



ANSONIA PUBLIC SCHOOLS

Criminal/ Juvenile Justice (Grades 10-12)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: Social Studies	Course: Criminal/ Juvenile Justice
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for Social Studies 1. Inquiry: Developing questions, conducting investigations, evaluating evidence, and communicating conclusions 2. History: Understanding change over time, multiple perspectives, evidence, and historical argumentation 3. Geography: Analyzing places, environments, populations, and global connections 4. Economics: Examining decision-making, markets, resources, and economic systems 5. Civics: Exploring institutions, civic participation, democratic processes, and the rule of law
Unit Titles	
Unit 1: Criminal Law- Part I	
Unit 2: Criminal Law- Part II	
Unit 3: Crimes and Defense- Part I	
Unit 4: Crimes and Defense- Part II	
Unit 5: Crimes and Defense- Part III	
Unit 6: Criminal Justice Process-Part I	
Unit 7: Criminal Justice Process-Part II	
Unit 8: Criminal Justice Process-Part III	
Unit 9: Criminal Justice Process-Part IV	
Unit 10: Criminal Justice Process-Part V	

Course Overview:

The Criminal/ Juvenile Justice course provides students with a comprehensive introduction to the American criminal justice system, examining the relationship between law, government, and individual rights and responsibilities. Through the study of criminal law, students explore the nature and causes of crime, the classification of offenses, criminal intent, and the legal principles that guide the prosecution and defense of criminal cases. Using primary and secondary sources, Supreme Court cases, contemporary events, and real-world case studies, students analyze how laws are created, interpreted, and enforced at the local, state, and national levels. Students develop critical thinking, research, writing, and communication skills as they investigate complex legal and ethical issues surrounding crime and justice.

Throughout the course, students engage in authentic learning experiences that require them to evaluate evidence, construct legal arguments, and apply constitutional principles to criminal justice scenarios. Topics include crimes against persons and property, criminal defenses, constitutional protections, police procedures, search and seizure, due process, and the rights of the accused. Through debates, mock case analyses, persuasive writing, and collaborative problem-solving activities, students examine the challenges facing the criminal justice system while considering the balance between public safety and individual liberties. By the end of the course, students will have developed a deeper understanding of the legal system and the role citizens play in promoting justice within a democratic society.

Unit 1: Criminal Law-Part I

Priority Standards:	Supporting Standards:
1.7 - Explain the purpose, structures and functions of government and law at the local, state, national and international levels. 1.8 - Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 - Understand the rights and responsibilities of citizens. 2.2 - Interpret information from a variety of primary and secondary sources, including electronic media.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.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.
Big Ideas	Essential Questions
• Criminal laws are created to protect individuals and society while balancing public safety and individual rights. • Crime is influenced by social, economic, and personal factors, requiring a variety of prevention and intervention strategies. • Citizens have both rights and responsibilities that shape how laws are developed, enforced, and challenged. • Government institutions continuously adapt criminal laws to address changing societal needs and emerging issues.	• What crimes are currently most prevalent in the United States? • What can be done to prevent crime? • Why do individuals join gangs? • What is the difference between DWI and DUI? • What causes recidivism?
AHS Expectations	

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Skills (I will be able to...)

- Explain the purposes of criminal law and government regulation.
- Analyze trends and causes of crime in the United States.
- Evaluate crime prevention strategies and their effectiveness.
- Interpret Supreme Court decisions and their impact on criminal justice.
- Distinguish between different categories of criminal offenses.
- Use evidence from primary and secondary sources to support legal arguments.
- Communicate informed opinions through writing, discussion, and presentations.

Unit 2: Criminal Law- Part II

Priority Standards:	Supporting Standards:
1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.9 Understand the rights and responsibilities of citizens.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>.
Big Ideas	Essential Questions
• Criminal liability depends on both a person's actions and intent. • The legal system classifies crimes according to their severity and impact on society. • Citizens are accountable for their actions under the law, even when crimes are incomplete or planned but not carried out. • Legal definitions and standards ensure fairness and consistency in criminal prosecution.	• What is mens rea and why is it important to criminal law? • What are the differences between felonies and misdemeanors? • Are crimes of omission punishable? • What are inchoate crimes?
AHS Expectations	
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Skills (I will be able to...)	

- Explain the role of criminal intent in determining guilt.
- Distinguish between felonies, misdemeanors, and civil violations.
- Analyze criminal scenarios using legal definitions and statutes.
- Evaluate whether actions constitute attempt, solicitation, or conspiracy.
- Develop evidence-based legal arguments.
- Apply Connecticut criminal statutes to hypothetical cases.
- Compare and contrast different forms of criminal liability.

