

Unit 1 Introduction to Criminal Law

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Belleville Public Schools

Curriculum Guide

Criminal Justice Seminar (BHS Law Academy)

Unit 1-Introduction to Criminal Law

Grade 10

Belleville Board of Education

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Unit Overview

In this Unit students will begin the study of criminal justice by exploring the foundations of law and the legal system and then extensively explore criminal laws and defenses looking at both federal law and the law of the State of New Jersey. Students will also study the Constitution and the human rights protections contained in the Bill of Rights. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

Enduring Understanding

Students will be introduced to the legal system in the United States and the basic elements of a crime. Criminal law always involves the government and government action, so students will also review the pertinent sections of the United States Constitution and its principles as they apply to criminal law. Students will begin to be comfortable with the legal framework that governs the careers of criminal justice professionals.

All people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it

happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

Essential Questions

- What is crime?
- What is the difference between civil and criminal law?
- What are the differences between criminal law and criminal procedure?
- What are the differences between civil litigation and a criminal prosecution?
- What is the basis for grading of crimes?
- What are the punishment options for felonies and misdemeanors?
- How do jails and prisons differ?
- What are the effects of specific and general deterrence, incapacitation, rehabilitation, retribution, and restitution?
- What are the sources of law in the United States?
- How are we governed by the United States Constitution and the Constitution of the State of New Jersey?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

Exit Skills

By the end of this Unit students will demonstrate the ability to;

- Define a crime as an act committed in violation of a law prohibiting it.
- Explain that criminal law generally defines the rights and obligations of individuals in society.
- Distinguish between civil law, regulating private rights of individuals and criminal law, regulating individuals' conduct to protect society.
- Distinguish between civil litigation and criminal prosecution.
- Explain the basis for grading of crimes.
- Compare and contrast punishment options for felonies and misdemeanors.
- Compare and contrast specific deterrence and general deterrence
- Define and explain Incapacitation, Rehabilitation, Retribution.
- Identify the four sources of law; constitutional, statutory, administrative, and case law.
- Explain the court's power of judicial review.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Evaluate the government response to climate change and the effects of global warming on environment.

New Jersey Student Learning Standards (NJSLS-S)

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. Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
12.9.3.LW.5	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or

practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.DC.3

Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

TECH.9.4.12.DC.4

Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

Learning Objectives

- Define a crime as an act committed in violation of a law prohibiting it.
- Explain that criminal law generally defines the rights and obligations of individuals in society.
- Distinguish between civil law, regulating private rights of individuals and criminal law, regulating individuals' conduct to protect society.
- Distinguish between civil litigation and criminal prosecution.
- Identify and explain issues of criminal law and criminal procedure.
- Explain the basis for grading of crimes.
- Compare and contrast punishment options for felonies and misdemeanors.
- Determine the effects of specific and general deterrence, incapacitation, rehabilitation, retribution, and restitution.
- Identify and explain how Constitutional Law, Statutory Law, Administrative Laws and Case Law are created.
- Explain the court's power of judicial review.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Unit specific Case Study exercises such as;
 - *The People of the State of California v. Orenthal James Simpson*
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
 - The effects of global warming on the environment
 - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
 - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

- The contributions of African-Americans to our country

Assessment Evidence - Checking for Understanding (CFU)

- KWL exercise-Formative Assessment
 - Cumulative outline of all lessons in Unit 1
 - Reaction Papers on current event legal issues-Alternate Assessment
 - Legal Reasoning exercises applying the law
 - Case Studies (i.e. The People of California v. O.J. Simpson)
 - End-of-Unit exam-Summative Assessment
 - Checklists and the E-learning platform will be used to review student work for comprehension and understanding
 - Evaluation rubrics for writing, oral presentations-Formative Assessment
 - Engage in Mock Trial debate of current event legal issues-Benchmark Assessment
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- Common Benchmarks
 - Compare & Contrast
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Illustration
 - KWL Chart
 - Multimedia Reports
 - Newspaper Headline
 - Outline
 - Quickwrite
 - Quizzes
 - Self- assessments
 - Socratic Seminar
 - Study Guide
 - Surveys
 - Teacher Observation Checklist
 - Unit review/Test prep
 - Unit tests
 - Web-Based Assessments
 - Written Reports

