| Year in College | Loan Amount | Annual Interest Rate |
|-----------------|-------------|----------------------|
| 1 (Freshman)    | \$5,000     | 4.75%                |
| 2 (Sophomore)   | \$9,000     | 4.5%                 |
| 3 (Junior)      | \$11,500    | 5.5%                 |
| 4 (Senior)      | \$15,000    | 6.25%                |



There are several types of student loans. Use this worksheet to explore how different loans change the total amount Brittany will owe when she graduates.

**Type 1: Simple Interest** Assume that Brittany does not have to begin repaying any student loans until after she graduates, but the loans do accrue interest. Simple interest loans do not add accrued interest to the principal.

- 1) As the table shows, Brittany borrows \$5,000 in principle at the beginning of Year 1. How much money will Brittany owe (principal and interest) at the end of Year 1 (before she borrows for Year 2)?
- 2) How much interest will Brittany accrue from the original \$5,000 at the end of 4 years, when she graduates?
- 3) On the coordinate plane provided, graph the amount owed for each loan (total principal and interest) as a function of time, in years, that the loan is outstanding. State the equation for each graph, using  $M$  to represent the total amount owed and  $t$  to represent time.

### Simple Interest Loans

Freshman Loan Equation: \_\_\_\_\_ Sophomore Loan Equation: \_\_\_\_\_

Junior Loan Equation: \_\_\_\_\_ Senior Loan Equation: \_\_\_\_\_

- 4) Calculate Brittany's total debt from all of her student loans (principal and interest) when she graduates at the end of Year 4.
- 5) Brittany's friend Jack borrowed money at the beginning of Year 2 at 4.5% interest, but doesn't remember the exact amount. His loan statement at the end of Year 4 says that he has accrued \$1,012.50 from the loan. How much did he borrow that year?

**Type 2: Yearly Compounded Interest** Assume that Brittany does not have to begin repaying any student loans until after she graduates, but the loans do accrue interest. Each year, the accrued interest is added to the principal. The interest in the following year is calculated from the new principal amount.

For example, \$1,000 is borrowed at 5% interest compounded yearly. After one year, \$50 in interest is accrued, which is added to the principal. In the second year, 5% interest on  $\$1,000 + \$50 = \$1,050$  is accrued, or \$52.50. It is again added to the principal. The next year interest is accrued on  $\$1,050 + \$52.50 = \$1,102.50$ , and so on.



- 6) With interest compounded yearly, calculate how much money Brittany will owe from her Year 1 loan after 4 years.
- 7) On the coordinate plane provided, graph the amount owed for each loan (total principal and interest) as a function of time, in years, that the loan is outstanding. State the equation for each graph, using  $M$  to represent the total amount owed and  $t$  to represent time.

#### Yearly Compounded Interest Loans

Freshman Loan Equation: \_\_\_\_\_ Sophomore Loan Equation: \_\_\_\_\_

Junior Loan Equation: \_\_\_\_\_ Senior Loan Equation: \_\_\_\_\_

- 8) Calculate Brittany's total debt from all of her student loans (principal and interest) when she graduates at the end of Year 4.

**Type 3: Quarterly Compounded Interest** Assume that Brittany does not have to begin repaying any student loans until after she graduates, but the loans do accrue interest. 4 times a year, the accrued interest is added to the principal. The interest in the following quarter is calculated from that new principal amount.

For example, \$1,000 is borrowed at 5% annual interest, compounded quarterly. After one quarter,  $\$1,000 \times 0.05/4 = \$12.50$  in interest is accrued, which is added to the principal. In the second quarter,  $\$1,012.50 \times 0.05/4 = \$12.66$  is accrued. It is again added to the principal. At the end of the year (4 quarters) the total owed is \$1050.95.

- 9) With interest compounded quarterly, calculate how much money Brittany will owe from her Year 1 loan after 4 years.
- 10) On the coordinate plane provided, graph the amount owed for each loan (total principal and interest) as a function of time, in years, that the loan is outstanding. State the equation for each graph, using  $M$  to represent the total amount owed and  $t$  to represent time.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Quarterly Compounded Interest Loans

Freshman Loan Equation: \_\_\_\_\_ Sophomore Loan Equation: \_\_\_\_\_

Junior Loan Equation: \_\_\_\_\_ Senior Loan Equation: \_\_\_\_\_

- 11) Calculate Brittany's total debt from all of her student loans (principal and interest) when she graduates at the end of Year 4.

## Simple Interest: Total Owed vs. Time



| Key      |  |           |  |
|----------|--|-----------|--|
| Freshman |  | Sophomore |  |
| Junior   |  | Senior    |  |

## Yearly Compounded Interest: Total Owed vs. Time



| Key      |           |
|----------|-----------|
| Freshman | Sophomore |
| Junior   | Senior    |

## Quarterly Compounded Interest: Total Owed vs. Time



| Key      |  |           |  |
|----------|--|-----------|--|
| Freshman |  | Sophomore |  |
| Junior   |  | Senior    |  |

## Student Loan Debt – Answer Key

Brittany is earning a political science degree and pursuing a career in law. She borrows money at the beginning of each year of college to help pay for tuition and living expenses. Here are the amounts and interest rates of her student loans, which are typical of current college students:

| Year in College | Loan Amount | Annual Interest Rate |
|-----------------|-------------|----------------------|
| 1 (Freshman)    | \$5,000     | 4.75%                |
| 2 (Sophomore)   | \$9,000     | 4.5%                 |
| 3 (Junior)      | \$11,500    | 5.5%                 |
| 4 (Senior)      | \$15,000    | 6.25%                |



There are several types of student loans. Use this worksheet to explore how different loans change the total amount Brittany will owe when she graduates.

**Type 1: Simple Interest** Assume that Brittany does not have to begin repaying any student loans until after she graduates, but the loans do accrue interest. Simple interest loans do not add accrued interest to the principal.

- 1) As the table shows, Brittany borrows \$5,000 in principle at the beginning of Year 1. How much money will Brittany owe (principal and interest) at the end of Year 1 (before she borrows for Year 2)?  
*\$5237.50*
- 2) How much interest will Brittany accrue from the original \$5,000 at the end of 4 years, when she graduates?  
*\$950.00*
- 3) On the coordinate plane provided, graph the amount owed for each loan (total principal and interest) as a function of time, in years, that the loan is outstanding. State the equation for each graph, using  $M$  to represent the total amount owed and  $t$  to represent time.

### Simple Interest Loans

Freshman Loan Equation:  $M = (\$5000)(0.0475)^t + \$5000$

Sophomore Loan Equation:  $M = (\$9000)(0.045)^t + \$9000$

Junior Loan Equation:  $M = (\$11500)(0.055)^t + \$11500$

Senior Loan Equation:  $M = (\$15000)(0.0625)^t + \$15000$

- 4) Calculate Brittany's total debt from all of her student loans (principal and interest) when she graduates at the end of Year 4.  
*\$44,867.50*
- 5) Brittany's friend Jack borrowed money at the beginning of Year 2 at 4.5% interest, but doesn't remember the exact amount. His loan statement at the end of Year 4 says that he has accrued \$1,012.50 from the loan. How much did he borrow that year?  
*\$7500.00*



**Type 2: Yearly Compounded Interest** Assume that Brittany does not have to begin repaying any student loans until after she graduates, but the loans do accrue interest. Each year, the accrued interest is added to the principal. The interest in the following year is calculated from the new principal amount.

For example, \$1,000 is borrowed at 5% interest compounded yearly. After one year, \$50 in interest is accrued, which is added to the principal. In the second year, 5% interest on \$1,000 + \$50 = \$1,050 is accrued, or \$52.50. It is again added to the principal. The next year interest is accrued on \$1,050 + \$52.50 = \$1102.50, and so on.



- 6) With interest compounded yearly, calculate how much money Brittany will owe from her Year 1 loan after 4 years.  
 $\$5000 + \$1019.86 = \$6019.86$
- 7) On the coordinate plane provided, graph the amount owed for each loan (total principal and interest) as a function of time, in years, that the loan is outstanding. State the equation for each graph, using  $M$  to represent the total amount owed and  $t$  to represent time.

### Yearly Compounded Interest Loans

Freshman Loan Equation:  $M = \$5000(1.0475)^t$

Sophomore Loan Equation:  $M = \$9000(1.045)^t$

Junior Loan Equation:  $M = \$11500(1.055)^t$

Senior Loan Equation:  $M = \$15000(1.0625)^t$

- 8) Calculate Brittany's total debt from all of her student loans (principal and interest) when she graduates at the end of Year 4.  
 $\$45,027.64$

**Type 3: Quarterly Compounded Interest** Assume that Brittany does not have to begin repaying any student loans until after she graduates, but the loans do accrue interest. 4 times a year, the accrued interest is added to the principal. The interest in the following quarter is calculated from that new principal amount.

For example, \$1,000 is borrowed at 5% annual interest, compounded quarterly. After one quarter,  $\$1,000 \times 0.05/4 = \$12.50$  in interest is accrued, which is added to the principal. In the second quarter,  $\$1,012.50 \times 0.05/4 = \$12.66$  is accrued. It is again added to the principal. At the end of the year (4 quarters) the total owed is \$1050.95.

- 9) With interest compounded quarterly, calculate how much money Brittany will owe from her Year 1 loan after 4 years.  
 $\$5000 + 1039.48 = \$6039.48$
- 10) On the coordinate plane provided, graph the amount owed for each loan (total principal and interest) as a function of time, in years, that the loan is outstanding. State the equation for each graph, using  $M$  to represent the total amount owed and  $t$  to represent time.

### Quarterly Compounded Interest Loans

Freshman Loan Equation:  $M = \$5000(1 + .0475/4)^{4t}$

Sophomore Loan Equation:  $M = \$9000(1 + .04/4)^{4t}$

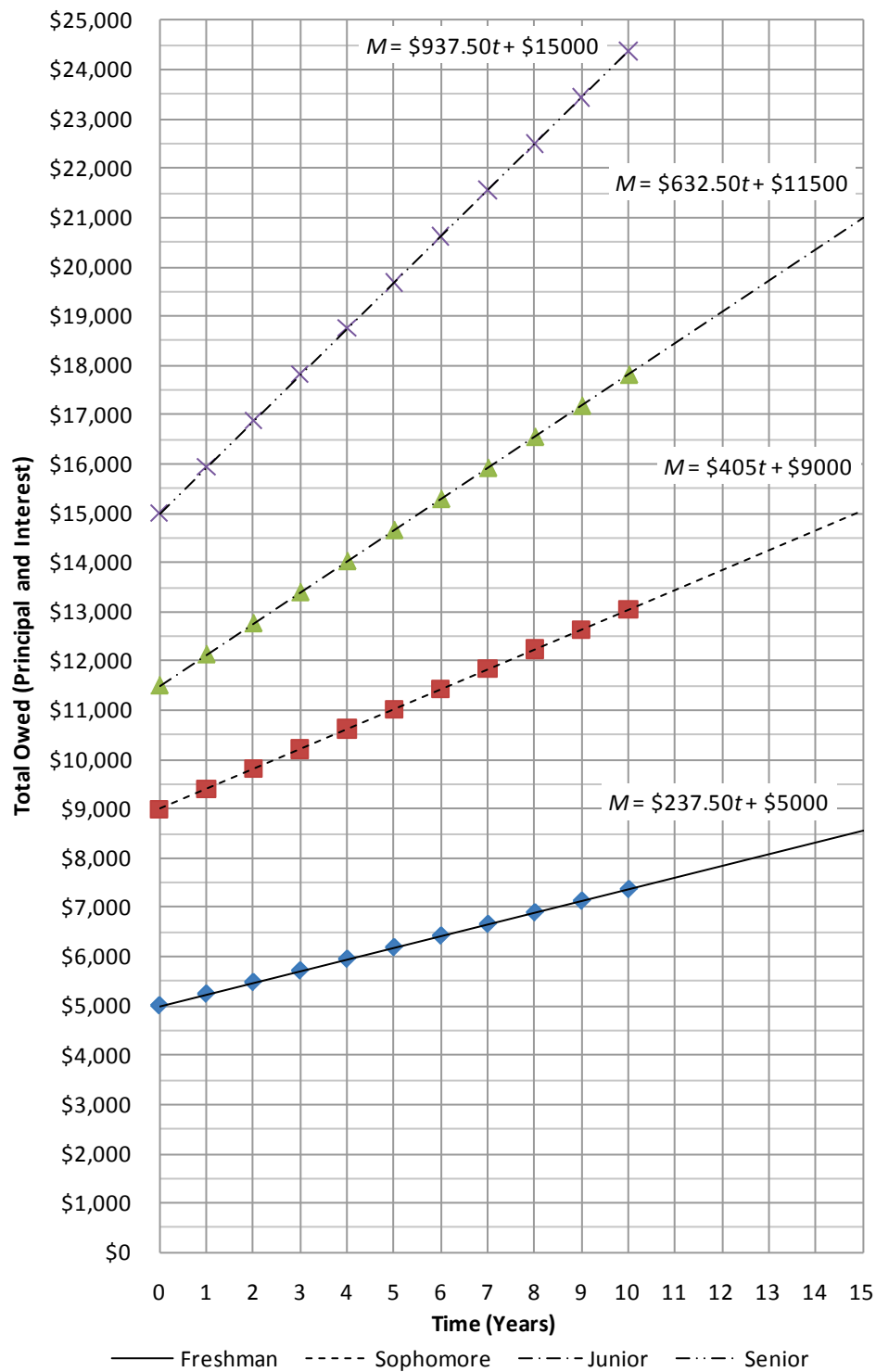
Junior Loan Equation:  $M = \$11500(1 + .055/4)^{4t}$

