

Criminal Law

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **20 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Introduction to Law & the Legal System	1	5
Criminal Law & Juvenile Justice	1	5
The Criminal Justice Process	2	10

Unit Overview

Students will study the basic levels of the federal, state, and local government and how this applies to the lawmaking process. Students will receive an introduction to the criminal justice system and how the legal system operates. Students will examine the criminal justice process and understand the actors and stakeholders and their problems.

Enduring Understandings

1. Students will understand the federal lawmaking process by analyzing the Constitution.
2. Students will understand the court system including the rights and responsibilities of serving on a jury.
3. Students will understand the nature and causes of crime in America.

4. Students will understand the classifications of crimes in the criminal justice system.
5. Students will understand the study of defenses and their use in the criminal justice system.
6. Students will understand the investigation portion of the criminal justice process.
7. Students will understand the pretrial proceedings portion of the criminal justice process.
8. Students will understand trial procedure as part of the criminal justice process.
9. Students will understand sentencing and corrections as part of the criminal justice process.

Essential Questions

1. How did the formation of our government help to establish the legal system in America today?
2. How is the study of criminology and criminal law in America a reflection of our society?
3. Why are there distinct classifications of crimes against the person and against property?
4. How and why are defenses used in the criminal justice system?
5. What constitutional rights are protected during the investigation portion of the criminal justice process?
6. How and why are many defendants urged to accept guilty pleas during the pretrial proceedings portion of the criminal justice process?
7. How are constitutional rights protected during trials?
8. What changes are being allowed in sentencing and corrections as part of criminal justice reform?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

Amistad Integration

We will implement the following materials and texts to integrate the history and contributions of African-Americans.

1. Inclusion of African-Americans into the jury system.
2. Discussion of excerpts of The New Jim Crow and examining racial disparities in the criminal justice system.
3. Focus on the causes of crime and how this adversely impacts African-Americans due to urban issues, poverty, lack of education, and drugs.

SOC.6.1.12.A.13.b

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

Holocaust/Genocide Education

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students take personal responsibility to fight racism and hatred.

1. Discussion of the lynchings prevalent in the United States from the 1920s - 1960s.
2. Examination of the website sponsored by the Equal Justice Initiative.

Interdisciplinary Connections

In connection with the English department, students will practice and be assessed on argumentative writing, thesis-driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LA.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Technology Standards

Students will use technology where possible to supplement course instruction.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

21st Century Themes/Careers

Themes: Students will understand how people have historically voiced their opinions of dissent and lobbied their governments for change.

Skills: Responsible citizenship, clear and effective communication, use of valid research strategies, and critical thinking.

SOC.9-12.D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SOC.9-12.D2.Civ.1.9-12	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
SOC.9-12.D2.Civ.2.9-12	Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
SOC.9-12.D2.Civ.3.9-12	Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
SOC.9-12.D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
SOC.9-12.D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
SOC.9-12.D2.Civ.6.9-12	Critique relationships among governments, civil societies, and economic markets.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

Financial Literacy Integration

We will instruct students on basic financial topics to navigate the realities of our world today and understand how government financial policy can have a personal impact.

SOC.6.1.12.C.14.c

Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

Instructional Strategies & Learning Activities

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthe
- Relationship-Building & Team-Building
- Self-Directed Lear
- Debate
- Case Studies
- Mock Trial
- Goal-Setting & Learning Contracts
- Grouping
- Socratic Seminar
- Jigsaws
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- * Frequent use of chapter questions and case studies to monitor learning.
- * Current event assignments where students find news stories related to current topics, summarize, and analyze.
- * Independent and group research on related topics using current research sites.
- * Evaluation of documentary sources comparing to topics covered.
- * Quizzes for vocabulary and terminology recall.
- * Unit tests using questions such as matching, short answer, chart completion and free response/essay.

Summative Assessment

- * End of unit tests will include matching for vocabulary, chart completion, short answers, case studies, essays.
- * Mock trial/moot court simulations.

Benchmark Assessments

Students will continually be assessed with research requirements and current events.

Alternate Assessments

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Keep workspaces clear of unrelated materials.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Resources & Technology

- * Chromebooks (1:1)
- * Street Law website
- * Equal; Justice Initiative website

*Teaching Tolerance website

*Canvas

BOE Approved Texts

Street Law: A Course in Practical Law, Glencoe, 7th Edition 2005

Closure

Such as:

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids create a review sheet of information that would be useful for a quiz on the day's topic.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating

- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking