Unit 2 The Nature of Criminal Law

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Belleville Public Schools

Curriculum Guide

Criminal Justice

Grades 10-12

The Nature of Criminal Law

Belleville Board of Education

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Unit Overview

In this unit students will analyze the rule of law and how the rule of law forms the basis for criminal law in the U.S. Students will learn the differences between civil and criminal law and how criminal laws are made. Students will discover the sources of criminal law and the legal elements of a crime. Students will then analyze and define various types of crimes and criminal behavior. Students will learn about classifications of crimes and identify and classify crimes.

Enduring Understanding

There can be no crime without law. If an act is to be prohibited, a legally authoritative body (such as Congress or a state legislature) must spell out in advance what behavior is banned. Criminal law serves several purposes and benefits society by maintaining order, resolving disputes, protecting individuals and property, and safeguarding civil liberties. Students will begin to realize the need for concequences for criminal behavior.

Essential Questions

What are the functions and sources of criminal law?

What is the difference between criminal law and civil law?

What is Common Law?

How do constitutions create criminal law?

What are statutes and ordinances and how do they differ?

What is case law and how is it a source of criminal law?

What are the legal elements of a crime?

What are major crimes plaguing society?

What are victimless crimes?

What is the difference between Blue Collar and White-collar crime?

How are crimes classified?

What is the difference between misdemeanors and felonies?

Exit Skills

By the end of Unit 2 students will demonstrate the ability to;

- List and explain the functions and sources of criminal law.
- Recognize the difference between criminal law and civil law.
- Define Common Law and explain how it is a source of criminal law.
- Explain how constitutions are a source of criminal law.
- Explain the differences between statutes and ordinances.
- Define case law and explain how is it a source of criminal law.
- List nad explain the legal elements of a crime.
- Identify the major crimes plaguing society.
- Identify and define victimless crimes.
- Explain the differences between Blue Collar and White-collar crime.
- Explain how are crimes classified.
- Identify and define misdemeanors and felonies.

New Jersey Student Learning Standards (NJSLS-S)

Please list only the content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

9.3.LW	Law, Public Safety, Corrections & Security
9.3.LW.1	Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.
9.3.LW.2	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
9.3.LW.5	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.
9.3.LW.6	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.
9.3.LW-COR.11	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.
9.3.LW-ENF.1	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
9.3.LW-ENF.6	Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.
9.3.LW-LEG.1	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.
9.3.LW-LEG.2	Interpret nonverbal communication cues in order to discern facts from fabrication.
9.3.LW-LEG.3	Produce written legal materials using writing strategies applicable to the legal services environment.
9.3.LW-LEG.4	Apply information technology tools to perform daily tasks assigned to legal services professionals.
9.3.LW-LEG.6	Use legal terminology to communicate within the legal services community.
9.3.LW-LEG.7	Compare and contrast different career fields in the legal services.
9.3.LW-LEG.8	Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
9.3.LW-LEG.9	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.

Interdisciplinary Connections

Please list all and any additional **Interdisciplinary Connections/Cross-Curricular** New Jersey Student Learning Standards that link to this unit, and which are not included in the NJSLS section above.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a