Unit 3: Crimes and Defense- Part I

Priority Standards:	Supporting Standards:
1.9 Understand the rights and responsibilities of citizens. 1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws.	CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Big Ideas	Essential Questions
• Laws addressing crimes against persons are designed to protect human life, safety, and dignity. • The circumstances surrounding a crime influence how it is classified and prosecuted. • Society balances accountability, intent, and fairness when determining criminal responsibility. • Criminal laws evolve in response to changing social issues and public concerns.	• What is the difference between murder and manslaughter? • How does the concept of malice affect criminal proceedings? • Why do people kidnap other people? • What can be done to prevent suicide? • How are criminal sexual assault and statutory rape different? • How can cyberstalking be prosecuted?
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Skills (I will be able to...)	

- Differentiate among homicide offenses.
- Analyze criminal intent and its role in prosecution.
- Evaluate legal responsibility in complex criminal cases.
- Assess evidence and reasoning used in criminal investigations.
- Develop policy recommendations addressing social issues such as bullying and cyberstalking.
- Construct legal arguments supported by evidence.
- Apply criminal statutes to real-world scenarios.

Unit 4: Crimes and Defense-Part II

Priority Standards:	Supporting Standards:
1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 Understand the rights and responsibilities of citizens.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Big Ideas	Essential Questions
• Property crimes threaten individual ownership rights and community stability. • Criminal laws protect personal and public property while promoting accountability. • Technological advancements create new forms of property crime and new challenges for law enforcement. • The severity of a crime often depends on intent, method, and impact on victims.	• Why do people commit arson? • What is the difference between robbery and burglary? • How do companies safeguard against embezzlement? • What are the various kinds of extortion? • Why is receiving stolen property a crime? • What is uttering? • What are the penalties for committing cybercrime?
AHS Expectations	
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Skills (I will be able to...)	

- Differentiate among various property crimes.
- Analyze criminal scenarios involving theft and property offenses.
- Explain how laws protect property rights.
- Evaluate motivations and consequences of property crimes.
- Apply legal definitions to determine appropriate criminal charges.
- Research and analyze historical legislation related to criminal law.
- Develop evidence-based arguments regarding criminal responsibility.

Unit 5: Crimes and Defenses- Part III

Priority Standards:	Supporting Standards:
1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 Understand the rights and responsibilities of citizens. 2.2 Interpret information from a variety of primary and secondary sources, including electronic media.	CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.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.
Big Ideas	Essential Questions
• The justice system seeks to balance accountability with fairness by allowing legal defenses. • Constitutional protections ensure that individuals receive due process under the law. • Evidence, intent, and circumstances influence criminal responsibility. • Legal defenses reflect society's efforts to distinguish between unlawful conduct and excusable actions.	• What role does DNA evidence play in a criminal prosecution? • Who decides if a criminal action is excusable or justified? • Does intoxication justify a person's criminal activity? • How old does an individual have to be to be held responsible for their actions? • How effective is the insanity defense? • What is entrapment and how can it be proven?

	• How does duress affect criminal responsibility?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Analyze the strengths and limitations of various criminal defenses. • Evaluate the role of evidence in criminal trials. • Assess the effectiveness of defense strategies in real cases. • Interpret legal precedents and court decisions. • Construct arguments supported by legal evidence. • Compare justified and excusable criminal defenses. • Evaluate constitutional issues related to criminal trials.	

Unit 6: Criminal Justice Process-Part I

Priority Standards:	Supporting Standards:
1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 Understand the rights and responsibilities of citizens. 2.2 Interpret information from a variety of primary and secondary sources, including electronic media.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development,

	organization, and style are appropriate to task, purpose, and audience.
Big Ideas	Essential Questions
• Constitutional protections guide every stage of the criminal justice process. • Law enforcement must balance public safety with individual rights and civil liberties. • Criminal investigations require evidence, legal procedures, and adherence to due process. • Citizens' constitutional rights influence how laws are enforced and challenged.	• What does "beyond a reasonable doubt" mean? • How has the constitutional term "probable cause" been interpreted? • How do police obtain an arrest warrant? • What are an individual's rights after being arrested? • What is the difference between probable cause and reasonable suspicion? • How are investigations impacted by the Exclusionary Rule? • Under what circumstances are search warrants issued? • Under what circumstances are warrantless searches allowed? • What is being done about racial profiling? • What rights are guaranteed by the Fifth Amendment?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology.	

- Read effectively for a variety of purposes.
- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Explain the constitutional principles governing criminal investigations.
- Analyze Supreme Court cases involving search and seizure.
- Evaluate the balance between public safety and individual rights.
- Distinguish between probable cause and reasonable suspicion.
- Interpret constitutional protections during arrests and interrogations.
- Construct evidence-based legal arguments.
- Apply constitutional principles to real and hypothetical criminal justice scenarios.
- Evaluate the impact of court decisions on law enforcement practices.

