

<i>Crime, Society, & Law</i>	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	<u>2016</u>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>12/2021</i>
PRIMARY RESOURCE if applicable	
<p><i>The use of primary and secondary sources are built in each unit to support the priority inquiry standards. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.</i></p> <p><i>-AND-</i></p> <p><i>Criminal Justice in America, 5th Edition, 2012 (Constitutional Rights Foundation) - hard copies (978-1-886253-46-9) (secondary resource)</i></p>	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE	
<p><i>This course will introduce students to the US legal system, including the federal and state court systems, and consitutional and criminal law. Additionally, students will become familiar with criminology, corrections, deviance and profiling. Students will gain an understanding of the careers associated with the legal and justice system and rehabilitation/corrections.</i></p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.</p>	<p>What is culture? What roles does culture play in human and societal development?</p>
<p>TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time</p>	<p>Why is the past important to us today?</p>

<p>human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.</p>	<p>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p>
<p>PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</p>	<p>How do geography, climate, and resources affect the way people live and work?</p>
<p>INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.</p>	<p>How do individuals develop over time? How do external factors influence our identity and behavior?</p>
<p>INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.</p>	<p>How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p>
<p>POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</p>	<p>How do different political and economic systems affect civic life?</p>
<p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</p>	<p>What impacts a person's way of life or standard of living?</p>

<p>People have wants that often exceed the limited resources available to them.</p>	<p>How do scarcity and competition influence decision-making at the personal, business, and government levels?</p> <p>What is the relationship between decision-making and economic outcomes?</p>
<p>SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p>	<p>How do technology influence social and cultural change in a global society?</p>
<p>GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p>	<p>How does diversity impact society?</p>
<p>CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p>	<p>What knowledge and skills are needed to participate effectively in our political system?</p> <p>What is the role of the citizen in the community and the nation, and as a member of the world community?</p>
<p>PRIORITY CONTENT STANDARDS</p>	<p>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</p>
<p>Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)</p>	<p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p>
<p>Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	<p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p>
<p>Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.</p>	<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>
<p>Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)</p>	<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>
<p>Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i>.</p>	<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>
<p>Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)</p>	

Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.

<i>Criminal Law</i>	
ESSENTIAL QUESTION(S)	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
POWER, AUTHORITY, & GOVERNANCE: How do different political and economic systems affect civic life?	
GLOBAL CONNECTIONS: How does diversity impact society?	
CIVIC IDEALS & PRACTICE: What knowledge and skills are needed to participate effectively in our political system?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets. INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

<p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p>	<p>CIVIL RIGHTS & CIVIL LIBERTIES -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups</p> <p>FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens. -I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p> <p>ASSERTING AND REAFFIRMING HUMAN RIGHTS -I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. -I evaluate different goals and methods of groups who have advocated for access to greater rights . -I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</p>
<p>PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)</p>	
<p>Standard SS.Inq2: Wisconsin students will <i>gather and evaluate</i> sources</p>	<p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e. I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of</p>
<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>	<p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>
<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>	<p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and</p>
<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>	<p>I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal,</p>
<p>SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS</p>	

SS.PS3.c.Power in government	I evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.
SS.PS3.d.Public policy	I evaluate the effectiveness of public policy actions and processes.
SS.PS1.a.Values and principles of American constitutional democracy	I analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. I analyze sources of governmental authority.
SS.PS3.b.Linkage institutions	I evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting.
SS.His1.b.Effect	I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
SS.Econ1.a.Choices and Decision Making	I perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision. I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Democracy and the Rule of Law	justice, how laws are made, different levels of government, criminal and civil law, presumption of innocence, burden of proof, felonies, misdemeanors, forfeitures, criminal conduct in terms of act/intent/concurrence/causation, crimes as defined by statute, different types of affirmative defenses to criminal conviction, crime prevention based on various theories, evidence
COMPELLING UNIT QUESTION	
Is criminalization the best way to address undesirable behavior?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How has our conception of justice and criminality changed over time?	Who determines what behaviors should be criminal?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK

Consider a current issues in crime (cyberbullying, sexting, recreational marijuana, pirating music/movies, assisted suicide, etc.) and determine whether it should be/remain criminal and/or if it helps promote justice.	Create a chart that identifies all stakeholders in the legislative process. Evaluate current criminal laws based on their specific elements and determine whether those laws serve are consistent with the values of the society.
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Procon.org	Wisconsin State Statutes
SIRS (Leading Issues)	Who is My Representative?
Opposing Viewpoints	
Issues & Controversies	
Global Issues in Context	
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
What are intended and unintended consequences of criminalizing certain behaviors?	NA
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Evaluate the intended and unintended consequences of the current issue in crime selected in formative task #1.	NA
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Procon.org	NA
SIRS (Leading Issues)	
Opposing Viewpoints	
Issues & Controversies	
Global Issues in Context	
SUMMATIVE ASSESSMENT TASK(s)	

Construct an argument that addresses the compelling question and the topic selected in formative task #1 using specific claims and relevant evidence while acknowledging competing perspectives.

CIVIC ENGAGEMENT

Write a letter to a state or federal representative arguing for criminalization, decriminalization or legalization of the topic selected in formative task #1.

Public Law Enforcement	
ESSENTIAL QUESTION(S)	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
POWER, AUTHORITY, & GOVERNANCE: How do different political and economic systems affect civic life?	
GLOBAL CONNECTIONS: How does diversity impact society?	
CIVIC IDEALS & PRACTICE: What knowledge and skills are needed to participate effectively in our political system?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	<p>CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.</p> <p>INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.</p>
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	<p>CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause</p> <p>EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p>

<p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p>	<p>CIVIL RIGHTS & CIVIL LIBERTIES</p> <ul style="list-style-type: none"> -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups <p>FUNDAMENTALS OF CITIZENSHIP</p> <ul style="list-style-type: none"> -I assess the difference in constitutional and legal protections for citizens vs. noncitizens. -I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot). <p>ASSERTING AND REAFFIRMING HUMAN RIGHTS</p> <ul style="list-style-type: none"> -I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. -I evaluate different goals and methods of groups who have advocated for access to greater rights . -I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
<p>PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)</p>	
<p>Standard SS.Inq2: Wisconsin students will <i>gather and evaluate</i> sources</p>	<p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e. I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of</p>
<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>	<p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).</p> <p>I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>
<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>	<p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the</p> <p>I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and</p>
<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>	<p>I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal,</p>
<p>SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS</p>	

SS.PS1.b.Origins and foundation of the government of the United States	I evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.
SS.PS3.c.Power in government	I evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.
SS.Econ1.a.Choices and Decision Making	I perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision. I can perform a cost-
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Liberty and Order	crime statistics collection, calculation of crime rates & trends using UCR and the NIBRS, major levels of public law enforcement, response to crime, professional law enforcement past and present, community-based and problem-orientated policing, probable cause, search and seizure, Miranda Rule, reasonable use of force matrix
COMPELLING UNIT QUESTION	
Does policing need to be reformed?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How has policing changed over time?	What ethical and constitutional limits govern law enforcement professionals?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Create an annotated timeline that tracks the development of a professional police force in the United States and how its is organized today to accomplish its mission.	Evaluate cases studies related to racial profiling, interrogations, search and seizure, and use of force to determine what is constitutionally and ethically appropriate and what is not. Apply those case studies to a current controversy in policing (racial profiling, use of force, drug enforcement, etc).
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
The Origins and Evolution of American Policing, Pearson Higher Ed (excerpt)	Supreme Court Case Law: Terry v. Ohio (1968), Carroll v. US (1925), Silvertorn Lumber Co. v. US (1920), Miranda v. Arizona (1966), Mapp v. Ohio (1961), Tennessee v. Garner (1985), When v. US (1996)
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
What are the current views of police in the United States and what events have led to these views?	NA

FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Pew Research	NA
Primary and Secondary Resources related to current events in policing	
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
SUMMATIVE ASSESSMENT TASK(s)	
Construct and argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
CIVIC ENGAGEMENT	
Conduct a debate and/or socratic circle on whether policing in America needs to be reformed.	