Senior Loan Equation:  $M = \$15000(1 + .0625/4)^{4t}$

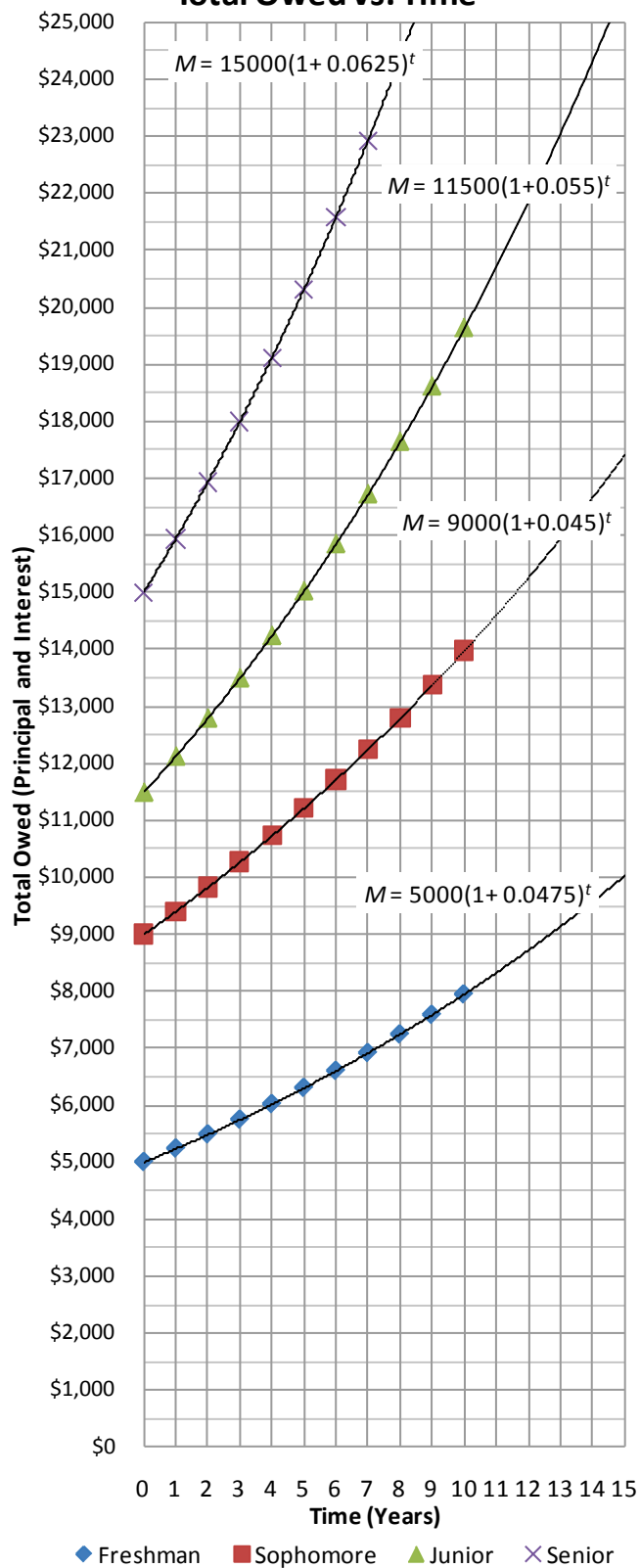
- 11) Calculate Brittany's total debt from all of her student loans (principal and interest) when she graduates at the end of Year 4.

$\$45,119.84$

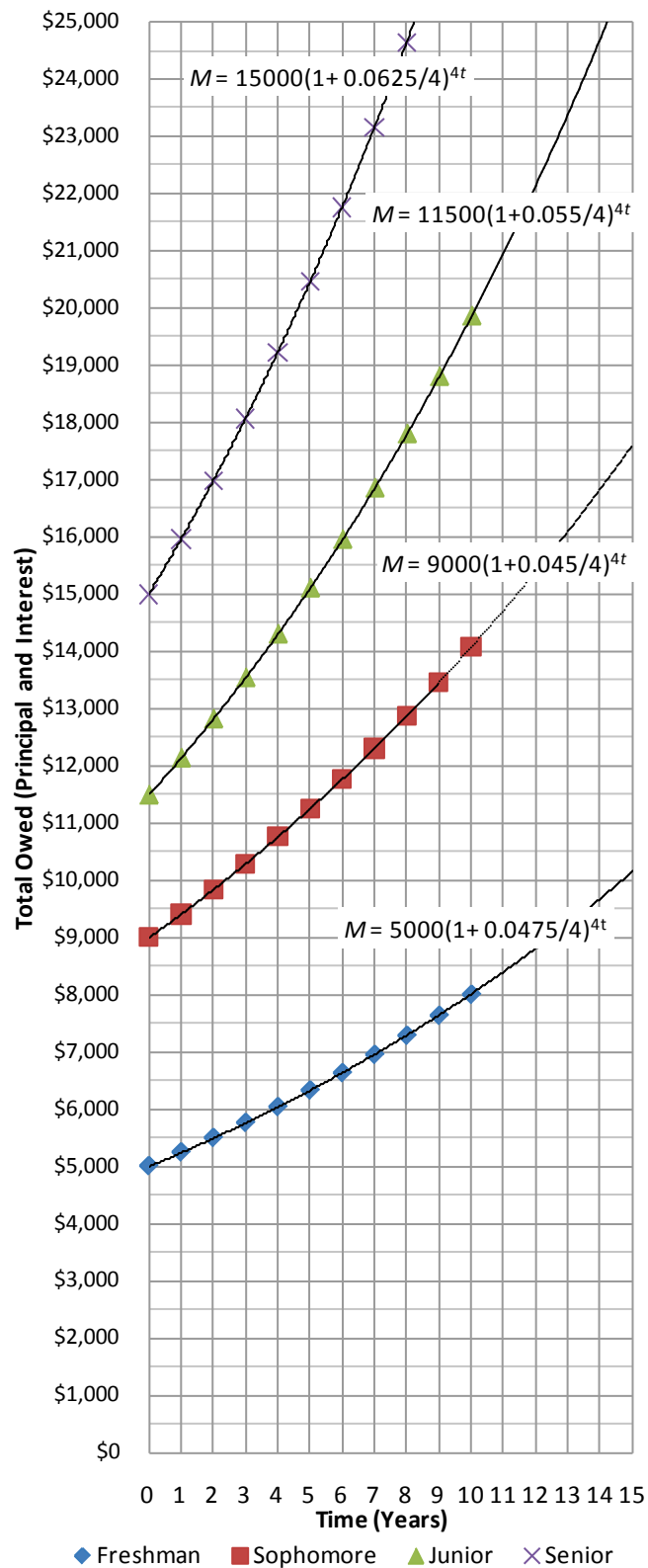
## Simple Interest: Total Owed vs. Time



### Yearly Compounded Interest: Total Owed vs. Time



### Quarterly Compounded Interest: Total Owed vs. Time







## English Language Arts

### Time

45 minutes

### Materials

- Law and Justice Careers Research Paper assignment
- Law and Justice Careers Research Notes template
- Research paper examples (not provided)
- Research Assignment Rubric (not provided)

### Prior Student Learning

Students should understand that writing can have many different purposes and audiences. They should know where their school library is located and when they can use the library facilities.

### Support Strategy

Provide students with a research paper template that they can annotate.

### Essential Question for This Unit

What is the place for me in the law and justice field?

### Objectives

After completing this lesson, students should be able to

- Distinguish how research papers differ from other forms of writing.
- Describe the general format of a research paper and explain the purpose of each of the traditional sections.

### Lesson Activities

#### Lesson Springboard

Ask students to name all the different kinds of writing they've done in school: stories, poems, book reports, essays, and so on. Perhaps have some students share their favorite writing assignment or their favorite type of writing. Have students discuss how these types of writing are different from each other. Is some writing informative, or descriptive, or persuasive? Is some writing intended for entertainment, and some to teach a lesson or to illustrate a point? Can some writing serve multiple purposes? Help students recognize that various types of writing have certain characteristics, some of which are shared across types.

#### Lesson Development

##### Direct Instruction

In this lesson, explain to students that they will be learning about a specific type of writing known as the *research paper*. They will be researching career opportunities in the law and justice field as part of a career exploration process.

Define and distinguish a research paper from other types of writing students have done in school. Research papers are more than descriptive reports or persuasive essays, although a good research paper contains a fair amount of both description and persuasion. Writing a research paper requires gathering information from experts in the field to build knowledge of the subject and then comparing new information with previous thoughts on the subject. A research paper presents both the results of an investigation into a topic and the writer's own analysis and conclusions.

Tell students that although there are many different types of research papers and many different ways to organize them, most research papers have some common structural features. Have students take notes as you go through the general format of a research paper (recommended format may vary by school):

- Introduction—The introduction should identify the topic of the paper and explain the importance or relevance of the research that was done. The introduction often includes some context and the plan for solving the problem.

The introduction usually also contains your research question or thesis statement.

- **Background Information**—The body of a research paper contains two parts. The first is the background information, which is a report of the research that the writer conducted.
- **Analysis**—The second part of the body of a research paper is the analysis. The analysis provides the writer's thoughts on the background information and a discussion of how that information has helped to answer the research question.
- **Conclusion**—The conclusion should provide an answer to the research question, along with a short summary of the important supporting arguments and information.
- **References**—The references section provides the list of sources that were used and cited in the paper.

As you introduce each section, provide students with short examples, both good and bad. Have students evaluate these exemplars. Do they conform to the recommended research paper format, and do they fulfill their intended role within the research paper? If not, what is the problem, and how could it be fixed?

### **Classroom Management**

Some teachers prefer to introduce the assignment at the beginning in order to provide context for the lesson.

### **Lesson Closure**

Hand out the research assignment. Students will be writing a research paper that addresses the unit's essential question, and answering the question "What career best suits my interests and goals?" Students will use the research on careers they conducted in the Law and Justice course, the analyses done in Algebra and English Language Arts, and additional research and self-assessment they will do in Subunit 2 to write the paper. Review the assignment rubric and preview the timeline of upcoming lessons with the students. Conclude the lesson by describing the unit's culminating event, a series of classes in which students will present the results of their research papers.

### ***Possible Prior Misconceptions***

Research papers and reports are often confused. Many students may believe that any paper for which research was done is a research paper, but most such papers are merely reports.

### ***Student Assessment Artifacts***

Research paper annotated template notes  
Research paper section evaluations

### ***Variations and Extensions***

Have students familiarize themselves with the assignment rubric by having them use it to evaluate a sample research paper on an interesting, but unrelated, topic.

## National and State Academic Standards

### NATIONAL

#### NCTE Standards for the English Language Arts

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

### CALIFORNIA

#### English Language Arts Content Standards, Grades 9–10

##### *Reading*

- 2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8** Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).



