

# Unit 2: Criminal Law and Juvenile Justice (Weeks 4-7)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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At times, unethical behavior by business and people can be extreme enough that society will respond by criminalizing certain kinds of activities. This unit aims to explain how criminal law differs from civil law, to discuss various types of crimes, and to relate the basic principles of criminal procedure.

## ESSENTIAL QUESTIONS

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- How does criminal law differ from civil law?
- How can you defend yourself against criminal charges?
- What is the criminal justice process?
- How does juvenile justice differ from the regular criminal justice process?

## STANDARDS

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### New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

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SOC.6.3.12.HistoryCA.12

Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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PFL.9.1.12.CFR.6

Identify and explain the consequences of breaking federal and/or state employment or

TECH.9.4.12.DC.3

financial laws.

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

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

### PRE-ASSESSMENTS

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Students will participate in an activity where they try and solve a crime to see what background knowledge they have.

### INSTRUCTIONAL PLAN

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#### Crime in America

#### MODULE 1

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**Student Learning Intentions (SLI) WALT: (We are learning to...)**

- Understand the nature and causes of crime in the United States.
- Understand how it is possible to commit a criminal without actually doing anything that you think might be criminal.

**Student Learning Strategies**

- Active lecture note-taking
  - Close Reading
  - Think-Pair-Share
  - Case Notes
  - Making Connections
  - Debate/Socratic Seminar
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	<ul style="list-style-type: none"> <li>• Short written responses</li> <li>• Pear Deck responses</li> <li>• Discussion Groups</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>• Identify the most prevalent crimes committed in the U.S.</li> <li>• Identify the characteristics and demographics of the who commit crimes and where they occur.</li> <li>• Categorize crimes such as state v. federal, crimes of omission, preliminary crimes, misdemeanors and felonies.</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Pear Deck interactive slide real-time feedback</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> </ul>
<p><b>Activities and Resources</b></p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study analysis</li> <li>• Debate</li> <li>• Deliberations (Structured Academic Controversy)</li> <li>• iCivics lessons</li> </ul>
<p><b>Suggested Modifications</b></p>	<p><b><u>English Language Learners</u></b></p> <p><b>Native language support:</b> The teacher provides auditory written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns increase student comprehension. This could include facin</p>

students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects.

Students will be challenged to further their understanding, apply acquired knowledge, and/or produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One-to-One Time:** When other students are working, always touch base with your students at risk and out if they're on track or need some additional support. A few minutes here and there will go a long way to intervene as need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands-On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

**Crimes Against the Person / Crimes Against Property**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Understand what actions fall into these two categories.
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Active lecture note-taking</li><li>• Close Reading</li><li>• Think-Pair-Share</li><li>• Case Notes</li><li>• Making Connections</li><li>• Debate/Socratic Seminar</li><li>• Short written responses</li><li>• Pear Deck responses</li><li>• Discussion Groups</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• Name and define the major felonies in criminal law.</li><li>• Explain how white-collar crime differs from other crimes.</li><li>• Define a variety of white-collar crimes</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Pear Deck interactive slide real-time feedback</li><li>• In class discussions</li><li>• Low-stakes group work</li></ul>
<b>Activities and Resources</b>	<ul style="list-style-type: none"><li>• Simulations</li><li>• Discussion</li><li>• Case Study analysis</li></ul>

- Debate
- Deliberations (Structured Academic Controversy)
- iCivics lessons
- Viewanddiscuss"Catch me if you can"
  - pinpoint the crimes against property in the movie
- AnnenbergClassroom Legal Videos

### English Language Learners

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## Suggested Modifications

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**MODULE 3**

Defenses

**Student Learning Intentions (SLI) WALT: (We are learning to...)**

Understand the defenses available to people accused of a crime.

**Student Learning Strategies**

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses

	<ul style="list-style-type: none"> <li>• Discussion Groups</li> </ul>
<b>Success Criteria</b>	Describe the proper defense to a specific crime.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Pear Deck interactive slide real-time feedback</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> </ul>
<b>Activities and Resources</b>	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Discussion</li> <li>• Case Study analysis</li> <li>• Debate</li> <li>• Deliberations (Structured Academic Controversy)</li> <li>• iCivics lessons</li> </ul>
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## MODULE 4

### The Criminal Justice Process

- The Investigation
- Proceedings Before a Trial
- The Trial
- Sentencing and Corrections

**Student Learning Intentions (SLI) WALT: (We are learning to...)**

- The nature and causes of crime in the U.S. are varied and complex.
- The criminal justice process is a complex and has various paths depending on individual circumstances.
- Over time, our society has changed, added to, and altered our expectations for sentencing convicted felons.

**Student Learning Strategies**

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

**Success Criteria**

- Explain the rules that police must follow when conducting arrests.
- Describe the basic steps in pretrial criminal procedure that follow a government's determination to arrest someone for an alleged criminal act.
- Describe the basic elements of trial and post trial criminal procedure.
- Understand how judges can push parties into pretrial settlement.

- Understand the post trial process—how appellate courts process appeals.
- Debate the various viewpoints on the corrections system

**Formative Assessment (drives instructional decisions)**

- Pear Deck interactive slide real-time feedback
- In class discussions
- Low-stakes group work

**Activities and Resources**

- Simulations
  - Trial Court Simulation
- Discussion
- CaseStudyanalysis
  - POVBetterthis World- plea bargain
  - Blindsided: Brian Banks
- Debate
- iCivics lessons
- Deliberations (Structured Academic Controversy)
  - Mirandav.Arizona (right to remain silent)
- AnnenbergLegal Videos
  - Mappv.Ohio(searchandseizure)
  - HabeasCorpus:TheGuantanamoCases
  - Mirandav.Arizona (right to remain silent)

**Suggested Modifications**

**English Language Learners**

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## MODULE 5

### Juvenile Justice

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**Student Learning Intentions (SLI) WALT: (We are learning to...)**

- Understand the operation of the juvenile justice system and the special challenges it faces.
- Understand that the juvenile justice system has both similarities and differences from the standard judicial process.

**Student Learning Strategies**

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

**Success Criteria**

- Describe the steps in the process as offenders move through juvenile court.
- Identify possible problems and issues within the juvenile justice system.

**Formative Assessment (drives instructional decisions)**

- Pear Deck interactive slide real-time feedback
- In class discussions
- Low-stakes group work

**Activities and Resources**

- Juvenile Justice lesson set
- Simulations
- Discussion
- Case Study analysis
- Debate
- Deliberations (Structured Academic Controversy)
- iCivics lessons
  - InreGault

**Suggested Modifications**

**English Language Learners**

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**Adjusted Speech:** The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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### **Students with 504 Plans**

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**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, apply acquired knowledge, and/or produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One-to-One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or need some additional support. A few minutes here and there will go a long way to intervene as need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for

completion sign-offs.

**Hands-On:** As much as possible, think in concrete terms provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## REFLECTIONS

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### INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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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.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to

LA.RH.11-12.10

build knowledge or to compare the approaches the authors take.

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.