



AMERICAN LEGAL SYSTEM CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born on: 10/19/2017

Content Area:	Street Law: A Course in Practical Law	Grade(s) 11-12
Unit Plan Title:	Unit 1: Introduction to Law and the Legal System	
Overview/Rationale (Describe and Justify)		
<p>The first unit of this course sets the stage for a study of law and legal issues. The overview of this course is to provide practical information and problem solving opportunities for students in the area of law related education. Hopefully this class will help students use those opportunities and knowledge to survive in our law-saturated society.</p>		
Standard(s) Number and Description (Established Goals)		
<p>New Jersey Student Learning Standards: Content Area – Strand - Indicator</p> <p>6.1 – Colonization and Settlement A. Civics, Government and Human Rights: 6.1.12.A.1a</p> <p>6.1 – Revolution and the New Nation 6.1.12.A.2a, 6.1.12.A.2.b, 6.1.12.A.2.d</p> <p>6.1 – Postwar United States: civil Rights and Social Change: 6.1.12.A.13.b</p> <p>6.1 – Contemporary United States: Domestic Policies: 6.1.12.A.14.a, 6.1.12.A.14.b, 6.1.12.A.14.c, 6.1.12.A.14.d, 6.1.12.A.14.e, 6.1.12.A.14.f, 6.1.12.A.14.g, 6.1.12.A.14.h</p> <p>6.1 - Contemporary United States: Interconnected Global Society 6.1.12.A.16.a, 6.1.12.A.16.b, 6.1.12.A.16.c</p> <p>6.3 - Active Citizenship in the 21st Century A. Civics, Government, and Human Rights 6.3.8.A.1, 6.3.8.A.2</p> <p>D. History, Culture, and Perspectives 6.3.8.D.1</p> <p>National Standards for Civics and Government:</p>		

I – What are Civic Life, Politics and Government?

A, B, C, D

II – What are the Foundations of the American Political System?

A, B, C, D

III - How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

A, B, C, D, E

IV – What is the Relationship of the United States to Other Nations and to World Affairs?

B, C

V - What are the Roles of the Citizen in American Democracy?

A, B, C, D, E

Technology Standard(s) Number and Description

***TECH.8.1.12.A.CS1** - [Content Statement] - Understand and use technology systems.*

Interdisciplinary Standard(s) Number and Description

***LA.11-12.RL.11-12.1** - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.*

***LA.11-12.RL.11-12.2** - [Progress Indicator] - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...you need a practical understanding of law and the legal system to function within our society every day.

Students often only see one side of the justice system and that is usually portrayed in the media or TV. This limited account causes many misconceptions and fallacies about how the system works.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Chapter 1: What is Law?

Chapter 2: How are laws made and challenged within our governmental system?

Chapter 3: What is an advocate concerning law making?

Chapter 4: What are the leading methods to settle disputes outside of the courtroom?

Chapter 5: How does the court system work at the local, state and federal levels?

Chapter 6: When do I need a lawyer and what can I expect of him/her?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Interdisciplinary Themes

21st Century Skills

X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	Environmental Literacy		Creativity and Innovation
	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E,T	Flexibility and Adaptability

X	Financial, Economic , Business and Entrepreneurial Literacy

E,T,A	Initiative and Self-Direction
E,T	Social and Cross-Cultural Skills
E,T,A	Productivity and Accountability
E,T,A	Leadership and Responsibility
E,T,A	Informational Literacy Skills
E,T,A	Media Literacy Skills
E,T	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E,T,A	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T,A	CRP5. Consider the environmental, social and economic impacts of decisions
	CRP6. Demonstrate creativity and innovation
E,T	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E,T,A	CRP9. Model integrity, ethical leadership, and effective management
E,T	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity

E,T

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

The purpose for laws and how they are created, enforced and interpreted.

That Human Rights are emphasized differently all over the world and there are documents that need to be enforced concerning them.

That there is a difference between being right and having a right.

The students will gain the skills of applying the US Constitution to everyday situations.

Students will be able to (do)...