## **Law and Justice Careers Research Paper**

Choose three law and justice careers in which you are interested. Consider your own desires, aptitudes, and prior experience, and define your priorities for a satisfying career. Refer to your results of the Personality Inventory and Analysis when choosing these three careers.

Then, using print and Internet resources, research these careers. The research should contain the following information:

- Education and experience needed for an entry-level position
- Job outlook and salary expectations
- Tasks, physical demands, and routine of a typical day at the job
- Opportunities for advancement. What are the logical next steps after the entry-level position?

In the final section of the paper, evaluate the three careers and explain why one of them may be best for you. Use the Law and Justice Careers Research Guidelines to organize your research and writing.

The research paper should be four to six pages, double-spaced, and must include a title, an introduction, at least four paragraphs, and a conclusion. All sources should be properly cited and listed in a References section, whether the sources are quoted, paraphrased, or summarized.

## Law and Justice Careers Research Notes

Use the Internet and print resources to find as much of the following information as possible about the three careers you have chosen. The following are a few good places on the Internet to start your research. Be sure to record your sources.

- Occupational Outlook Handbook at <http://www.bls.gov/oco/>
- Career Guide to Industries at <http://www.bls.gov/oco/cg/home.htm>
- Career articles in the Occupational Outlook Quarterly at <http://www.bls.gov/opub/ooq/ooqhome.htm>
- Search engines like <http://www.google.com>, <http://www.ask.com> and <http://www.yahoo.com>

| Career Information   | Career Choices |  |  |
|--|----------------|--|--|
|  |                |  |  |
| <b>EDUCATION &amp; TRAINING</b> <ul style="list-style-type: none"> <li>What is the typical education required for this career?</li> <li>How many years of study are involved?</li> <li>Where would you obtain this education? (On-the-job training, junior college, technical school, college, or university?)</li> <li>What are the entrance requirements for these training schools? How many years? Post graduate?</li> </ul> |                |  |  |
| <i>Source</i>  |                |  |  |
| <b>EARNINGS</b> <ul style="list-style-type: none"> <li>What is the typical range of salaries for this job? In this area? Elsewhere?</li> </ul>   |                |  |  |
| <i>Source</i>  |                |  |  |

| Career Information  | Career Choices |  |  |
|---|----------------|--|--|
|   |                |  |  |
| <b>JOB SKILLS, TALENTS AND EXPERIENCE</b> <ul style="list-style-type: none"> <li>• What special skills, talents, or personality traits are necessary for this occupation?</li> <li>• Where could you gain experience?</li> <li>• In what ways are you suited for this career?</li> <li>• What personality characteristics or skills do you currently possess that you believe will benefit you in this career?</li> </ul> |                |  |  |
| <i>Source</i>   |                |  |  |
| <b>EMPLOYMENT</b> <ul style="list-style-type: none"> <li>• What are the prospects for employment in this occupation?</li> <li>• What factors influence the availability of jobs in this field?</li> <li>• What is the growth potential for this job?</li> </ul>   |                |  |  |
| <i>Source</i>   |                |  |  |

| Career Information   | Career Choices |  |  |
|--|----------------|--|--|
|  |                |  |  |
| <b>TYPICAL DAY</b> <ul style="list-style-type: none"> <li>Describe a typical day for a person in this job. What are the tasks involved in this career?</li> <li>What are the usual hours?</li> <li>What are the best parts of the day?</li> <li>What would be the most challenging?</li> </ul> |                |  |  |
| <i>Source</i>  |                |  |  |
| <b>TECHNOLOGY</b> <ul style="list-style-type: none"> <li>What type of equipment/software is used in this field?</li> <li>How has the use of technology shaped or affected certain careers?</li> </ul>  |                |  |  |
| <i>Source</i>  |                |  |  |

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

| Career Information   | Career Choices |  |  |
|--|----------------|--|--|
|  |                |  |  |
| <b>APTITUDE</b> (Your inherent ability/talent for the job) <ul style="list-style-type: none"> <li>What personality traits/skills do you possess that would make you suited for this job?</li> <li>What “real life” experiences have you had that have prepared you?</li> </ul> |                |  |  |
| <i>Source</i>  |                |  |  |



## *Taking a Closer Look*

### **SUBUNIT 2 OVERVIEW**

#### ***Essential Question for This Unit***

What is the place for me in the law and justice field?

#### ***Subunit Goals***

By the end of Subunit 2, students will have explored and gained insight into their own interests, strengths, and skills. Using that information, they will have selected three potential law and justice careers for greater investigation. In preparation for writing a career-exploration research paper, students will become familiar with the structure and unique characteristics of an analytical research paper. They will also be able to critically evaluate web materials when searching for information on the Internet. Subunit 2 concludes with students researching the life of an important figure in the fields of law and justice and writing a report on that individual.

#### ***Subunit Key Questions***

- What are my career-related interests, my strengths, and my weaknesses? (Foundations of Law)
- What factors should I take into account as I start to consider career possibilities? (Foundations of Law and English Language Arts)
- How can I make reasoned and intelligent decisions about my career options? (English Language Arts)
- Is information accurate just because it's on the Internet? How can I know if my information source is reliable and trustworthy? (English Language Arts)
- What are the landmark accomplishments in the field of law and justice? Who was involved in these advances? What were their life experiences? (English Language Arts, U.S. or World History)

#### **Lesson Summaries**

| <b>Lesson</b> | <b>Subject</b>                               | <b>Description</b>  |
|---------------|--|---|
| 2.1           | Foundations of Law                           | <b><i>Know Yourself</i></b><br>Students complete interest and skill surveys and align their results with categories of law and justice careers.   |
| 2.2           | English Language Arts                        | <b><i>Writing a Research Paper: Introduction to Research</i></b><br>Students review methods of gathering information from print and online sources. Students critically evaluate content found on the Internet as source material.        |
| 2.3           | English Language Arts                        | <b><i>Writing a Research Paper: Organizing Information</i></b><br>Students practice reading with a critical eye, as well as paraphrasing and summarizing sources that they will use in their Career Research paper.                       |
| 2.4           | English Language Arts, U.S. or World History | <b><i>Law and Justice Visionaries</i></b><br>Students study important figures and advances in the law and justice field throughout history. Students select one important figure and write a report on his or her life and contributions. |





## Subunit 2—Taking a Closer Look

# *Know Yourself*

## LESSON 2.1

### Foundations of Law

#### Time

45 minutes

#### Materials

#### Equipment

Access to Internet

#### Resources

Personality Self-Evaluation  
and Career Matching Matrix  
handout

### *Essential Question for This Unit*

What is the place for me in the law and justice field?

### *Objectives*

After completing this lesson, students should be able to

- Identify characteristics of their personality.
- Match their personality characteristics to possible career choices.

### *Lesson Activities*

#### Lesson Springboard

Introduce the following scenario to students:

You are the only paralegal in the office before a big holiday weekend, as the two other paralegals in the office are out on vacation. Many of the attorneys at the firm are still working, including one of the partners at the firm. You have many important deadlines today, and your duties include the following:

- Contact five clients to gather information for a case.
- Draft two documents that need to go to the courthouse.
- File three documents at the courthouse.
- Organize and mark trial exhibits for an upcoming trial.
- Conduct legal research for a specific case.
- Answer the phone whenever it rings.
- Conduct all the general office duties – mailing, faxing, copying, etc.

In a hurried frenzy, the partner at the firm comes up to your desk and asks you to interview a witness (something you have done before, but your experience is very limited). He explains that all the junior attorneys are in court, the other paralegals are out, and he has a trial in an hour, so no one else is available to do it.

If you were this paralegal, how would you organize your time to deal with all of these responsibilities? How would you figure out the priorities? If you were a student who is thinking about a career as a paralegal, is this the kind of work that you would enjoy doing? Would a different kind of legal assignment suit you better? Or, would you be happier in an entirely different law and justice role?

In any job, important decisions need to be made, and multiple tasks must be accomplished. It is important to choose a career where many of the key responsibilities are ones that you find interesting and challenging.



## **Lesson Development**

### *Class Discussion*

Discuss briefly with students how being aware of our personality characteristics can help us make good career choices and be productive on the job. If students are aware of their personality type and activity preferences, they can approach their work in a manner that best suits their style. This includes knowing how they manage their time, how they solve problems, how they make decisions, and how they deal with stress. Knowledge of their personality type can also help students work effectively in cooperative groups and understand how best to work with others.

Tell students that when making decisions about careers or jobs, it's important to think about their personal interests and abilities. How they view themselves and their relationships with others is important. Work satisfaction often depends greatly on our attitudes toward our jobs.

### *Self-Evaluations*

Pass out the Personality Self-Evaluation and Career Matching Matrix handout and have students answer the questions. Ask them to match their strongest personality type indicators to the list of corresponding careers. Remind students that many of the careers listed on the matrix are suited for individuals with several personality types. However, the matrix is a way to highlight one personality type that is a close match. If time allows, let students look up any unfamiliar careers online. They will be conducting in-depth research on several careers later in the unit.

## **Lesson Closure**

Have students consider what kinds of rewards and challenges they expect from a career in law and justice and then select a few occupations that seem interesting for further investigation.

## ***Student Assessment Artifacts***

Completed Personality Self-Evaluation

List of possible careers of interest

## ***Variations and Extensions***

Have students take a sample personality type test and share their results.

A free Myers-Briggs-like assessment can be found at

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>.

## **National and State Career Technical Standards**

### **NATIONAL**

National standards for this course are not available

### **CALIFORNIA**

#### **Public Services Standards**

#### **3.0 Career Planning and Management**

Students understand how to make effective decisions, use career information, and manage personal career plans

#### **3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.**

## Personality Self-Evaluation and Career Matching Matrix

**First ... make an inventory of your interests.**

- |   |  |
|---|--|
| <p>1. <input type="checkbox"/> Work on a farm or help save a rainforest.</p> <p>2. <input type="checkbox"/> Solve complicated math problems.</p> <p>3. <input type="checkbox"/> Act in a movie or play.</p> <p>4. <input type="checkbox"/> Study social groups in society.</p> <p>5. <input type="checkbox"/> Interview strangers for the TV news.</p> <p>6. <input type="checkbox"/> Learn about and study the economy.</p> <p>7. <input type="checkbox"/> Study "how-to" mechanics manuals.</p> <p>8. <input type="checkbox"/> Perform science lab experiments.</p> <p>9. <input type="checkbox"/> Manage an art gallery.</p> <p>10. <input type="checkbox"/> Conduct a religious service.</p> <p>11. <input type="checkbox"/> Bargain at a flea market.</p> <p>12. <input type="checkbox"/> Write up graphs or charts with statistics.</p> <p>13. <input type="checkbox"/> Build cabinets or furniture.</p> <p>14. <input type="checkbox"/> Study nature outdoors or trace the effects of pollution on the environment.</p> <p>15. <input type="checkbox"/> Write a movie screenplay.</p> <p>16. <input type="checkbox"/> Lead a club or scout troop.</p> <p>17. <input type="checkbox"/> Buy merchandise for a store.</p> <p>18. <input type="checkbox"/> Work 9:00 to 5:00 in a corporate office.</p> <p>19. <input type="checkbox"/> Operate heavy machinery.</p> <p>20. <input type="checkbox"/> Play chess.</p> <p>21. <input type="checkbox"/> Work on an art or a music magazine.</p> <p>22. <input type="checkbox"/> Get involved in a charity or community organization.</p> <p>23. <input type="checkbox"/> Do fast-paced, high-pressure sales work.</p> <p>24. <input type="checkbox"/> Design computer games and programs.</p> | <p>25. <input type="checkbox"/> Work outside in a national park.</p> <p>26. <input type="checkbox"/> Research a law case.</p> <p>27. <input type="checkbox"/> Play a musical instrument.</p> <p>28. <input type="checkbox"/> Work with babies or children.</p> <p>29. <input type="checkbox"/> Run for class office.</p> <p>30. <input type="checkbox"/> Work after school to save money.</p> <p>31. <input type="checkbox"/> Set up a sound system.</p> <p>32. <input type="checkbox"/> Read science fiction.</p> <p>33. <input type="checkbox"/> Write a short story, play, or novel.</p> <p>34. <input type="checkbox"/> Entertain at a party.</p> <p>35. <input type="checkbox"/> Work in a politician's office.</p> <p>36. <input type="checkbox"/> Enter documents into a computer.</p> <p>37. <input type="checkbox"/> Build a jet aircraft model.</p> <p>38. <input type="checkbox"/> Use an electron microscope or high-tech medical instrument.</p> <p>39. <input type="checkbox"/> Design a new line of clothes.</p> <p>40. <input type="checkbox"/> Read and discuss literature.</p> <p>41. <input type="checkbox"/> Debate political and social issues on TV.</p> <p>42. <input type="checkbox"/> Keep accurate records of a business.</p> <p>43. <input type="checkbox"/> Repair a car engine.</p> <p>44. <input type="checkbox"/> Identify constellations of stars.</p> <p>45. <input type="checkbox"/> Take pottery classes.</p> <p>46. <input type="checkbox"/> Work with senior citizens.</p> <p>47. <input type="checkbox"/> Sell products on commission.</p> <p>48. <input type="checkbox"/> Set up a budget for running a large company or government agency.</p> |
|---|--|

