



G-E-T High School Curriculum

Align, Explore, Empower

Scope and Sequence

You & The Law

Unit 1 - The Basics of Law

Law and legal philosophy are viewed through the lenses of history, morality, and culture, resulting in many definitions of law. Law is defined as the rules made and enforced by the government that regulate the conduct of people within a society.

In this unit, students will ...

1. Define the term law.
2. Explain several reasons for having laws
3. Explain why the rule of law is important in a democratic society
4. List a number of laws that affect daily life in our society.
5. Analyze a case in order to explore the relationship between law and morality.
6. Describe the relationship between rights and responsibilities
7. Distinguish between two major groups of laws: criminal and civil
8. Define the terms *criminal law*, *felony*, *misdemeanor*, *civil law*, *civil action defendant*, *plaintiff*, *prosecutor*, *beyond a reasonable doubt*, *preponderance of evidence*.
9. Describe differences between misdemeanors and felonies
10. List, describe, and distinguish among the three most common methods for settling disputes out of court.
11. Define the terms negotiation, settlement, arbitration, mediation.

Standards for You & The Law

Unit 2 - Criminal Law

Unit 2 provides an overview of criminal law. It explores the nature of crime, current issues in criminal law, including gangs, guns, and computer crimes; and a variety of crimes and defenses. Students learn about the criminal justice process from the investigation phase through sentencing and corrections.

In this unit, students will ...

- define “Actus Reus” and “Mens Rea”
- understand the different gradations of Mens Rea
- understand the differences between Wisconsin’s homicide statutes

- Understand and develop arguments about what constitutes a 4th Amendment search
- Understand that the Constitution and other laws are open to different interpretations and applications
- Develop a more concrete understanding of the “reasonable expectation of privacy” standard for a 4th Amendment search
- Understand *Miranda* rights.
- Identify when a police interaction is custodial and non-custodial
- Effectively invoke the right to silence (*Miranda*)
- Effectively invoke the right to counsel (*Miranda*)
- Understand what an affirmative defense is
- Learn some of the substantive affirmative defenses – self defense, duress, necessity, insanity and entrapment
- Learn what purposes are served by allowing different affirmative defenses
- Identify with someone who is willing to plea bargain to avoid jail time.
- Develop an appreciation for the lawyer-client relationship.
- Understand how prosecutorial discretion plays a big part of how our criminal legal system works.
- Begin to question whether plea-bargaining is a good way to ensure that justice is served.
- know what types of Internet activity are or should be considered criminal;
- understand how criminal prohibitions against certain types of Internet activity are best implemented in law.
- Consider their knowledge of white-collar crime; review notions of socioeconomic class and occupation.
- Examine the recent conviction of Martha Stewart for lying about stock trading, and learn about several other high-profile alleged white-collar criminals by reading and discussing “Stewart’s Celebrity Created Magnet for Scrutiny.”
- Investigate various types of white-collar crimes; find and research recent or current examples of these crimes.

Standards for You & The Law

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

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

Unit 3- Juvenile Justice

Unit 3 explores the juvenile justice system and the debate over whether juveniles should be treated differently than adults. Students learn about the juvenile justice process from the investigation phase through disposition options for juveniles. They will also learn about different approaches to juvenile justice, including the Youth Court System and the Missouri Approach.

In this unit, students will ...

- Know the Similarities and differences between juvenile and adult legal definitions
- Know the differences between felonies and misdemeanors as it applies to juveniles

- Recognize the rights and the responsibilities that the justice system allocates to juveniles.
- Think of potential consequences to actions they may chose to participate in.
- Make better decisions regarding potential juvenile infractions.
- Understand the structures that could control the disposition of their case if they were arrested as a juvenile.
- Understand the meaning of “deterrence,” “retribution,” “rehabilitation” and “incapacitation” in the context of criminal justice.
- Link types of punishments to different theories of punishment.
- Explain the justifications for punishing juveniles and adults differently.
- Know the Missouri Approach to juvenile crime
- Know Sentencing options for juveniles
- Know the benefits and drawbacks of Youth Courts
- Explain the reasons for laws that require children to be educated
- Identify who must attend school.

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Unit 4- Tort Law

Unit 4 provides an overview of tort law- the largest branch of civil law. This unit highlights the differences between tort law and criminal law: describes how torts developed historically; presents various circumstances under which a person can sue or be sued; outlines the processes by which torts are adjudicated; and discusses the role of insurance in tort law.

In this unit, students will ...

- gain a basic understanding of one of the fundamental areas of civil law;
- develop an awareness of the duties of care members of society owe to one another;
- understand the notion of proving up different elements in order to establish a legal wrong; and
- see examples of the differences between criminal and civil law.
- Know the meaning of the word “tort”;
- Know the elements of a negligent/intentional/strict liability tort; and
- Know the defenses to a negligent/intentional/strict liability tort.
- realize that determining negligence is a murky proposition, requiring insight into industries and “reasonable persons.”
- understand that careless conduct can lead to liability.

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