- Define the term jurisprudence.
- Explain several reasons for having laws.
- Explain why the rule of law is important in a democratic society.
- List a number of laws that affect daily life in our society.
- Give examples of how laws reflect economic, social, political, and moral values.
- List the essential aspects of a fully effective law.
- Identify the rights included in the UDHR.
- Identify and analyze examples of human rights violations in the US and elsewhere in the world.
- Evaluate the relationship between rights and responsibilities.
- Identify reasons critics object to the US's emphasis on individual rights.
- Distinguish between the two major groups of laws: criminal and civil.
- Describe the function of the US Constitution in defining and limiting the powers of government.
- Describe how and why constitutions may be amended.

Key Vocabulary and Terms:

Vocabulary: *jurisprudence, human rights, dignity, binding, covenant, criminal law, felony, misdemeanor, civil law, civil action, defendant, plaintiff, prosecutor, beyond a reasonable doubt, preponderance of evidence, limited government, separation of powers, statute, checks and balances, veto, judicial review, federalism, Bill of Rights*

Assessment Evidence:

Performance Tasks:(All information and activities are located within the textbook and teacher resource materials)

Each Unit has Cases to be acted out or discussed for greater understanding of the content material:

The Case of the Shipwrecked Sailors

The Case of the Apathetic Bystanders (1.6)

The Case of The Unclear Law (2.2)

Taking the Car by Mistake

Gideon v. Wainwright (5.4)

The Car Crash

Universal Declaration of Human Rights Activity – Read and Analyze

Human Rights USA – Application Task

Problem 1.8 – Situational determinations for vocabulary.

Research: www.lwv.org and www.fec.gov to obtain statistics about voting to be used for discussion in class.

Taking Action: Problems at the Mall (4.2)

Mock Trial Simulation – Current Case Used

You be the Judge – Independent Courts

Problem 6.1 – Do I Need an Attorney? 6.1

Attorney Advertisements Analyzed – TV, Radio, Internet sources

How Do I Become a Lawyer (practice LSAT Questions)

Other Assessment Measures:(All information and activities are located within the textbook and teacher resource materials)

Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.

Application Activities and Group Assessment:

Each Chapter has unique application problems used to assess understanding of the material presented:

Problem 1.1 - The Mindwalk

Problem 2.2 – Analyze the Case

Bill of Rights Application Quiz

Problem 1.5 – Human Rights Violations

Problem 1.7 – Vocabulary Application Quiz

Problem 2.1 – Federal, State, or Local law – Why?

Taking Action: Drafting a Law – Research, Writing by guideline and defense in presentation form.

Problem 2.5 – A UN Charter discuss and Defense

Taking Action: Writing a Public Official

4.1 – Which Method Should Be Used to Solve this Problem – Justify your answer.

Performance of the Mock Trial by all participants.

Supreme Court Candidate Written and Defended.

Problem 6.1 – Code of Professional Responsibility Application Quiz

<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p> <p style="text-align: center;">Title</p>	<p>Consider how will the design will: Description with Modifications, number of days, etc. Introduction Activity: Attitudinal Survey Problem 1.3 – Identify a problem for which we need a law AND Identify an existing law that is not necessary. Take the Human Right Pulse of the School Survey Problem 1.4 – Space Pioneers will create the best possible society concerning Human Rights. Power point presentation with guided notes concerning vocabulary. Venn Diagram of Local, State, and Federal laws. Problem 3.3 – List Reasons for Voting and not voting – Compare statistics and use to defend your arguments. Law Around the World: Voting in a Democracy Acting out a Typical Mediation Session Create a Complete Court Diagram of – Local, Federal, and State Courts 5.2 – Which Court Should be Used Jury Questionnaires completed and discussed. Problem 5.2 Voir dire vocabulary Taking Action: Who Should Be on the Supreme Court? (5.5) Steps to Take: What to Ask Your Lawyer? Role-Play Activity</p>
<p>1. <i>Differentiation</i></p>	<p>When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.</p>
<p>2. <i>Daily Differentiation Strategies</i></p>	<ol style="list-style-type: none"> 3. Vocabulary activities 4. Journal Entries 5. Quick lab activity 6. Learning Style Inventories 7. Various types of reinforcement 8. Supplemental Notes 9. Bad habits activity 10. Auditory/musical activities