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**Second ... add up your scores.**

Below, circle the numbers you checked off. Count the number of circles in each line. Then enter that total in the blank space at the end of each line.

| Personality Types |   |    |    |    |    |    |    |    |  | Total |
|-------------------|---|----|----|----|----|----|----|----|--|-------|
| A. Doers          | 1 | 7  | 13 | 19 | 25 | 31 | 37 | 43 |  |       |
| B. Investigators  | 2 | 8  | 14 | 20 | 26 | 32 | 38 | 44 |  |       |
| C. Artists        | 3 | 9  | 15 | 21 | 27 | 33 | 39 | 45 |  |       |
| D. Helpers        | 4 | 10 | 16 | 22 | 28 | 34 | 40 | 46 |  |       |
| E. Enterprisers   | 5 | 11 | 17 | 23 | 29 | 35 | 41 | 47 |  |       |
| F. Detailers      | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 |  |       |

**Third ... evaluate yourself.**

In what two personality types did you score the highest? Write the names in the blank spaces below.

|  |  |
|--|--|
|  |  |
|--|--|

Match your personality type with potential law and justice careers using the chart on the next page.

### Career Matching Matrix

| A. Doers  | B. Investigators  | C. Artist  | D. Helper  | E. Enterpriser  | F. Detailer   |
|---|---|--|--|---|---|
| <p>If you love working with your hands, chances are you're a "doer." You may enjoy working outdoors or out of an office. You may prefer solving concrete rather than abstract problems. Many doers grow up to have "hands-on" careers, such as the following:</p> <p>Correctional officer, jailer<br/>Jail administrator<br/>Probation officer<br/>Parole officer<br/>Warden<br/>Information systems security specialist<br/>Security director<br/>Uniformed security officer<br/>Animal control officer<br/>Criminal investigator<br/>Highway patrol pilot<br/>Police and patrol officer<br/>Bailiff<br/>Court clerk<br/>Judge<br/>Lawyer<br/>Magistrate<br/>Mediator, arbitrator<br/>Negotiator<br/>Paralegal<br/>Legal secretary</p> | <p>Investigators are observant and curious. They have a feel for gathering and figuring out information. Many love science, math, or history. They may prefer to work more on their own than with others. Does that sound like you? Perhaps you'd like to be one of these professionals:</p> <p>Case manager<br/>Correctional consultant<br/>Computer forensics examiner<br/>Information systems security specialist<br/>Security director<br/>Transportation security technician<br/>Uniformed security officer<br/>Criminal investigator<br/>Police detective<br/>Police and patrol officer<br/>Forensic scientist, specialist<br/>Immigration, customs inspector<br/>Case management specialist<br/>Lawyer<br/>Paralegal</p> | <p>Artists are creative, imaginative, and like to express themselves. They may work best in environments where they use words, pictures and other forms of expression to produce products or communicate ideas. The following may be ways to use your artistic talents:</p> <p>Correctional educator, trainer<br/>Program coordinator<br/>Public information officer<br/>Security systems designer<br/>Crime scene, evidence photographer<br/>Facial reconstruction artist<br/>Forensic artist<br/>Public information officer<br/>Sketch (composite) artist<br/>Court artist, illustrator<br/>Public information officer</p> | <p>Helpers are expert communicators. They work well in groups and interact well with all kinds of people. Can you imagine helping others with personal problems, like these professionals?</p> <p>Case manager<br/>Correctional educator, trainer<br/>Counselor<br/>Dietitian<br/>Probation, parole officer<br/>Program coordinator<br/>Social worker<br/>Youth services worker<br/>Uniformed security officer<br/>Animal control officer<br/>Child support enforcement officer<br/>Criminal investigator<br/>Park ranger<br/>Police and patrol officer<br/>Bailiff<br/>Lawyer<br/>Judge<br/>Mediator, arbitrator<br/>Negotiator</p> | <p>Do you have strong leadership qualities? Can you organize and prioritize? Are you competitive, a risk-taker? Can you persuade others to see things your way? Enterprisers have the social skills of helpers and the hands-on skills of doers like these:</p> <p>Correctional consultant<br/>Warden<br/>Information systems security specialist<br/>Loss prevention specialist<br/>Private security specialist<br/>Retail security manager<br/>Security consultant<br/>Security systems designer, engineer, installer, technician<br/>Security systems salesperson<br/>Facial reconstruction artist<br/>Private detective, investigator<br/>Court artist, illustrator<br/>Court reporter<br/>Lawyer</p> | <p>Detailers have great focusing skills. They analyze facts and numbers. They're observant and able to evaluate what they perceive. They often prefer a steady routine. They like being part of a team, though not always in leadership roles. The law and justice career cluster has many careers for detailers like these:</p> <p>Administrative assistant<br/>Correctional consultant<br/>Correctional officer, jailer<br/>Jail administrator<br/>Support staff<br/>Transport officer<br/>Computer forensics examiner<br/>Information systems security specialist<br/>Loss prevention specialist<br/>Security director<br/>Transportation security technician<br/>Uniformed security officer<br/>Coroner<br/>Crime scene, evidence photographer<br/>Criminal investigator<br/>Dispatcher<br/>Forensic scientist, specialist<br/>Police and patrol officer<br/>Immigration, customs inspector<br/>Bailiff<br/>Case Management specialist<br/>Court clerk<br/>Court reporter<br/>File and document manager<br/>Paralegal<br/>Legal secretary</p> |

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## English Language Arts

### Time

135 minutes

### Materials Equipment

- Access to a library media center
- Access to a computer lab

### Resources

- Critical Evaluation of Web Resources handout
- A Web Page Evaluation checklist or rubric, designed by the teacher or accessed from the Internet
- A Library Media organization handout that reflects the arrangement at your school

### Prior Student Learning

Students should be familiar with the Dewey Decimal System

### Essential Question for This Unit

What is the place for me in the law and justice field?

### Objectives

After completing this lesson, students should be able to

- Describe the organization of a library media center, particularly the one at their school.
- Select and utilize appropriate reference tools
- Critically evaluate Internet resources.
- Take concise and organized notes from reference materials.

### Lesson Activities

#### Lesson Springboard

Ask students if they've ever read anything on the Internet that struck them as inaccurate. Chances are, they have. Find a recent example of a highly biased, or comically error-filled web page to share with students. Have students quickly go through the site to find as many errors or questionable statements as possible.

#### Lesson Development

##### Library Media Center

Explain that in today's lesson, students will learn to be critical consumers of information. The first step in that process is to locate information. The two most common venues for research are the Library Media Center and the Internet.

Take students to the Library Media Center. Together with the Media Specialist, review the basic organization of a library media center and any special features of your own media center. Be sure to cover the organization of various collections and use of the catalog system and cross-references. Describe how many libraries are connected through Interlibrary Loan.

##### Internet Research

Explain to students that when they are using the Internet for research, it is important to remember that not everything they find there is reliable. The Internet can be a great information resource on many topics. But putting documents or pages on the Web is easy, cheap or free, unregulated, and largely unmonitored. Even sites that seem reliable at first glance, like Wikipedia, can have substantial numbers of errors, both accidental and intentional. The burden is on users to establish the validity, authorship, timeliness, and integrity of what they find. Tell students that it is important to cultivate a habit of healthy skepticism regarding information found on the Web.

Review the following questions that students should keep in mind when doing research on the Internet:

- What can the URL tell you? For example, who wrote the page? Is he, she, or the authoring institution a qualified authority?
- Is the information dated? Is it current, timely?
- Is information that is cited authentic?
- Does the page have overall integrity and reliability as a source?
- Is there a bias? What is the bias?
- Could the page or site be ironic, like a satire or a spoof?
- If you have questions or reservations, how can you satisfy them?

You may wish to review a sample site with students, going through the preceding questions. And, you may refer students to one of the many websites that provide checklists for evaluating Internet resources. Two examples are Kathleen Schrock's *Critical Evaluation of A Web Site, Secondary Level*, <http://school.discovery.com/schrockguide/evalhigh.html> and 24/7—*A Library Research Guide and Webletter—Evaluating the Web*, from the Oakton Community College Library, <http://servercc.oakton.edu/%7Ejmayzel/247/evalchart.htm>

Allow students to begin research on their own topics chosen in Lesson 1.4. Have students identify a minimum of three credible resources for their research and one suspect resource.

### **Lesson Closure**

Remind students that they will be using the resources they have located to continue research on their career selections. Go around the room and have students share an example of a credible source and a suspect source; have them justify their classifications.

### ***Possible Prior Misconceptions***

Many students believe that most information published on the Internet is accurate. Students often have difficulty in thinking critically about sources of information, especially if the publishing format looks professional. Students are especially susceptible to extensive, well-known sites like Wikipedia.

### ***Student Assessment Artifacts***

List of resources for continued research

## National and State Academic Standards

### NATIONAL

#### NCTE Standards for the English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

### CALIFORNIA

#### English Language Arts Content Standards, Grades 9–10

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.



## **Critical Evaluation of Web Resources**

Whenever you are using the Internet for research, it is important to remember that not everything you find there is reliable. The Internet can be a great information resource on many topics. But putting documents or pages on the Web is easy, cheap or free, unregulated, and largely unmonitored. Even sites that seem reliable at first glance, like Wikipedia, can have subtle (or glaring!) errors. The burden is on you—the reader—to establish the validity, authorship, timeliness, and integrity of what you find. It is important to cultivate a habit of healthy skepticism regarding information you find on the Web.

Here are seven questions to ask when doing research on the Internet:

1. What can the URL tell you? For example, who wrote the page? Is he, she, or the authoring institution a qualified authority?
2. Is the information dated? Is it current, timely?
3. Is the information that is cited authentic?
4. Does the page have overall integrity and reliability as a source?
5. Is there a bias? What is the bias?
6. Could the page or site be ironic, like a satire or a spoof?
7. If you have questions or reservations, how can you satisfy them?



## English Language Arts

**Time**  
45 minutes

### Resources

Writing Skills worksheets on Summarizing, Paraphrasing, Citing References, and Using Quotations

Law and Justice Careers Research Notes Template (Lesson 1.4)

Model research paper on an unrelated topic

### Prior Student Learning

Students should know how to use the library and Internet as research tools.

Students should be able to skim documents for essential information.

### *Essential Question for This Unit*

What is the place for me in the law and justice field?

### *Objectives*

After completing this lesson, students should be able to

- Read with a critical eye.
- Take notes and site sources correctly.
- Summarize, paraphrase, and know when and how to use direct quotations.

### *Lesson Activities*

#### **Lesson Springboard**

Research is already a big part of our lives—more than we might think. Consider the following:

- You have a chance to visit London, but you can stay only 1 week. You want to plan that week.
- You decide to get more exercise and have to pick one of several gyms in your neighborhood.
- You have taken a new job and have to choose a health plan. There are four options. Which one will be the best for you?
- Some friends tell you that a song you like is dedicated to the “victims of Darfur.” You decide to find out all you can about the song and the dedication.