	member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

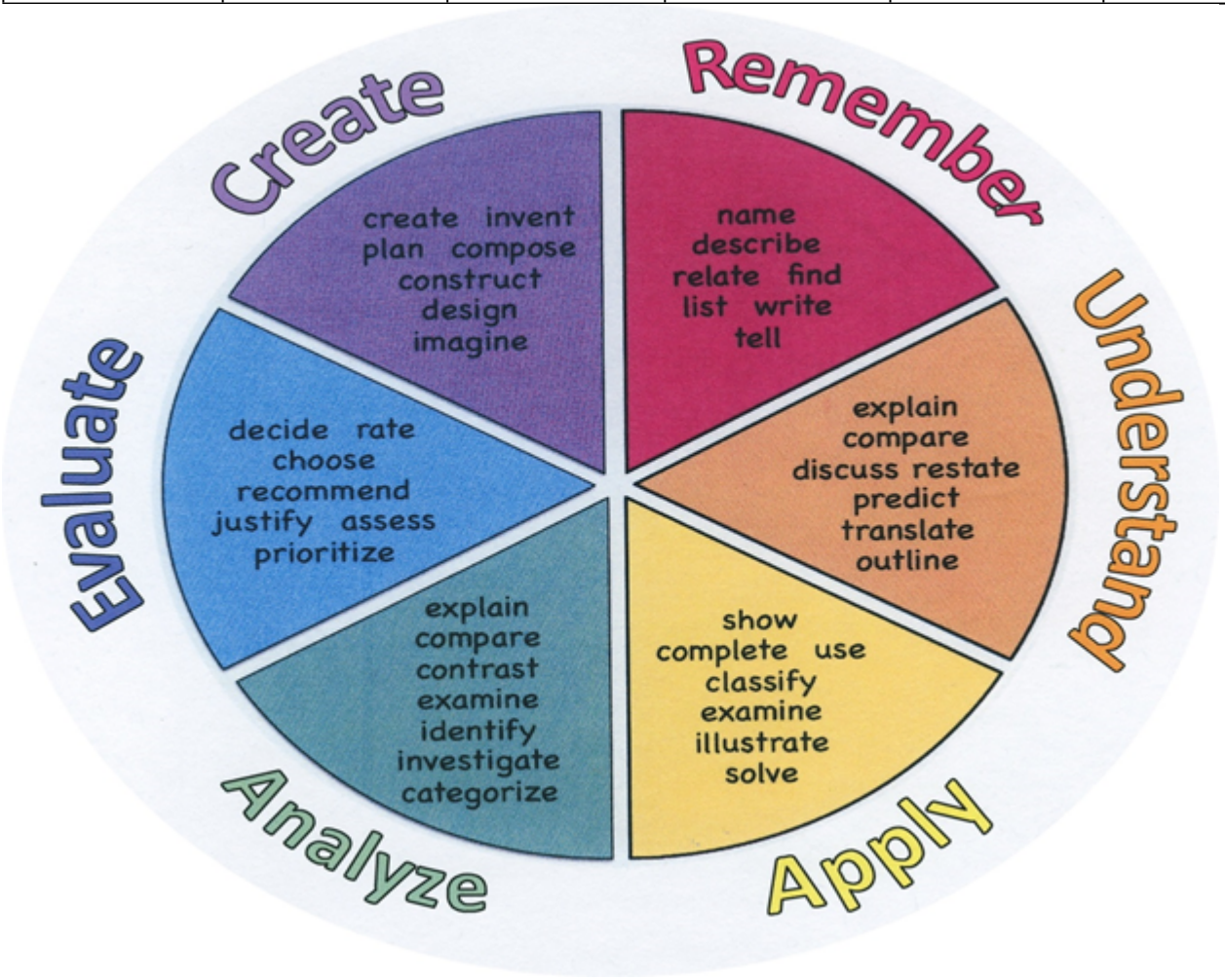
Learning Objectives

- List and explain the functions and sources of criminal law.
- Recognize the difference between criminal law and civil law.
- Define Common Law and explain how it is a source of criminal law.
- Identify different sources of law and explain how each contribute to the creation of criminal laws.
- Differentiate between statutes and ordinances and explain how each is created.
- Define case law and explain how is it a source of criminal law.
- Identify major crimes plaguing society and explain the legal elements of each.
- Define victimless crimes.
- Differentiate between Blue Collar and White-collar crime and identify each.
- Explain how are crimes classified.
- Identify and define which offenses are misdemeanors and felonies.

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

- Reading and outlining text
- Teacher oriented class discussion
- Use of PowerPoint to reinforce outlines
- Reaction Papers
- Answering questions
- Vocabulary
- Analyze Real Cases

Assessment Evidence - Checking for Understanding (CFU)

- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussion-formative assessment
- Checklists and Google Classroom will be used to review student work for comprehension and understanding
- Reviewing Reaction Papers and observation during ensuing class discussion
- Unit test-summative assessment
- Explaining-alternate assessment
- Create a Multimedia poster-benchmark assessment

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Exit Tickets

- Explaining
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Please list all district-provided Primary Resources & Materials and/or those outside that are accessed with district resources.

- Text
- Legal research and internet articles
- PowerPoint software
- Smart T.V.
- E-Learning Platform (Google Classroom)

Ancillary Resources

Please list all additional resources that will be used to strengthen this unit's lessons.