Unit 7: Criminal Justice Process- Part II

Priority Standards:	Supporting Standards:
1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 Understand the rights and responsibilities of citizens. 2.2 Interpret information from a variety of primary and secondary sources, including electronic media.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
Big Ideas	Essential Questions
• Constitutional protections and due process guide every stage of the criminal justice process before trial. • Pretrial procedures balance the rights of the accused with the government's responsibility to protect public safety. • Decisions regarding bail, grand juries, and plea bargaining significantly influence the outcome of criminal cases. • Citizens must understand their legal rights and responsibilities to participate effectively in the justice system.	• What criteria determine whether a defendant receives bail, personal recognizance, conditional release, or pretrial detention? • Is the grand jury system constitutional and equitable? • What options are available to a defendant during arraignment? • What purposes do pretrial motions serve? • How does plea bargaining affect the criminal justice system?

AHS Expectations

- Apply critical thinking skills to solve problems.
- Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology.
- Read effectively for a variety of purposes.
- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Explain the constitutional foundations of pretrial criminal procedures.
- Analyze the purposes and outcomes of arraignments, bail hearings, and grand jury proceedings.
- Evaluate the effectiveness and fairness of plea bargaining.
- Compare the roles of various pretrial motions.
- Interpret legal information from primary and secondary sources.
- Construct evidence-based arguments regarding constitutional issues in criminal justice.

Unit 8: Criminal Justice-Part III

Priority Standards:	Supporting Standards:
1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 Understand the rights and responsibilities of citizens. 2.2 Interpret information from a variety of primary and secondary sources, including electronic media.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.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.
Big Ideas	Essential Questions
- The criminal trial process is designed to protect constitutional rights while ensuring justice. - Jury selection, evidence presentation, and legal representation are essential components of a fair trial. - Constitutional protections shape the rights of defendants throughout criminal proceedings.	- How is a jury selected? - What protections are guaranteed by the Sixth Amendment? - What is the purpose of a subpoena? - When can immunity be granted? - What rights do defendants have regarding legal counsel? - How have Supreme Court decisions shaped criminal trials?

• Appeals and post-conviction remedies provide safeguards against legal errors.	• What protections does double jeopardy provide? • What options are available after conviction?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Explain the stages of a criminal trial. • Analyze constitutional protections afforded to defendants. • Evaluate the fairness and effectiveness of jury selection procedures. • Interpret Supreme Court decisions related to criminal trials. • Research and synthesize information from multiple sources. • Construct evidence-based legal arguments.	

Unit 9: Criminal Justice Process-Part IV

Priority Standards:	Supporting Standards:
1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 Understand the rights and responsibilities of citizens. 2.2 Interpret information from a variety of primary and secondary sources, including electronic media.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>. CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas	Essential Questions
• Sentences and corrections seek to balance punishment, public safety, accountability, and rehabilitation. • Different sentencing options reflect varying goals of the criminal justice system. • Correctional policies influence both offenders and society. • Reentry into society presents significant challenges that impact recidivism and community safety.	• What sentencing options are available for convicted offenders? • How effective is the Three Strikes Law? • What are the advantages and disadvantages of parole? • What are the primary goals of punishment? • Why is capital punishment controversial? • How do prisons and jails differ? • What challenges do formerly incarcerated individuals face during reentry?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Explain the goals and purposes of criminal sentencing. • Compare sentencing options and correctional programs. • Evaluate the effectiveness of parole and rehabilitation efforts. • Analyze arguments supporting and opposing capital punishment. • Interpret data and evidence related to incarceration and recidivism. • Develop persuasive arguments supported by legal and historical evidence.	

Unit 10: Criminal Justice Process-Part V

Priority Standards:	Supporting Standards:
1.7 Explain the purpose, structures, and functions of government and law at the local, state, national, and international levels. 1.8 Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 Understand the rights and responsibilities of citizens. 2.2 Interpret information from a variety of primary and secondary sources, including electronic media.	CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
Big Ideas	Essential Questions
• The juvenile justice system is designed to balance accountability with rehabilitation and protection of youth. • Juveniles possess legal rights, but the juvenile justice system differs significantly from the adult criminal justice system. • Court decisions and public policy continue to shape how society responds to juvenile offenders. • Decisions regarding juvenile offenders reflect broader societal beliefs about responsibility, development, and justice.	• What is the principle of <i>parens patriae</i> and why is it important? • How do delinquent offenders differ from status offenders? • How does the juvenile justice system respond to neglected and abused children? • What services are available for runaway youth? • How did <i>In re Gault</i> change juvenile justice? • How are the distinctions between juvenile and adult courts changing? • What are the major stages of the juvenile justice process?

AHS Expectations	
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Skills (I will be able to...)	
• Explain the purpose and evolution of the juvenile justice system. • Compare juvenile and adult court procedures. • Analyze landmark court cases affecting juvenile rights. • Evaluate policies regarding the prosecution of juveniles as adults. • Interpret information from legal, historical, and contemporary sources. • Construct persuasive arguments using evidence from multiple sources.	