As these examples show, much of our work, as well as our personal lives, depend on research: we find something out and then report on it. But good research takes skill in seeking out pieces of information, evaluating their usefulness, and fitting them together to answer a question or make a decision. In this lesson, we will be researching potential law and justice career options that are suited to our interests and skills.

### **Lesson Development**

#### *Class Discussion—Reading with a Critical Eye*

Research calls for active, inquisitive reading. You must respond to what you read, and read with your research question in mind. What is your author’s point of view? Is he or she an advocate or a critic? An insider or an impartial observer? How much evidence is there? What kind? How persuasive is it?

Skimming a source can tell you a lot about its value for your research question. Look at the introduction, subheadings, and at the first sentences of paragraphs. Some sources end with a summary of their contents that can save you time.

### *Taking Useful Notes*

Discuss the characteristics of effective note-taking with the class. The research question guides the notes you take. What will your source help you to demonstrate? To which part of your research is the source relevant? What more do you need to know? Record the author, title, page number, and a short reference to the URL for each note: this will help to create your list of citations (see Lesson 3.3).

### *Student Note-Taking Project*

Distribute guidelines and worksheets on summaries, paraphrases, citations, and direct quotation. Define the principles for writing effective summaries. Allow students time to write a one-paragraph summary. Then have them compare their summaries in pairs and offer suggestions on improvement. Students can also volunteer to read their summaries out loud to the class for comments.

If time remains, let the students complete the remaining worksheets on paraphrasing, citations, and direct quotations. Otherwise, allow them to do these worksheets as **homework**.

### **Lesson Closure**

Ask the students how they may benefit from these note-taking skills in their lives. Return to the examples from the Lesson Springboard and have the students add examples of their own.

### ***Possible Prior Misconceptions***

Some students think they must take notes on everything they read. They may think that in a summary or paraphrase, *every* word from the source must be changed. They may also overuse direct quotations in their writing.

### ***Student Assessment Artifacts***

Notes for research paper

### ***Variations and Extensions***

Divide students into groups and have them practice summarizing, paraphrasing, and quoting by using sources from their own research.

## **National and State Academic Standards**

### **NATIONAL**

#### **NCTE Standards for the English Language Arts**

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

### **CALIFORNIA**

#### **English Language Arts Content Standards, Grades 9–10**

- 1.3** Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

## Writing Skills: Summarizing a Reading

Summaries, which are common in academic writing, are usually a part of an essay, term paper, or written response in a test. Their purpose is to provide a brief and accurate account of ideas and information from another source or (sometimes) sources. Several principles will help you write effective summaries.

- A summary should include only the information and ideas from the source. You should not include additional information or your own opinions.
- A summary is written in complete sentences in paragraph form.
- A summary includes the main ideas and most important information from the source. It does not include secondary support, details, or digressions.
- The language of a summary should be paraphrased and not copied precisely from the source. (Not every word will require a synonym, however. Don't summarize an article on seatbelts with the phrase *vehicular restraint devices*. No synonym is needed for *seatbelt*.)

The section below is from the special essay "Constitutional Framework" (2010) in Encyclopedia Britannica Online. Some of the text has been highlighted because it is not necessary for a summary.

### ***Why have these parts been highlighted? Why do the other parts remain? Why are they important for a summary?***

The Constitution of the United States, written to redress the deficiencies of the country's first constitution, the Articles of Confederation (1781–89), defines a federal system of government in which certain powers are delegated to the national government and others are reserved to the states. The national government consists of executive, legislative, and judicial branches that are designed to ensure, through separation of powers and through checks and balances, that no one branch of government is able to subordinate the other two branches. All three branches are interrelated, each with overlapping yet quite distinct authority.

The U.S. Constitution, the world's oldest written national constitution still in effect, was officially ratified on June 21, 1788 (when New Hampshire became the ninth state to ratify the document), and formally entered into force on March 4, 1789, when George Washington was sworn in as the country's first president. Although the Constitution contains several specific provisions (such as age and residency requirements for holders of federal offices and powers granted to Congress), it is vague in many areas and could not have comprehensively addressed the complex myriad of issues (e.g., historical, technological, etc.) that have arisen in the centuries since its ratification. Thus, the Constitution is considered a living document, its meaning changing over time as a result of new interpretations of its provisions. In addition, the framers allowed for changes to the document, outlining in Article V the procedures required to amend the Constitution. Amending the Constitution requires a proposal by a two-thirds vote of each house of Congress or by a national convention called for at the request of the legislatures of two-thirds of the states, followed by ratification by three-fourths of the state legislatures or by conventions in as many states.

***In the rest of this section, cross out the parts you would not include in a summary.***

In the more than two centuries since the Constitution's ratification, there have been 27 amendments. All successful amendments have been proposed by Congress, and all but one—the Twenty-first Amendment (1933), which repealed Prohibition—have been ratified by state legislatures. The first 10 amendments, proposed by Congress in September 1789 and adopted in 1791, are known collectively as the Bill of Rights, which places limits on the federal government's power to curtail individual freedoms. The First Amendment, for example, provides that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” Though the First Amendment's language appears absolute, it has been interpreted to mean that the federal government (and later the state governments) cannot place undue restrictions on individual liberties but can regulate speech, religion, and other rights. The Second and Third amendments, which, respectively, guarantee the people's right to bear arms and limit the quartering of soldiers in private houses, reflect the hostility of the framers to standing armies. The Fourth through Eighth amendments establish the rights of the criminally accused, including safeguards against unreasonable searches and seizures, protection from double jeopardy (being tried twice for the same offense), the right to refuse to testify against oneself, and the right to a trial by jury. The Ninth and Tenth amendments underscore the general rights of the people. The Ninth Amendment protects the unenumerated residual rights of the people (i.e., those not explicitly granted in the Constitution), and the Tenth Amendment reserves to the states or to the people those powers not delegated to the United States nor denied to the states.

Using the information from the sections that have not been crossed out or shaded, write a one-paragraph summary of “Constitutional Framework”. Then compare your summary with those of your classmates. Remember to paraphrase the language.

## ***Writing Skills: Paraphrase***

When referring to another writer's ideas, it is often necessary to *paraphrase* (restate in other words) rather than directly quote the writer's words. Change the vocabulary **and** the sentence structure of the following without altering the meaning.

*From "Constitutional Framework"*

"The guarantees of the Bill of Rights are steeped in controversy, and debate continues over the limits that the federal government may appropriately place on individuals. One source of conflict has been the ambiguity in the wording of many of the Constitution's provisions."

*Paraphrase with different vocabulary only (often inadequate or awkward)*

"In the Bill of Rights, there are several disagreements, as people continue to discuss the limits the federal government can place on individuals. For example, there are disagreements in the wording of some of the Constitution's provisions."

*Paraphrase with different vocabulary and different sentence structure (much better)*

"The ambiguity in the language of the Constitution has sparked extreme controversy, particularly around the guarantees in the Bill of Rights. For example, there is an ongoing debate over the limits the federal government can place on individuals."

***Paraphrase these sentences:***

*1. From "Constitutional Framework"*

"Between the ratification of the Bill of Rights and the American Civil War (1861–65), only two amendments were passed, and both were technical in nature."

***Paraphrase with different vocabulary and different sentence structure***

*2. From "Constitutional Framework"*

"The Fourteenth Amendment, which granted citizenship rights to former slaves and guaranteed to every citizen due process and equal protection of the laws, was regarded for a while by the courts as limiting itself to the protection of freed slaves, but it has since been used to extend protections to all citizens."

***Paraphrase with different vocabulary and different sentence structure***

### ***Writing Skills: Citation***

The APA (American Psychological Association) style is widely used in the social sciences. It uses parenthetical citations within a text. When you refer to the authors' ideas within your essay, you need the authors' last names and the date of publication. For example:

Many companies are now hiring temporary and contract workers in order to increase their flexibility in a fluctuating global market (Micklethwait & Wooldridge, 2003).

Micklethwait and Wooldridge report that approximately 10 percent of American workers are temporary employees or independent contractors (2003).

You will also need a list of *References* at the end, arranged in alphabetical order by author's last name. For example:

### **References**

Micklethwait, J., & Wooldridge, A. (2003).

A future perfect: The challenge and promise of globalization. New York: Random House.

Note that it is necessary to cite the source of an idea even if the language is paraphrased.

***Add citations to the paraphrased statements you wrote in the previous worksheet, Writing Skills: Paraphrase.***

***You will be including proper citations in your report on careers in law and justice. Be sure to record all of the necessary information about each source that you use in your research, and keep track of the source of each idea or piece of information.***

## Writing Skills: Using Quotations

Be careful not to overuse direct quotations. When should you quote?

- When another writer has stated something so clearly, concisely, or eloquently that you want to include his or her exact words and comment on them.
- When you want to agree or disagree with another writer and you want to be certain that his or her words are accurately reported.
- When you interview someone and want to include his or her spoken statement.

Remember that all works that you paraphrase or quote must be included in your list of references. Punctuate the quotations correctly and include in-text citations.

Battista (2005) insists that "single payer universal health care costs [in a system that bypasses insurance companies] would be lower than the current US system" due to lower administrative costs.

According to Patterson (2004), "Childbirth and reproductive care are the most common reasons for women of childbearing age to use health care."

Note that the bracketed phrase, "in a system that bypasses insurance companies" was not in the original article. It was added to clarify the meaning of the quotation.

### ***Practice writing sentences that include quotations:***

Author's name (date) defines/states/claims/declares "\_\_\_\_\_."

According to author's name (date), "\_\_\_\_\_."







## Subunit 2—Taking a Closer Look

# *Law and Justice Visionaries*

## LESSON 2.4

### History/ English Language Arts

#### Time

1–2 weeks

#### Materials Equipment

- Access to a library media center
- Access to a computer lab

### Resources

- Law and Justice Visionaries Handout
- Law and Justice Visionaries Research Report Assignment handout
- A Sample Research Paper (not provided)
- Grading Rubric (not provided)

#### Prior Student Learning

Students should be familiar with the Dewey Decimal System and the basic organizational structure of a library media center.

Students should be comfortable using an Internet search engine and identifying effective search terms for use.

### *Essential Question for This Unit*

What is the place for me in the law and justice field?

### *Objectives*

After completing this lesson, students should be able to

- Briefly describe the historical impact of these law and justice visionaries.
- Explain how these visionaries have influenced society.
- Research and write a biographical research report complete with appropriate reference citations.

### *Lesson Activities*

#### Lesson Springboard

Ask students to share some of their role models with the rest the class. You may wish to share one of your own role models. Have students describe the characteristics of their role models that make them worthy of admiration. Briefly discuss the importance of role models and their influence on the lives of those they inspire. Tell students that over the next several days they will each be learning about a potential role model within the law and justice field.

#### Lesson Development

##### *Assignment*

Tell students that they will be researching and writing a report on a law and justice visionary. Distribute the handout **Law and Justice Visionaries** and go through the list with the class. Have each student select one visionary that they would like to learn more about; the visionary can be from the list or another person of the student's choice.

Pass out the handout **Law and Justice Visionaries Research Report Assignment**, and have all students read it silently to themselves. Set a due date for the assignment. Remind students that a research report presents facts about a specific topic that are derived from research. A research report may also include ideas from books, magazines, newspapers, interviews, or the Internet. All ideas borrowed from different sources must be credited to the original writer or speaker. A research report should include a title page, introduction, the body of the report, a conclusion, and a list of references. Tell students that the length of a research report varies greatly according to the subject, the complexity of the topic, and the audience for which it is written. The length of the research report for this assignment is three to four pages.

It is suggested that students have their research paper receive credit in both their English and History classes; the English course will evaluate writing skills, while the History course will evaluate the strength of the research and content. Provide

students with a rubric that will be used to grade their final paper in English and History. Also provide a sample research paper.

Over the next several days, allow time for students to go through the research and writing process for this assignment. Coordinate with the English Language Arts and History teachers to determine which activities will take place in each class.

Review the steps of the writing process with the class (see the outline below): (1) Prewriting—choosing a purpose, subject, and audience; gathering ideas and conducting research; arranging information (note-taking, writing an outline). (2) Writing a draft—putting ideas down on paper, including new ideas you discover as you write. (3) Evaluating and revising—making judgments about content, organization, and style; making changes to improve the draft. (4) Proofreading—correcting errors in grammar, usage and mechanics. (5) Publishing—sharing your writing.