	11. Find examples of songs that bring back memories 12. Use/create flashcards to help with vocabulary
Resources: (All textbooks, websites, and other major resources associated with the course)	
Street Law: A Course in Practical Law – Ninth Edition, Lee P. Arbetman Supreme Court Teacher’s Institute Guided Materials	
Suggested Time Frame (Days):	Six Weeks

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Street Law: A Course in Practical Law	Grade(s) 11-12
Unit Plan Title:	Unit 2: Criminal Law Issues	
Overview/Rationale (Describe and Justify)		
<p>This unit will provide an overview of criminal law as it pertains to the nature of crime, crime statistics, elements of crime, categories of crime, crimes against people, crimes against property and defenses. Crime is a serious problem in the United States and students need to learn about its causes and consequences. This unit will allow students to explore public opinion on causation and factual statistics concerning the problem of crime in America.</p>		
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Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that... Crime in America has decreased since 2000, even though the media still uses fear to enact policies to maintain order. Students will understand the various types of crimes and the defenses used by those who are innocent until proven guilty.

Students generally misunderstand that crime is categorized and treated very differently among levels of government. Students have also not been able to examine how poverty, guns, and drugs play a major role in criminal statistics and study.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- Chapter 7 - What is Crime and Why Does It Happen in America?
- Chapter 8 - What is Criminal Law and how is it prosecuted?
- Chapter 9 - What are Crimes Against People?
- Chapter 10 - What are Crimes Against Property?
- Chapter 11 - What Defenses can be Used in the criminal justice system in America?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Interdisciplinary Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T	Creativity and Innovation
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication and Collaboration
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T	Flexibility and Adaptability

X	Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T,A	Leadership and Responsibility
		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A,	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

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E,T,A	CRP1. Act as a responsible and contributing citizen and employee
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E,T,A	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
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E,T	CRP9. Model integrity, ethical leadership, and effective management
E,T,A	CRP10. Plan education and career paths aligned to personal goals
E,T,A	CRP11. Use technology to enhance productivity

E,T,A

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

That statistics are gathered as proof for this chapter of study. In their review of them they will be able to question the media and policing practices and policies.

Gangs do, in fact, exist in Cape May County.

Debate the pros and cons of gun ownership regardless of familial relationships.

Students will be exposed to the direct relationship between drugs and crime through a Drug Court Speaker.

Students will learn that most people will be victims of crime and therefore should have a base understanding of the: who, what, where and why of crime.

Students will learn how to report crime and why people choose not to.

In order for students to understand this unit they must interact with specific scenarios concerning the divisions and degrees of crime.

Students will be asked to put themselves behind the eyeballs of victims so that they can recognize the "Just World Effect."

Students must review several criminal acts to determine the degree and punishment choices.

Students need to interact with real life defense usage to see how the system truly works.

Students will be able to (do)...

- *Explain who determines what constitutes a crime and the goals for designating crimes.*
- *Identify types of crimes and evaluate their seriousness.*
- *Apply statistics to interpret seriousness of crime trends in crime rates in the US and NJ.*
- *Evaluate the theories about what causes crime.*
- *Compare the likelihood of crime victimization for people in various demographic groups.*
- *Describe crime trends on college campuses.*
- *Assess the extent to which gangs are a problem in the US.*
- *Describe common characteristics and reasons why people join gangs.*
- *Describe the relationship between guns and crime.*
- *Interpret the 2nd Amendment of the US Constitution and federal and state laws surrounding it.*
- *Describe the relationship between drugs and violent crime.*
- *Describe the purposes of Drug Court and analyze its success.*
- *Evaluate proposals to legalize illicit drugs.*
- *Describe demographic patterns and trends in crime victimization including age, race, gender and socioeconomic background.*
- *Describe the methods used to assist victims of crime, including restitution.*
- *List ways of preventing crime and reporting crime.*
- *Name the elements of a crime including strict liability offenses*

and parties to a crime.