Adjudication	
ESSENTIAL QUESTION(S)	
INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
POWER, AUTHORITY, & GOVERNANCE: How do different political and economic systems affect civic life?	
GLOBAL CONNECTIONS: How does diversity impact society?	
CIVIC IDEALS & PRACTICE: What knowledge and skills are needed to participate effectively in our political system?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	<p>CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.</p> <p>INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.</p>
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	<p>CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause</p> <p>EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p>

SS.PS3.c.Power in government	I evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.
	I evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
SS.PS1.a.Values and principles of American constitutional democracy	I analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.
	I analyze sources of governmental authority.
SS.PS1.b.Origins and foundation of the government of the United States	I evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.
SS.PS3.c.Power in government	I evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.
SS.Econ1.a.Choices and Decision Making	I perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision. I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.
DISCIPLINARY CONCEPT	
KEY UNIT CONTENT	
Rights and Responsibilities	rights of accused found in U.S. Constitution and Bill of Rights, juvenile court vs. adult criminal court, professional members' roles of courtroom work group, pretrial activities, significance of preservation of justice, steps in criminal trial, presenting evidence, different levels of sentencing, incarceration rates, state and federal prisons issues and viable solutions, appeal
COMPELLING UNIT QUESTION	
Is our criminal justice system just?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What rights does the Constitution provide for people who have been charged with a crime?	What rules and procedures are put in place to ensure fairness during the adjudication process?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK

Evaluate cases studies to determine what constitutional protections are afforded criminal defendants under our constitution.	Evaluate cases studies to determine what rules and procedures are in place to ensure fairness during the adjudication process.
<i>FEATURED SOURCE(s) may include</i>	<i>FEATURED SOURCE(s) may include</i>
	Criminal Justice in America Textbook
	The Case of Thomas Evans (Criminal Justice in America)
The Case of Thomas Evans (Criminal Justice in America)	Mock Court Cases (Minnesota Bar, Wisconsin Bar)
<i>SUPPORT QUESTION 3 (if applicable)</i>	<i>SUPPORT QUESTION 4 (if applicable)</i>
Do our constitutional protections and the rules and procedures protect everyone equally?	NA
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Evaluate cases studies to determine if the the constitution and the rules and procedures of our criminal justice system protect everyone equally?	NA
<i>FEATURED SOURCE(s) may include</i>	<i>FEATURED SOURCE(s) may include</i>
Supreme Court Case Law: Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Mapp v. Ohio (1969), Batson v. Kentucky (1986)	NA
SUMMATIVE ASSESSMENT TASK(s)	
Construct and argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
CIVIC ENGAGEMENT	
Conduct a simulation using the a mock case from Wisconsin or Minnesota Bar 'Mock Trial'.	

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.			
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	<i>I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;</i>			
	<i>-I evaluate how different groups and individuals contributed to the event or cause</i>			
	<i>I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</i>	x	x	x
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.	x	x	x
	INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.			
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	CIVIL RIGHTS & CIVIL LIBERTIES <i>-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.</i>		x	x
	<i>-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups</i>			
	FUNDAMENTALS OF CITIZENSHIP <i>-I assess the difference in constitutional and legal protections for citizens vs. noncitizens.</i>		x	x
	<i>-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</i>			
	<i>I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.</i> <i>-I evaluate different goals and methods of groups who have advocated for access to greater rights .</i>	x	x	x
	<i>-I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</i>			
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)				

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	X	X	X
	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.	X	X	X
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources	X	X	X
	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	X	X	X
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	X	X	X
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).	X	X	X
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	X	X	X
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).	X	X	X
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	X	X	X
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	X	X	X