#### *Prewriting*

Note Taking—The Cornell Note-Taking strategy will help you identify the major ideas and supporting details in the text.

- Preview what you will read.
- Read the title, subheadings, first and last paragraphs, and topic sentences.
- Read the text carefully. Then note the main points in the Main Points column and the supporting details in the Evidence/Details column of your Cornell chart.
- Summarize what you have read about your subject.
- Review what you have learned about your subject.

Outlining—Use the information contained in your notes to create an outline of the report. For example:

Title: Name of historical law and justice visionary you have chosen to write about.

- I. Introduction. Your opening paragraph will introduce the topic and get the reader's attention. It will include background information about the person you have chosen.
  - A. His/her early years
  - B. Education
  - C. Interesting details about his/her life
- II. Body paragraph(s)
  - A. What were the major accomplishments of the law and justice visionary you have chosen to write about?
  - B. What were his/her contributions to the law and justice field?
  - C. How did his/her contributions influence the field of law and justice?
- III. Conclusion. Write a conclusion that summarizes the important points in the paper and leaves the reader with a lasting impression.
  - A. What have I learned from this law and justice visionary? How do his/her contributions affect me today?

- B. How can I emulate this person? What do I want to contribute to the field of law and justice in the future?

### *Writing/Drafting*

If you have a complete and well-organized outline, writing your paper should be no problem. Your opening paragraph must state the main point of your paper and also say something interesting or catchy to get your reader's attention.

Your closing paragraph (conclusion) should summarize the main points made in the paper and end with a strong closing sentence—one that will make a lasting impression.

**Remember:** Use your own words. Your writing should sound like it comes from you, a student writer. (Use quotation marks when you use someone else's words.)

### *Revising*

Read your paper aloud. Make necessary corrections. Ask the following questions:

- Does my opening paragraph introduce the topic and get the reader's attention?
- Are my body paragraphs clear? Do they contain a main idea and details about the topic?
- Do I have a conclusion? Does it summarize the important points? Does it leave my readers with a lasting impression?
- Did I use my own words?

### *Editing*

Check for spelling, grammar, usage, punctuation, and capitalization.

Be sure you have given credit for an author's ideas or words. Make sure you follow the guidelines for compiling your bibliography (reference list).

Be sure you have a title page.

### *Publishing*

Type your final copy. Number your pages, along with your last name, in the upper right-hand corner starting with the first page of the body copy. **Double-space** the entire paper and leave a 1-inch margin on all sides.

### *Research Presentations: Gallery Walk*

When students have completed their research reports, allow them to present their findings to the class. Set up a station in the classroom for each visionary that students researched, and label each station with the visionary's name. Divide the class into two equally-sized groups; it is very likely that each visionary was researched by more than one student, so make sure that every visionary is represented in each group.

Have the students in one group stand at the station of the visionary they researched. This group will present their research to the other half of the class, who will do a gallery walk to learn about the visionaries that interest them. At the end of 10-15 minutes, the two groups will switch roles so that every student has the opportunity to present their findings and learn about others' research. Each student should be ready to provide interesting information about their visionary, and address questions such as the following:

- What role does this person play in the field of law and justice?
- What are/were some of his/her typical duties?
- What contributions does/did this person make to the law and justice field?
- What are/were this person's most notable accomplishments?
- What might the world be like if this person did not accomplish what they did?

#### *Class Discussion*

After all students have gone through the gallery walk, bring the class back together to discuss what they learned from the law and justice visionaries.

Do students notice any interesting trends or patterns in the lives of these visionaries? Why do they think the lives of these visionaries were worth profiling? How did these visionaries influence society?

#### ***Student Assessment Artifacts***

Law and Justice Visionary Research report

### **National and State Academic Standards**

#### **NATIONAL**

##### **NCTE Standards for the English Language Arts**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

#### **CALIFORNIA**

##### **English Language Arts Content Standards, Grades 9–10**

##### *Writing*

- 2.1 Write biographical or autobiographical narratives or short stories:
  - a. Relate a sequence of events and communicate the significance of the events to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
  - d. Pace the presentation of actions to accommodate changes in time and mood.
  - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

## **LAW AND JUSTICE VISIONARIES**

**(Listed in alphabetical order)**

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### **Steven Alm**

Alm is a circuit judge in Honolulu, and played a key role in the redesign and implementation of Hawaii's probation system.

[http://www.courts.state.hi.us/courts/circuit/judges/judge\\_steven\\_s\\_alm.html](http://www.courts.state.hi.us/courts/circuit/judges/judge_steven_s_alm.html)

### **William Edward Burghardt Du Bois (W.E.B. Du Bois)**

Du Bois was a civil rights activist, sociologist, historian, and author. He was the co-founder of the NAACP and the first African American graduate of Harvard University. Many of his significant writings focused on the sociology of crime and criminology.

[http://www.americaslibrary.gov/aa/dubois/aa\\_dubois\\_subj.html](http://www.americaslibrary.gov/aa/dubois/aa_dubois_subj.html)

### **Dianne Feinstein**

Feinstein is currently the senior U.S. Senator from California. She also served as the first (and only thus far) female Mayor of San Francisco and was the first female President of the San Francisco Board of Supervisors. She was also the first woman to serve in the Senate from California, and the first woman to chair the Senate Rules Committee and Senate Intelligence Committee.

<http://feinstein.senate.gov/public/index.cfm?FuseAction=AboutDianne.Biography>

### **Clara Shortridge Foltz**

Foltz was the first woman to be admitted to the California bar, and was the first female lawyer on the West Coast. She also became a leader in the woman's voting rights movement.

<http://www.countyofsb.org/uploadedFiles/defender/HastingsFoltz.pdf>

### **Thelton Henderson**

Henderson is a lawyer, educator, and jurist and has played an important role in the field of civil rights. He was the first black attorney at the Civil Rights Division of the US Department of Justice and was also selected as the first black Chief Judge for the Northern District of California.

[http://en.wikipedia.org/wiki/Thelton\\_Henderson](http://en.wikipedia.org/wiki/Thelton_Henderson)

### **Joyce Kennard**

Kennard is an Associate Justice of the California Supreme court. She was the first Asian Pacific American Justice to be appointed to the California Supreme court, and only the second woman.

[http://judgepedia.org/index.php/Joyce\\_Kennard](http://judgepedia.org/index.php/Joyce_Kennard)

### **Ted Kennedy**

Edward Moore "Ted" Kennedy was a United States Senator from Massachusetts. Serving almost 47 years, he was the second most senior member of the Senate when he died and is the fourth-longest-serving senator in U.S. history.

<http://tedkennedy.org/biography>

### **Dr. Henry Lee**

Dr. Lee is one of the most notable forensic scientists in the world, best known for his ability to find even the most miniscule clues. He has assisted in over 6,000 cases, including the Laci Peterson case, the Jon Benet Ramsey murder, and the O.J. Simpson case, just to name a few.

<http://www.drhenrylee.com/about/>

**Martin Luther King, Jr.**

King was a clergyman, activist, and prominent African-American leader in the civil rights movement. He was also the youngest person to receive the Nobel Peace Prize for his work to end racial discrimination and segregation.

[http://nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html)

**Thurgood Marshall**

Marshall was an Associate Justice, and was the first African American appointed to the Supreme Court of the United States.

<http://www.thurgoodmarshall.com/home.htm>

**Barack Obama**

Obama is the first African American to be appointed as the President of the United States.

<http://www.barackobama.com/about/>

**Allan Pinkerton**

Pinkerton was a detective and spy, who was best known for creating the first detective agency in the United States.

<http://www.thrillingdetective.com/eyes/pinkerton.html>

**Sonia Sotomayor**

Sotomayor is an Associate Justice of the Supreme Court of the United States and is the first Latina (and only the third female) Supreme Court justice.

[http://www.whitehouse.gov/the\\_press\\_office/Background-on-Judge-Sonia-Sotomayor/](http://www.whitehouse.gov/the_press_office/Background-on-Judge-Sonia-Sotomayor/)

**Tani Cantil-Sakauye**

Cantil-Sakauye is currently an Associate Justice of the California Third District Court of Appeal, and is Governor Schwarzenegger's nomination for Chief Justice of California. If confirmed by voters in November 2010, she will be the first Asian American to lead California's Supreme Court. She would also be California's first Filipina chief justice.

<http://www.courtinfo.ca.gov/courts/courtsofappeal/3rdDistrict/justices/sakauye.htm>

**Alice Stebbin Wells**

Wells was the nation's first female police officer with arrest powers as part of the Los Angeles Police Department.

[http://www.lapdonline.org/history\\_of\\_the\\_lapd/content\\_basic\\_view/833](http://www.lapdonline.org/history_of_the_lapd/content_basic_view/833)

## **LAW AND JUSTICE VISIONARIES**

### **Research Report Assignment**

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**TASK:** Write a research report on a law and justice visionary – someone who has made an important impact on our society. The report should detail why this person is significant, their background, and how they have changed the field of law and justice. Research the answers to questions such as the following:

- What role does this person play in the field of law and justice?
- What are/were some of his/her typical job duties?
- What contributions does/did this person make to the law and justice field?
- What are/were this person's most notable accomplishments?
- How did this person spend his or her childhood? What is this person's education and what were his or her major life influences?
- What might the world be like if this person did not accomplish what they did?

A list of visionaries in the law and justice field is provided. You can choose to research someone from this list, or a different person (with the approval of your teacher).

**LENGTH:** The research report should be 3–4 pages long.

**FORMAT:** The paper should be typed in 12-point font, double-spaced, with 1-inch margins on all sides. The paper should include an appropriate title.

**CITATIONS:** The paper should properly cite at least 2 research sources (books, magazine/journal articles, internet resources). A list of references should be included at the end of the paper. The references page does not count towards the 3–4 page length of the paper.

**DUE DATE:** \_\_\_\_\_







### ***Essential Question for This Unit***

What is the place for me in the law and justice field?

### ***Subunit Goals***

By the end of Subunit 3, students will have completed analyzing the three potential career choices they selected in Subunit 2 and will have chosen one as best matching their current interests. As part of this education and career planning activity, they will have conducted a comparison and analysis of education levels and salaries in a variety of law and justice careers. Students will also have compared typical tasks and responsibilities for each career to their own interests and skills. Finally, students will have written up this analysis in a formal research report—including an introduction, report, analysis, conclusions, and citations—and reported results of this research to the class.

### ***Subunit Key Questions***

- Is continuing my education really important for my future? Will finishing high school and going on to postsecondary education have a significant effect on my earning potential? (Algebra I)
- What factors should I take into account when choosing a career? (Foundations of Law and English Language Arts)
- What are the appropriate ways to communicate findings from research to an outside audience? How can my research be presented to others in a formal and concise manner? (English Language Arts)
- Why is it important to acknowledge where I found my information? Why are citations important? (English Language Arts)

### **Lesson Summaries**

| <b>Lesson</b> | <b>Subject</b>        | <b>Description</b>   |
|---------------|-----------------------|--|
| 3.1           | Algebra I             | <b><i>Comparing Salary and Education</i></b><br>Students compare the educational requirements and expected salaries of a wide range of law and justice careers and draw conclusions about the monetary value associated with each additional year of education attained. |
| 3.2           | English Language Arts | <b><i>Writing a Research Paper: Writing Process</i></b><br>Students organize their notes and research into an outline and produce drafts of a final report. Students share and critique each other's efforts in peer editing groups.                                     |
| 3.3           | English Language Arts | <b><i>Writing a Research Paper: Citations</i></b><br>Students learn the proper way to cite their sources in a research paper following APA style and incorporate this knowledge into their final research paper.   |





## Algebra I

### Time

135 minutes

### Materials

#### Equipment

- Calculators
- Graph paper
- Chart paper
- Markers

### Resources

- Education and Salary worksheet
- Data for Education and Salary Analysis table
- Linear Regression on a TI-85 Graphing Calculator handout (optional)

### Prior Student Learning

Students should have a basic understanding of linear and exponential graphs.

Students should have some familiarity with using a graphing calculator.

This lesson can be done with data from students' career research, provided they have completed lessons from Subunit 2.

### Essential Question for This Unit

What is the place for me in the law and justice field?