- BHS Courtroom and law library

Technology Infusion

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing

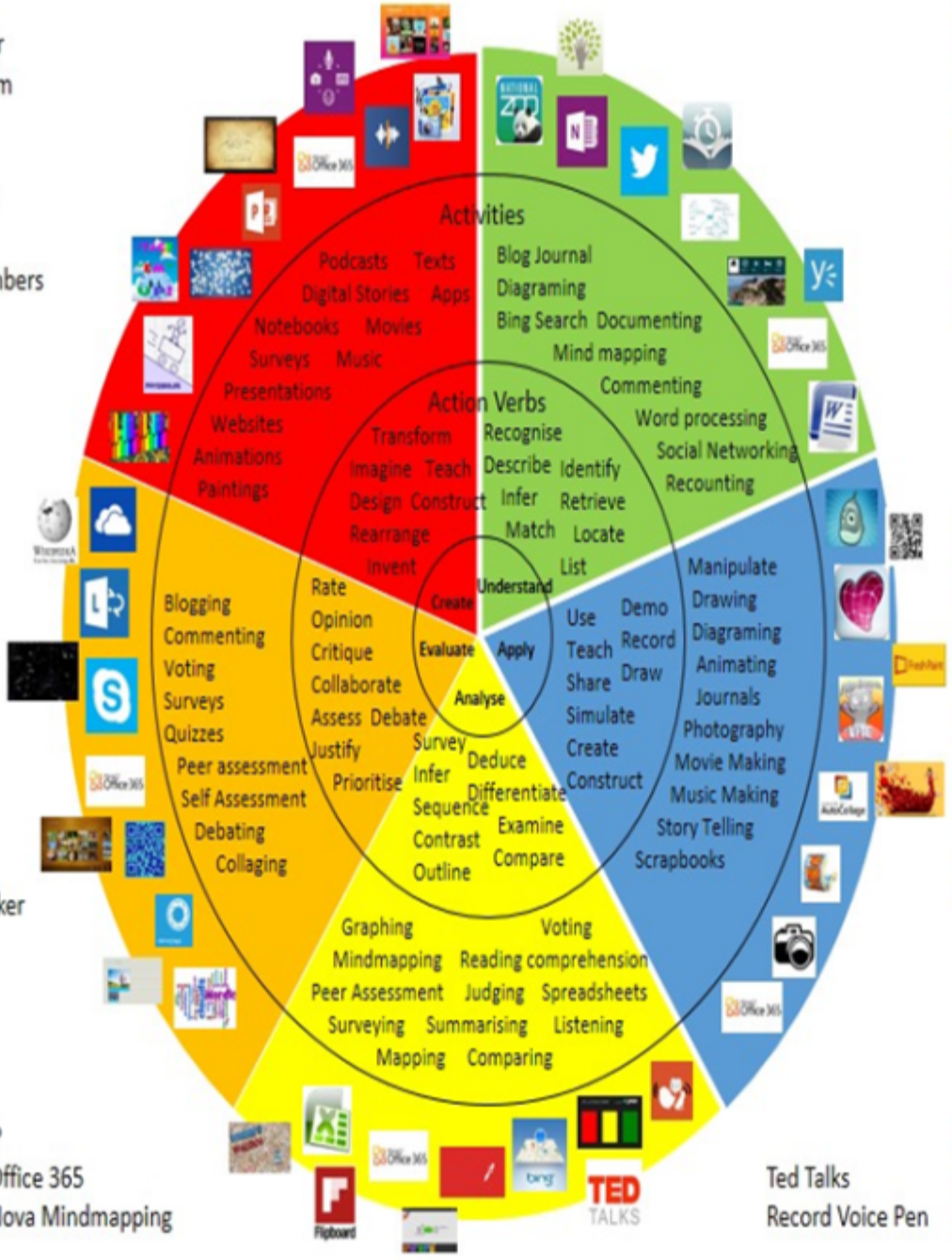
this section.

- Internet research on functions of criminal law and differences between civil and criminal law
- PowerPoint presentations used for lesson delivery
- Smart T.V.
- Chromebooks
- E-Learning Platform (Google Classroom)
- Video/Audio equipment for recording and reviewing courtroom presentations

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
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.11-12.7	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.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

- Students will be given additional time for completion of assignments or assessments.
- Cooperative grouping to enhance and elevate student productivity.
- Use of visual and auditory presentations to introduce and support lesson delivery.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions

- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- 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
- shortened assignments
- student working with an assigned partner
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

- Students and teacher will use translation apps to enable students to focus on selected objectives such as legal vocabulary

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented or required
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- Students will be provided with Unit PowerPoint study guide
- Students will be allowed to use study guide/outline on Unit assessments
- Alternate assessments will be used such as Reaction Papers focusing on current events

- 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 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 workpresented 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
- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Students will use Legal Reasoning problem solving skills to resolve legal disputes
- Students will work in groups to represent each side of legal dispute and present arguments to student jurors
- Students will identify a current legal issue differentiating Blue Collar and White Collar crime and present the issue and arguments on class web page for other students to participate in a threaded discussion

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- 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 project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Unit 2 The Nature of Criminal Law

NJSLS:
See Link Below

Interdisciplinary Connection:
Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

Statement of Objective:
SWDAT apply inductive and deductive reasoning skills to resolve legal issues in Unit 1 Case Study **by** working cooperatively in groups to answer Discussion Questions. Student groups will answer Discussion Questions with 90% accuracy.

Anticipatory Set/Do Now:
Unit 1 Case Study

Learning Activity:

T/O class discussion; PPT; Answer the Unit 1 Case Study Discussion Questions.

Student Assessment/CFU's:
See Link Below

Materials:
Unit 1 Case Study
Internet
PowerPoint
Lap-Tops

21st Century Themes and Skills:
See Link Below

Differentiation:
See Link Below

Integration of Technology:
PowerPoint
Internet
Class Webpage