- *Distinguish between felonies and misdemeanors.*
- *Identify the legal consequences for everyone involved in a crime.*
- *Explain the purpose or function of criminalizing certain behaviors that occur before a crime is committed.*
- *Describe the legal relationship among malice, premeditation, and degrees of crime.*
- *Describe the legal consequences for those who assist someone in committing suicide.*
- *Describe the significance of actual injury in crimes of assault and battery.*
- *Distinguish between forcible and statutory rape.*
- *Explain the reason consent is of relevance ND WHAT RAPE SHIELD LAWS ARE.*
- *Explain why rape victims may be hesitant to report it.*
- *Identify the classes of property crime.*
- *Identify the various degrees of property crime.*
- *State the broad definition of computer crime and its difficulty in investigation today.*
- *State what a prosecutor must prove for a conviction to occur in a criminal case and identify what a defendant is not required to do.*
- *Describe circumstances that help a defendant choose a defense .*
- *Describe how all defenses work and when they would be applicable.*

Key Vocabulary and Terms:

Terms: crime, incarceration, community policing, UCR, FBI UCR, substance abuse, drunk driving, implied consent laws, recidivist, restitution, complaint, testify, state of mind, motive, strict liability, felony, misdemeanor, principal, accessory before and after the fact, crime of omission, solicitation, attempt, conspiracy, misprision of felony, overt, 1st, 2nd, and 3rd degree murder, assault, battery, rape, date rape, suicide, serial murder, sexual assault, stalking, statutory rape, acquaintance rape, vandalism. Larceny, shoplifting, concealment, embezzlement, robbery, receiving stolen property, unauthorized use of a vehicle, carjacking, computer fraud, hackers, crackers, infancy, intoxication, insanity, entrapment, duress, necessity, self-defense.

Assessment Evidence:

Performance Tasks:(All information and activities are located within the textbook and teacher resource materials)

Examination of the Uniform Crime Report of NJ

Problem 7.4 – Defend your position on the National Council on Crime and Delinquency recommendations.

The Case of:

Weapons on Campus

The Gun Control Law – Second Amendment Analysis

The Graduation Party

The Drowning Girl – Act it Out!

The Dying Cancer Patient

Problem 7.6 – Your Community and Gangs

Victims’ Rights – Megan’s Law as Advocacy

You Be the Judge: Homicide Cases analyzed.

Problem 10.2 – Shoplifting Issues: What would/should you do?

Steps to Take – Identity Theft

Problem 11.1 – Direct application of Defenses

Other Assessment Measures:(All information and activities are located within the textbook and teacher resource materials)

Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.

Application Activities and Group Assessment:

UCR Quiz and Writing Assignment

Investigating the Law Where You Live – Research Child Access Prevention Laws in NJ (CAP). Position Paper

Drugs in the City Council Meeting – Role-Play

8.4 – Application Quiz for Preliminary Crime situations

8.5 – Application Quiz for Conspiracy

9.2 – Determining if a Rape occurred by degree and elements.

Portfolio Project: The Case of the Store Owner and the Teenage Minority Shoplifters. (10.3) Human Rights connections.

Use of Defenses Quiz

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p> <p style="text-align: center;">Title</p>	<p>Consider how will the design will: Description with Modifications, number of days, etc.</p> <p>Opening Activity: A Crime Continuum (7.1)</p> <p>Gang Vocabulary Activity</p> <p>Power points and guided notes for each chapter.</p> <p>Drug Court Speaker</p> <p>Review DUI laws in NJ + penalties</p> <p>Debate: Should We Legalize Drugs</p> <p>Review Victim Assistance programs in Cape May County</p> <p>Criminal or Civil Law – a Quick Quiz</p> <p>Problem 8.2 – Parties to a Crime</p> <p>Criminal Homicide – Graphic Organizer</p> <p>Rape Questionnaire – Is it or Isn't It?</p> <p>Property Crime Crossword Vocabulary puzzle.</p> <p>Cyber Crime: Ranking Computer Crime</p> <p>Defense Chart Created</p> <p>Insanity Defense broken down and applied.</p>
<p>13. <i>Differentiation</i></p>	<p>When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.</p>
<p>14. <i>Daily Differentiation Strategies</i></p>	<ul style="list-style-type: none"> 15. Vocabulary activities 16. Journal Entries 17. Quick lab activity 18. Learning Style Inventories 19. Various types of reinforcement 20. Supplemental Notes 21. Bad habits activity 22. Auditory/musical activities 23. Find examples of songs that bring back memories 24. Use/create flashcards to help with vocabulary

Resources: (All textbooks, websites, and other major resources associated with the course)

Street Law: A Course in Practical Law – Ninth Edition, Lee P. Arbetman

Supreme Court Teacher’s Institute Guided Materials

Uniform Crime Reports of the United States and New Jersey both available online. FBI and NJ Crime Statistics websites.