Primary Resources & Materials

- Textbook: Criminal Justice and the Constitution
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology, Edmentum)

Ancillary Resources

- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

Technology Infusion

- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations
- Quia Web-based testing
- ClassLink
- Edmentum

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

21st Century Skills/Interdisciplinary Themes

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Creativity and Innovation

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Guided outlining and open outline assessments
- Project-based learning

- Problem-based learning
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings
- Use of visual and auditory presentations to introduce and support lesson delivery

Differentiations:

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Learning contracts
- Multiple texts
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials

- Modified assignments
 - Additional time for assignments and assessments
 - Students will work in cooperative groups to prepare Unit outline
 - Students will use Unit outline to complete Unit assignments and assessments
 - Students will work cooperatively to resolve legal disputes using Legal Reasoning problem solving skills
 - Provide modifications as dictated in the student's IEP/504 plan
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- printed copy of board work/notes provided
 - additional time for skill mastery
 - assistive technology
 - behavior management plan
 - check work frequently for understanding
 - computer or electronic device utilizes
 - extended time on tests/ quizzes
 - have student repeat directions to check for understanding
 - highlighted text visual presentation
 - modified assignment format
 - modified test content
 - modified test format
 - modified test length
 - multi-sensory presentation
 - multiple test sessions
 - preferential seating
 - preview of content, concepts, and vocabulary
 - Provide modifications as dictated in the student's IEP/504 plan
 - reduced/shortened reading assignments
 - Reduced/shortened written assignments
 - secure attention before giving instruction/directions
 - shortened assignments
 - student working with an assigned partner
 - teacher initiated weekly assignment sheet
 - Use open book, study guides, test prototypes

English Language Learning (ELL)

- Students will work with a peer tutor on Unit assignments and assessments
- Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
- Providing study guides
- Using word processing, spell check and grammar check features
- Modifying tests and assignments

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Students will be provided with Unit PowerPoint study guide
 - Students will be allowed to use study guide/outline on Unit assessments
 - Modifying tests and assignments
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- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Students will use Legal Reasoning problem solving skills to resolve legal disputes
 - Demonstrate self-directed learning, thinking, research, and communication skills
 - Look for extension ideas that challenge the student to delve deeper into the subject
 - Students will identify current legal issues and debate both in favor of and opposed to the issue.
 - Students will lead threaded discussions on various legal topics
 - Students will work in groups to represent each side of legal dispute and present arguments to student jurors
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Unit 1 Introduction to Criminal Law

NJSLS:

See Standards Listed Below

Interdisciplinary Connection:

Critical Thinking
Problem Solving
Legal Reasoning
Reading- Informative text/vocabulary
Writing-analysis/evaluation

Statement of Objective:

SWDAT identify the components of the criminal justice system **by** reading and outlining Unit 1-1. Students will complete the outline with 90% accuracy.

Anticipatory Set/Do Now:

Read Ch. 1 Introduction

Learning Activity:

T/O Class Discussion; Read and outline Unit 1-1.

Student Assessment/CFU's:

Student questions and answers during mock trial

Students will create **Opening Statements** that will be reviewed and revised based on Mock Trial Presentation and class discussions-Alternate assessment

Checklists and the E-learning platform will be used to review student work for comprehension and understanding

Mock Trial Test-Summative Assessment

Evaluation rubrics for writing, oral presentations-Formative Assessment

Engage in Mock Trial debate of current event legal issues-Benchmark Assessment

Materials:

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

21st Century Themes and Skills:

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Differentiation:

Students will be given additional time for completion of assignments or assessments

Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

Integration of Technology:

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights

gained from specific details to develop an understanding of the text as a whole.

SOC.6.1.12.HistoryCC.2.b

Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

WRK.9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).