

Law: Criminal Law

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems.*
- *Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

- Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions
- Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights
- Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems;

Transfer

*Students will be able to independently use their learning to **act responsibly and make informed decisions based upon their understanding of criminal law.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.
- in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
- principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.

ESSENTIAL QUESTIONS

- Can a civilization survive without laws?
- Is crime inevitable?

Acquisition

Students will know...

- that the law and legal system play a vital role in the everyday lives of citizens of the United States.
- that laws generally reflect and promote a society's values and are influenced by our society's traditional ideas of right and wrong.
- that laws are classified by a variety of factors (criminal and civil, federal and state, felony and misdemeanor, against the person and against property).
- that in the United States laws are changed, created and enforced on many different levels (local or national) and by a variety of groups of people.
- that critics cite America's emphasis on individual rights as evidence of "radical individualism", which has resulted in a high self-centered focus and the

Students will be skilled at...

- comparing and contrasting powers and responsibilities
- explaining changes over time.
- evaluating the effectiveness of decisions and decision making.
- analyzing the impact of personal interests and perspectives.
- analyzing how laws are used or challenged to address public issues.
- evaluating the causes and effects of public policies
- analyzing the impact of societal change over time.
- analyzing the influence of incentives on choices and policy making.
- evaluating the impact of economic and political decision making on spatial patterns.
- using disciplinary and multidisciplinary lenses.

instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	loss of sense of community. • that the adversarial system allows opposing parties to present their legal conflicts before an impartial judge or jury. • that the phases of the criminal justice process. • that the distinction between treatment of juveniles and adults and how that has changed over time. • that the role of the Constitution in the American Legal System. • that laws are developed by Congress, other government agencies and the courts. • that forums other than courts may be used to deal with conflict (negotiation, mediation, and arbitration) • the factors that cause and increase in crime across the US (gangs, guns, drugs, substance abuse, etc.) • that teens are more likely to be the victims of crime than people in any other group. • that preliminary crimes, which the police are able to prevent from happening, are solicitation, attempt, and conspiracy. • that, for a convictions to occur in a criminal case, the prosecutor must establish beyond a reasonable doubt that the defendant committed the act in question with the required intent. • that the defendant is not required to present a defense but can instead simply force the government to prove its case; however, a number of possible defenses are available to defendants in criminal cases. <u>vocabulary:</u> jurisprudence, felonies, misdemeanors, civil action, statutes, supremacy clause, appeals, appellate court, referendum, mediation, arbitration, adversary system, voir dire, peremptory challenges, error of law, precedent, dissenting and concurring opinion, petitions for certiorari, strict liability, felony, misdemeanor, accessory before the fact, accessory after the fact, crime of omission, solicitation, homicide, first-degree murder, felony murder, second-degree murder; voluntary involuntary, and negligent manslaughter; assault, battery, stalking, statutory and	• taking informed action
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	date rape, arson, vandalism, larceny, embezzlement, extortion, entrapment, affidavit, contraband, self-incrimination, personal recognizance, grand jury, indictment, nolo contendere, motion to suppress evidence, plea bargaining, subpoena, contempt of court, immunity, suspended sentence, restitution, retribution, deterrence, parole, incapacitation, capital punishment, aggravating and mitigating circumstances, corporal punishment, delinquent and status offenders, disposition, federal statutes, appeals; federal, state, and tribal courts	
Content Area Literacy Standards		21st Century Skills
•RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. •RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. •RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. •RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. •RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. •RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. •RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. •RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. •RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. •WHST.9-10.1 Write arguments focused on discipline-specific content. •WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. •WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. •WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. •WHST.9-10.7 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. •WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. •WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>use systems thinking</i> ● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>use and manage information</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>			
<i>Language Arts Integration</i>		<i>Mathematics Integration</i>	
1.OA.1 Use		1.OA.1 Use	
<i>Technology Integration</i>		<i>District Materials</i>	
1.OA.1 Use			

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