

# Unit Four: Laws, Crime and Justice

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **8 weeks**  
Length: **Weeks**  
Status: **Published**

## **Laws, Crime and Justice**

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Students will be able to understand the purpose of laws, how those laws impact the criminal justice system and the role of civil procedure in administering justice. Students will also debate their ideologies through established political systems within the United States and use those political beliefs to participate in the electoral system.

## **Transfer**

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Students will be able to independently use their learning to act as law abiding citizens and to be active participants in the political process.

## **Meaning**

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## **Understandings**

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Students will understand that...

the law has a purpose.

our criminal justice system has a specific structure and organization.

the development of political ideology is essential to becoming a participatory citizen in the political process.

voting is civic responsibility.

## **Essential Questions**

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Students will keep considering...

Why does the law exist?

How are laws enforced fairly and equitably?

How is the criminal justice system organized?

How does the American legal system impact your life?

Why is voting essential to American citizenship?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

the purpose of laws in society.

the different kinds of laws.

the function and responsibilities of the criminal justice system.

the function and responsibilities of the juvenile justice system.

the purpose of civil law.

the roles of the criminal justice system to those of the civil justice system.

the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

how political parties link citizens to the government.

the role of third parties in our democracy.

the process of nominating a candidate for a position.

how and when elections are held, and who may vote in them.

the ways that candidates get their message out to the voters.

the role of interest groups and describe how they influence elections.

the ways that political campaigns are planned, managed, and financed.

the role of the Electoral College in presidential elections.

the influence of national political parties on the development of public policies and political platforms, including political action committees, the McCain-Feingold Act, platform committees, and political campaigns.

how participation in civic and political life can contribute to the attainment of the individual and public good.

the difference between private and public problems.

the ways that people use to attempt to solve public problems.

how public opinion is measured and used in public debate (electronic polling, Focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

the importance and presence of volunteerism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

ways that citizens can use their knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (ex. 1st Amendment right to petition for redress of grievances).

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### **Students will be skilled at...**

Students will develop the following skills:

Identify the purpose of laws in society.

Describe the different kinds of laws.

Describe the function and responsibilities of the criminal justice system.

Describe the function and responsibilities of the juvenile justice system.

Describe the purpose of civil law.

Compare and contrast the roles of the criminal justice system to those of the civil justice system.

Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

Describe how political parties link citizens to the government.

Explore the role of third parties in our democracy.

Outline and describe the process of nominating a candidate for a position.

Describe how and when elections are held, and who may vote in them.

Describe the ways that candidates get their message out to the voters.

Explain the role of interest groups and describe how they influence elections.

Explore the ways that political campaigns are planned, managed, and financed.

Explain the role of the Electoral College in presidential elections.

Analyze the influence of national political parties on the development of public policies and political platforms, including political action committees, the McCain-Feingold Act, platform committees, and political campaigns.

Explore how participation in civic and political life can contribute to the attainment of the individual and public good.

Identify the difference between private and public problems.

Explore the ways that people use to attempt to solve public problems.

Analyze how public opinion is measured and used in public debate (electronic polling, Focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

Explore the importance and presence of volunteerism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

Recommend ways that citizens can use their knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (ex. 1st Amendment right to petition for redress of grievances).

## **Academic Vocabulary**

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civil disobedience

common law

legal code

criminal law

civil law

treason

terrorism

probable cause

warrant

bail

delinquent

equity

damages

summons

subpoena

mediation

arbitration

political party

platform

patronage

independent

direct primary

closed primary

caucus

registration

propaganda

bias

incumbent

electors

## Target 2

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Differentiate between the criminal and juvenile justice systems in America.

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- Differentiate between the criminal and juvenile justice systems in America.

SOC.6.1.12.D.2.b

Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

SOC.6.3.12.D.1

Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

## Target 3

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Compare and contrast civil law and civil procedure to determine their impact on the justice system.

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SOC.6.1.12.D.2.b

Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

SOC.6.1.12.CS2

Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

WORK.9-12.9.1.12.E.5

Compare laws governing the unethical use of media in different countries.

WORK.9-12.9.2.12.C.7

Explain the rights and responsibilities of buyers and sellers under consumer protection laws, and discuss common unfair or deceptive business practices.

WORK.9-12.9.2.12.E.6	Apply consumer protection laws to the issues they address.
WORK.9-12.9.2.12.F.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
WORK.9-12.9.2.12.F.6	Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.
WORK.9-12.9.3.12.2	State and federal laws and regulations require specific employment and workplace safety and health policies and procedures in order to ensure that workers are free from exploitation and to ensure a safe and healthy work environment.
WORK.9-12.9.3.12.C.12	Determine the impact of past and/or recent lawsuits and/or court decisions regarding employment laws.

## Target 1

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Describe the similarities and differences of the two party system.

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SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

## Target 3

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Research the process an individual must follow to campaign for elected office.

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SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
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.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

## **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

## **21st Century Life and Careers**

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WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.

## **Formative Assessment and Performance Opportunities**

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Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)



## **Accommodations/Modifications**

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Differentiation:

IEP modifications and 504 accommodations

Enrichment:

College Prep A/B

Honors

AP Level Courses

## **Unit Resources**

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May include, but not be limited to:

Civics: Government and Economics in Action Textbook

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

**Interdisciplinary Connections**

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