### Objectives

After completing this lesson, students should be able to

- Analyze the educational requirements and salaries for careers in law and justice and apply this knowledge to more general education and career planning.
- Analyze the number of people employed in various law and justice careers and the type of organization in which they work, and use this information for education and career planning.

### Lesson Activities

#### Lesson Springboard

Ask students what they expect, or hope, their salary will be in 10 years and in what jobs they can earn that salary. If students have completed their career research, they should have a fairly realistic impression of salary expectations in various law and justice positions.

#### Lesson Development

##### Class Discussion

Pass out the Education and Salary worksheet. Explain that in today's lesson students will be conducting an analysis of how education influences earning potential in law and justice professions. Have students provide the required education and average salary for each of the careers they have been researching for their Career Research Paper. Record this information on the board so that students can use it to complete their data chart.

#### Support Strategy

If students have not completed their career research, or they did not bring the information to class, use data from the

##### Small Group Work

Give students time in class to calculate the average salary difference per year of education. A class conversation about how the answer was figured out can lead to a discussion of linear regression lines, and is a good place to introduce using graphing calculators for this purpose. You may have students work individually or in pairs. As students complete the worksheet, they will also construct graphs representing their data. Have students discuss in pairs or small groups the type of graph that would best represent their data. Have each group report and justify its decision to the class.

#### Lesson Closure

Have students display their graphs around the classroom. Discuss the answers to the questions from the worksheet. Were differences in salaries similar to students'

expectations? Why or why not? What conclusions can students draw from this analysis?

### ***Student Assessment Artifacts***

Graph and calculations from Education and Salary worksheet

### ***Variations and Extensions***

Ask students to graph the class data on salary and education level in a scatter plot. Using linear regression, have student find the best-fit line for their data. Discuss how this differs from their calculations of average salary compensation per additional year of education.

## **National and State Academic Standards**

### **NATIONAL**

#### **NCTM Standards for School Mathematics**

##### *Algebra*

Understand patterns, relations, and functions

Represent and analyze mathematical situations and structures using algebraic symbols

Use mathematical models to represent and understand quantitative relationships

### **CALIFORNIA**

#### **Mathematics Content Standards**

- 6.0** Students graph a linear equation and compute the  $x$ - and  $y$ - intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).
- 7.0** Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- 10.0** Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- 13.0** Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- 16.0** Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- 18.0** Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

#### **Content Standards for Probability and Statistics**

- 8.0** Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatter plots, and box-and-whisker plots.

### Education and Salary

Collect the following data from the class and enter the information in the table provided: occupation, type of degree or training preferred, number of years of education/training required, and salary.

| Occupation | Degree/Training | Years of Education/<br>Training | Salary |
|------------|-----------------|---------------------------------|--------|
|            |                 |                                 |        |
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1. Group the data shown above by the years of education; compute the average salary for each group. Graph the results on a separate sheet of paper (years of education versus average salary).

| Education/Training Level                               | Average Salary |
|--|----------------|
| Short-term on-the-job training                         |                |
| Moderate on-the-job training/Certificate               |                |
| Associate's (2 years)                                  |                |
| Bachelor's (4 years)                                   |                |
| First Professional Degree (Juris Doctorate) (7+ years) |                |

2. Once the average salaries for Short-term on-the-job training, moderate on-the-job training/certificate, 2-year, 4-year, and 7+ years are computed, calculate the average increment in salary for every year of education.
3. Assume you choose to leave your current job as a paralegal and decide to go to law school. At the average lawyer salary, how long would it take to earn the money you would have made as a paralegal during those extra years of education?
4. If you worked for 40 years, what would be the total difference in earnings over a lifetime between careers that require different levels of education?

### Data for Education and Salary Analysis

Use the following data obtained from the U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook 2010-2011* (<http://www.bls.gov/oco/cg>) to do your analysis.

| <b>Occupation</b>                          | <b>Degree/Certification Preferred</b> | <b>Years of Education/ Training</b> | <b>Annual Salary</b> |
|--|---------------------------------------|-------------------------------------|----------------------|
| Administrative Lawyer                      | First Professional Degree - J.D.      | 7                                   | \$76,940.00          |
| Animal Control Officer                     | Short term On-the-job training        | ½                                   | \$30,310.00          |
| Attorney                                   | First Professional Degree - J.D.      | 7                                   | \$110,590.00         |
| Bailiff                                    | Moderate On-the-job training          | 1                                   | \$37,820.00          |
| Corrections Officer                        | Associate's Degree                    | 2                                   | \$38,380.00          |
| Court Clerk                                | Short term On-the-job training        | ½                                   | \$33,200.00          |
| Court Reporter                             | Associate's Degree                    | 2                                   | \$49,710.00          |
| FBI Agent                                  | Bachelor's Degree                     | 4                                   | \$61,100.00          |
| Federal Criminal Investigator              | Bachelor's Degree                     | 4                                   | \$93,897.00          |
| Federal Customs and Border Protection      | Bachelor's Degree                     | 4                                   | \$92,558.00          |
| Fish and Game Warden                       | Associate's Degree                    | 2                                   | \$ 48,930.00         |
| Gaming Investigator                        | Moderate On-the-job training          | 1                                   | \$28,850.00          |
| Highway Patrol Officer                     | Associate's Degree                    | 2                                   | \$46,670.00          |
| Judge                                      | First Professional Degree - J.D.      | 7                                   | \$110,220.00         |
| Law Clerk                                  | Bachelor's Degree                     | 4                                   | \$37,130.00          |
| Legal Assistant                            | Associate's Degree                    | 2                                   | \$46,120.00          |
| Legal Secretary                            | Associate's Degree                    | 2                                   | \$39,860.00          |
| Lifeguard                                  | Short term On-the-job training        | ½                                   | \$18,450.00          |
| Magistrate                                 | First Professional Degree - J.D.      | 7                                   | \$110,220.00         |
| Mediator/Arbitrator                        | Bachelor's Degree                     | 4                                   | \$50,660.00          |
| Paralegal                                  | Associate's Degree                    | 2                                   | \$46,120.00          |
| Parking Enforcement                        | Short term On-the-job training        | ½                                   | \$32,390.00          |
| Police and Patrol Officer                  | Bachelor's Degree                     | 4                                   | \$51,410.00          |
| Police and Sheriff's Patrol Officers       | Bachelor's Degree                     | 4                                   | \$55,180.00          |
| Police Captain                             | Bachelor's Degree                     | 4                                   | \$72,761.00          |
| Police Detective and Criminal Investigator | Bachelor's Degree                     | 4                                   | \$60,910.00          |
| Police, Fire and Ambulance Dispatcher      | Moderate On-the-job training          | 1                                   | \$ 33,670.00         |
| Private Detective                          | Bachelor's Degree                     | 4                                   | \$41,760.00          |
| Private Investigator                       | Bachelor's Degree                     | 4                                   | \$41,760.00          |
| Probation/Parole Officer                   | Bachelor's Degree                     | 4                                   | \$45,910.00          |
| Security Officer                           | Short term On-the-job training        | ½                                   | \$23,460.00          |
| Transit and Railroad Police                | Associate's Degree                    | 2                                   | \$ 46,670.00         |
| Uniformed Security Officer                 | Short term On-the-job training        | ½                                   | \$23,460.00          |
| Youth Services Worker                      | Associate's Degree                    | 2                                   | \$39,860.00          |

## Linear Regression on a TI-85 Graphing Calculator

When you analyze a set of data, it is often helpful to see the data represented as a graph. Graphing calculators are capable of plotting points and finding the equation of a line that best fits your data. The most basic relationship is a linear relationship. Follow these steps to curve fit a line to a data set.

1. Clear the statistical memory.  
Clear any data by pressing [STAT] [EDIT] [ENTER] [ENTER] [CLRxy].
2. Enter new data set.  
To enter data, move the cursor with the arrow keys to the appropriate x or y values.  
Press [ENTER] after each value.
3. Size the graph.  
Press [GRAPH], and then press [RANGE] to adjust the scale of the viewing screen. Enter appropriate values for xMin, xMax, xScl, yMin, yMax, and yScl.  
Press [EXIT].
4. Plot the data points.  
Press [STAT] [DRAW] [SCAT] to display the scatter plot of your data points. If you wish to connect the points, press [xyLINE]. To clear the line, or the scatter plot, press [CLDRW].  
Press [EXIT].
5. Find the equation for the best-fit line.  
Press [CALC] [ENTER] [ENTER] [LINR] to have the calculator best fit a linear equation. The numbers displayed are for the linear equation form:  $y = a + bx$ . In this case,  $a$  is the y-intercept and  $b$  is the slope.  
  
The number "corr" should be between 1 and -1. This number is the correlation coefficient. It is a measure of the goodness of fit of the line to the data points. If the absolute value of the correlation coefficient is close to 1, then the line is a good fit. If the correlation coefficient is closer to 0, the fit is not very good.
6. Draw in the best fit line.  
Press [EXIT] [DRAW] [DRREG] [EXIT] to draw in the straight line represented by the equation.

Other instructions for using the TI-85 Graphing Calculator can be found on the following web pages: [http://www.lcc.edu/mcs/handouts/math121/linear\\_regression/linreg85.htm](http://www.lcc.edu/mcs/handouts/math121/linear_regression/linreg85.htm)

[http://www.prenhall.com/esm/app/calc\\_v2/calculator/medialib/Technology/Documents/TI-85/desc\\_pages/ti85techskills2.html](http://www.prenhall.com/esm/app/calc_v2/calculator/medialib/Technology/Documents/TI-85/desc_pages/ti85techskills2.html)







## English Language Arts

### Time

135 minutes

### Materials

- Law and Justice Careers Research Notes Template from Lesson 2.3
- Other student research notes
- Model research paper
- Peer Editing worksheet

### Prior Student Learning

Students need to have completed Lessons 2.2 and 2.3

### Essential Question for This Unit

What is the place for me in the law and justice field?

### Objectives

After completing this lesson, students should be able to

- Organize notes.
- Create an outline.
- Write a rough draft of a six-paragraph paper.
- Craft a skillful introduction.
- Organize body paragraphs with topic sentences.
- Distinguish analysis from reporting.

### Lesson Activities

#### Lesson Development

##### Class Discussion

Begin with a discussion on how to organize the paper. Refer students to their Research Notes Template and other notes and ask them how their information may be organized into a paper.

##### The Introduction

After conducting your research, you have two types of information: about yourself, your desires and aptitudes; and about careers, their nature and requirements. Does this suggest a principle for organizing your paper? How could you include both in an introduction? Remember that the introduction *forecasts your main points* and *ends with a thesis statement*.

##### The Body Paragraphs: Report

Is it best to report on each career, one at a time? If so, how do you organize your findings on each career? You have seven categories in the Research Notes Template; can they be combined into one coherent paragraph? Two paragraphs?

Or is it better to report on each *category* one at a time?

##### The Body Paragraphs: Analysis and Conclusion

What's the difference between reporting on careers and analyzing them? (The answer is, analysis means connecting the reports to your *research question*: "What is the best career for me?")

Say that you've described yourself and your career desires in the introduction. Could you return to this in your analysis—without just repeating what you said? Allow for some discussion and then distribute the sample outline.

### *Sample Outline*

Present the major sections of the research paper that students might include in an outline.

- Introduction: Myself, my hopes, a brief description of three careers
- First Section (one paragraph? two?): Report on first career
- Second Section: Report on second career
- Third Section: Report on third career
- Fourth Section: Analysis of the three careers. Which is best for me?

Invite students to discuss, even criticize, the outline. Ask them to criticize the fourth section, in particular. How can we compare three careers when the student has so many aspirations to consider (aspirations for job security, pay and promotions, intellectual challenge, satisfying colleagues, travel opportunities, reasonable hours, etc.)?

Clearly, one must have grounds for comparison, and these must be limited to a reasonable number. Suggest to students that they select their two most important desires to serve as grounds for comparison.

### *Class Project*

Students begin to incorporate their notes into the outline. Tell them they may change the outline if they have an alternative. Refer them to the model research paper for help. At the end of class, invite students to share what they've done. Check to make sure they are connecting their analysis to their research question, using the career reports as relevant supporting evidence.

### *Student Presentations*

Invite students who are well under way on their rough drafts to read their introductions to the class. Return to the points from last period regarding an effective introduction. Does the introduction concisely describe the student's aspirations and the three careers in question? Does it include a clear thesis statement?

### *Group Work: Peer Editing*

Distribute the worksheet on peer editing so that each student can edit another student's paper. Review the questions on the worksheet that the peer editor will be addressing.

### *The Introduction*

1. Does the introduction identify the topic of the paper?
2. Does the introduction define any special terms that are important for discussion (such as *Habeas corpus*)?
3. Does the introduction provide background information on the topic?
4. Does the introduction include a clear thesis statement?

*The Body Paragraphs: Reporting Careers*

1. Does the body of the essay develop the thesis?
2. Does each paragraph begin with a topic sentence (not a quotation or paraphrase of someone else's idea)?
3. Does each paragraph discuss and cite research on the topic?
4. Is the paper clearly organized to lead the reader from one idea to the next?
5. Is the tone of the paper objective (not emotional or opinionated)?

*The Body Paragraphs: Analyzing Careers for Me*

1. Are the grounds for analysis and comparison limited and clearly defined?
2. Is the analysis connected to the desires and expectations stated in the introduction?
3. Is comparable attention given to all three careers?

*Format*

1. Does the paper have a good title?
2. Are the citations clear and ready to be collected into a Reference list?

*Suggestions for Improvement?*

*Class Discussion*

Ask students to volunteer some of the most important suggestions they made during their editing of a peer's work. Use these observations as the basis for a class discussion.

**Lesson Closure**

With the experience of writing still fresh in your mind, note what went well, what gave you problems and why, and what you'd like to change or improve. One of the best ways to improve your process of planning and writing a draft is to make the effort to analyze it from time to time. You can do this best by keeping a *writing log*, a notebook in which you jot down your thoughts about a writing project while you are working on it.

***Possible Prior Misconceptions***

Students may not grasp the difference between a report and an analysis.

Students may not know how to use the introduction to forecast their main points. They may say too much in the introduction, or too little, about the body of the paper.

Students often begin paragraphs with a direct quotation or paraphrase, rather than with a topic sentence.

***Student Assessment Artifacts***

Career Research paper

### ***Variations and Extensions***

Students submit their research paper to a second peer for editing; then they compare responses from the two peers. In examining responses to their writing, they can proceed by looking first for areas of agreement (“Both reviewers were confused by my first topic sentence”) or strong disagreement (“One person said my introduction was ‘perfect’ and someone else said it was ‘repetitive’—I’d better look at it again”).

## **National and State Academic Standards**

### **NATIONAL**

#### **NCTE Standards for the English Language Arts**

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

### **CALIFORNIA**

#### **English Language Arts Content Standards, Grades 9–10**

##### *Writing*

- 1.3** Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5** Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 2.3** Write expository compositions, including analytical essays and research reports:
  - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - b. Convey information and ideas from primary and secondary sources accurately and coherently.
  - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
  - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
  - e. Anticipate and address readers’ potential misunderstandings, biases, and expectations.
  - f. Use technical terms and notations accurately.

## Questions for Peer Editing

| Questions to ask about the research paper you are editing:   | Your answers: |
|--|---------------|
| <p><b>The Introduction</b></p> <ul style="list-style-type: none"> <li>• Does the introduction identify the topic of the paper?</li> <li>• Does the introduction define any special terms that are important for discussion (such as Habeas corpus)?</li> <li>• Does the introduction provide background information on the topic?</li> <li>• Does the introduction include a clear thesis statement?</li> </ul> <p><i>Suggestions for improvement?</i></p>   |               |
| <p><b>The Body Paragraphs: Reporting Careers</b></p> <ul style="list-style-type: none"> <li>• Does the body of the essay develop the thesis?</li> <li>• Does each paragraph begin with a topic sentence (not a quotation or paraphrase of someone else's idea)?</li> <li>• Does each paragraph discuss and cite research on the topic?</li> <li>• Is the paper clearly organized to lead the reader from one idea to the next?</li> <li>• Is the tone of the paper objective (not emotional or opinionated)?</li> </ul> <p><i>Suggestions for improvement?</i></p> |               |
| <p><b>The Body Paragraphs: Analyzing Careers for Me</b></p> <ul style="list-style-type: none"> <li>• Are the grounds for analysis and comparison limited and clearly defined?</li> <li>• Is the analysis connected to the desires and expectations stated in the introduction?</li> <li>• Is comparable attention given to all three careers?</li> </ul> <p><i>Suggestions for improvement?</i></p>  |               |

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

| Questions to ask about the research paper you are editing:   | Your answers: |
|--|---------------|
| <b>Format</b> <ul style="list-style-type: none"><li>• Does the paper have a good title?</li><li>• Are the citations clear and ready to be collected into a Reference list?</li></ul> <i>Suggestions for improvement?</i> |               |



## English Language Arts

### Time

45 minutes

### Materials

- Students' rough drafts
- APA Citations Guide handout
- APA Bibliography Guide handout

### Prior Student Learning

Students should be aware of the difference between paraphrasing and plagiarism.

### *Essential Question for This Unit*

What is the place for me in the law and justice field?

### Objectives

After completing this lesson, students should be able to

- Cite sources accurately and in proper style.
- Capture sources through summary, paraphrase, and direct quotation.
- Understand what constitutes plagiarism and avoid it.

### *Lesson Activities*

#### Lesson Springboard

Ask students to imagine the following scenario:

You've worked hard to find reliable sources, but you're having trouble starting your paper. You've eaten all the leftover pizza and emailed your friends, and now it's the night before the paper is due. Finally, you get down to work, writing a few paragraphs, then cutting and pasting in quotations and notes, then writing again. You suddenly wonder how you'll figure out where all this came from when you have to add your source citations. What if your teacher thinks you are plagiarizing if you don't identify a few sources or add the page numbers for quotations?

Ask students how they've coped in this situation. Suggest that it's crucial to supply an immediate, brief reference in the text itself at the moment they refer to a source. This can be as simple as the author's name and the page number in the original. Suggest they put quotation marks around any words directly from the source.

#### Lesson Development

Remind students that in Lesson 2.3 they learned how to summarize, paraphrase, and use direct quotations. Indicating the sources for these quotations is important, because failure to do so constitutes plagiarism.

Ask students why they think plagiarism is wrong. Suggest that careful researchers want to give credit to the scholars and writers that came before them. They also must respect their readers, who are likely to be curious about the discoveries, arguments, and evidence marshaled by others. Finally, good researchers respect themselves. Copying passages from an article or a friend's paper or lifting them from the Web harms one's opportunity to think and to learn.

Crediting sources is important, but doing so for every single idea you build upon is an impossible task. Ask students where, in practical terms, do we draw the line?

Materials that do not require credit include common knowledge, facts that are widely available, and your own findings from field research.



Materials that do require credit are direct quotations, assertions that are arguable or facts that are not widely known, opinions and claims of others, and all statistics, charts, or graphs.

Explain that the class will be using *APA style*, the format for crediting sources that is recommended by the American Psychological Association. Because this style emphasizes author and date, it is used in many of the sciences, which are concerned with timely information from credible sources.

In APA style, there are two ways to cite sources within the text. The author or source may be named within a sentence. For example, “As Mertz (2007) explains, legal language is embedded in a particular setting, shaped by the social context and institution surrounding it.” Or, “Stein’s argument focuses on stem cell research, but his discussion of ethical implications (2002) also applies to other kinds of medical investigation.” On the other hand, the source may be noted in parentheses at the end of the idea that is cited. For example, “The legal profession has one of the lowest rates of Black and Hispanic representation among many professions, including physicians, accountants, and university professors (Randall, 2006).”

Tell students to examine their rough drafts. Explain that once they have decided where they want to add supporting information from a source, they should weave these ideas into their papers so that they effectively support the point to be made. Whether the source is quoted, summarized, or paraphrased, it can be “launched” into a sentence in various ways. For example, the “launch” may emphasize professional authority: “According to Derrick Bell (2004), a law professor at New York University. . .” Or the launch can relate one source to another: “In contrast, Reynoso’s article (2002) determined that, . . .”

### **Lesson Closure**

Distribute the APA Citations Guide handout. Provide time for students to practice launching source material from their own research, as they use APA in-text citations.

Direct students to the “Web Materials” section of the APA Citations Guide. Provide time for them to practice citing Internet source material in proper style.

Distribute the APA Bibliography Guide handout. Students will record at least three of their in-text citations into their Reference List, following APA format.

### ***Student Assessment Artifacts***

Career Research paper with quotes and bibliography

## National and State Academic Standards

### NATIONAL

#### NCTE Standards for the English Language Arts

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

### CALIFORNIA

#### English Language Arts Content Standards, Grades 9–10

##### Writing

- 1.6** Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7** Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).

## APA Citations Guide

### Single author named in parentheses

When you do not mention the author in a launching phrase, give the name and the date, separated by a comma, in parentheses at the end of the cited material.

*The tendency to come to terms with difficult experiences is referred to as a "purification process" whereby "threatening or painful dissonances are warded off to preserve intact a clear and articulated image of oneself and one's place in the world" (Sennett, 1980, p.11).*

### Single author named in a launching phrase

Use the author's name in a launching phrase to introduce the quoted material, and place the date of the work in parentheses, immediately after the author's name. For a quotation, the page number, preceded by p., appears in parentheses after the quotation.

*Social historian Richard Sennett (1980) names the tendency to come to terms with difficult experiences a "purification process" whereby "threatening or painful dissonances are warded off to preserve intact a clear and articulated image of oneself and one's place in the world" (p. 11).*

In subsequent references, when a work has three or more authors, use just the first author's name plus *et al.*

*In assessing the educational quality of our schools, it is important to remember that, as Kintgen et al. (1988) explain: "The contemporary asymmetry between reading and writing can be related to use in a particular socioeconomic context" (p. xvii).*

### Works with no author

*Several critics of the concept of the transparent society ask if a large society would be able to handle the complete loss of privacy ("Surveillance Society," 1998, p. 115).*

### WEB MATERIALS

The variety of material available on the Web, and the variety of ways in which it is structured and presented, can present challenges for creating usable and useful references. Regardless of format, however, authors using and citing Internet sources should observe the following two guidelines.

1. Direct readers to the specific information being cited; whenever possible, reference specific documents rather than home or menu pages.
2. Provide addresses that work.

At a minimum, a reference of an Internet source should provide a document title or description, a date (either the date of publication or update or the date of retrieval), and an address (in Internet terms, a uniform resource locator, or URL). Whenever possible, identify the authors of a document as well.

It is important to provide the directory path, and not just the host name, because home pages and menu pages typically consist mainly of links, only one of which may be to the document or information you want the readers to find. If there are hundreds of links (or even just 10 to 20), readers may give up in frustration before they have located the material you are citing.

## APA Bibliography Guide

The following rules for handling works by a single author or multiple authors apply to all APA-style references in your reference list, regardless of the type of work (book, article, electronic resource, etc.)

### Single Author

Last name first, followed by author initials.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7–10.

### Two Authors

List by their last names and initials. Use the "&" instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology*, 66, 1034–1048.

### Three to Six Authors

List by last names and initials; commas separate author names, while the last author name is preceded again by "&". If there are more than six authors, list the first six as above and then *et al.*, which means "and others."

## Reference List: Articles in Periodicals

### Basic Form

APA style dictates that authors are listed by last name followed by initials; publication year goes inside parentheses and is followed by a period. The title of the article is in sentence-case, meaning only the first word of the title and subtitle and proper nouns in the title are capitalized. The periodical name is in title case and is followed by the volume number which, with the title, is also italicized or underlined.

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

### Article in a Magazine

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28–31.

### Article in a Newspaper

In APA style, *p.* or *pp.* precedes page numbers for a newspaper reference, unlike references to other types of periodicals. Single pages take *p.*, e.g., "p. B2"; multiple pages take *pp.*, e.g., "pp. B2, B4" or "pp. C1, C3–C4."

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

## Reference List: Electronic Sources

### Article From an Online Periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number(issue number if available). Retrieved month day, year, from <http://www.someaddress.com/full/url/>.

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149. Retrieved May 2, 2006, from <http://www.alistapart.com/articles/writeliving>.