Suggested Time Frame (Days):

5 Weeks

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Street Law: A Course in Practical Law	Grade(s) 11-12
Unit Plan Title:	Unit 3: Criminal Law Process and Juvenile Justice	
Overview/Rationale (Describe and Justify)		
<p>This unit will cover everything that happens to a person from arrest through prosecution and conviction to release from control of the state. This included both the process for adults and juveniles. It begins with the investigation, application of the 4th, 5th, 6th, and 8th amendments and then proceeds to all trial matters. The final phase of the criminal law process is sentencing and corrections.</p>		
Standard(s) Number and Description (Established Goals)		
<p>New Jersey Student Learning Standards: Content Area – Strand - Indicator</p> <p>6.1 – Colonization and Settlement A. Civics, Government and Human Rights: 6.1.12.A.1a</p>		

6.1 – Revolution and the New Nation

6.1.12.A.2a, 6.1.12.A.2.b, 6.1.12.A.2.d

6.1 – Postwar United States: civil Rights and Social Change:

6.1.12.A.13.b

6.1 – Contemporary United States: Domestic Policies:

6.1.12.A.14.a, 6.1.12.A.14.b, 6.1.12.A.14.c, 6.1.12.A.14.d, 6.1.12.A.14.e, 6.1.12.A.14.f, 6.1.12.A.14.g, 6.1.12.A.14.h

6.1 - Contemporary United States: Interconnected Global Society

6.1.12.A.16.a, 6.1.12.A.16.b, 6.1.12.A.16.c

6.3 - Active Citizenship in the 21st Century

A. Civics, Government, and Human Rights

6.3.8.A.1, 6.3.8.A.2

D. History, Culture, and Perspectives

6.3.8.D.1

National Standards for Civics and Government:

I – What are Civic Life, Politics and Government?

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IV – What is the Relationship of the United States to Other Nations and to World Affairs?

B, C

V - What are the Roles of the Citizen in American Democracy?

A, B, C, D, E

Technology Standard(s) Number and Description

***TECH.8.1.12.A.5** - [Cumulative Progress Indicator] - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.*

Interdisciplinary Standard(s) Number and Description

LA.11-12.RL.11-12.2 - [Progress Indicator] - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.11-12.RI.11-12.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that there is a very specific process in criminal law and each part is directly connected to the US Constitution.

Students have been taught about our written plan of government but they do not necessarily ever see it directly connect to their lives. In this unit of study they are challenged to make these connections but also to question their application from several points of view. Most of the information in this unit would never be a part of a student's life unless they were accused of a crime, therefore most citizens are ignorant of the value of these amendments.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Chapter 12 - What happens in the Investigative phase of the criminal justice process?

Chapter 13 - What proceedings happen before trial?

Chapter 14 - What happens in a trial from beginning until the end of the trial?

Chapter 15 - What happens in the sentencing and correction phase of the criminal justice process?

Chapter 16 - What is Juvenile Justice and How is it Different than the Adult System?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Interdisciplinary Themes

21st Century Skills

	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	Environmental Literacy		Creativity and Innovation
X	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E,T	Flexibility and Adaptability
X	Financial, Economic , Business and Entrepreneurial Literacy	E,T,A	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E,T,A	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E,T,A	CRP3. Attend to personal health and financial well-being

E,T,A	CRP4. Communicate clearly and effectively with reason
E,T,A	CRP5. Consider the environmental, social and economic impacts of decisions
E,T	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E,T,A	CRP9. Model integrity, ethical leadership, and effective management
E,T	CRP10. Plan education and career paths aligned to personal goals
E,T,A	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

Students will acquire the knowledge and skills to see the difference between TV and the real world application of the criminal justice system.

They will also be able to understand how important each of their rights is and how they become infinitely more important when you are accused of a crime.

They will also acquire the knowledge to read and dissect a Supreme Court precedent and to see the role of the third branch of government in protecting individual rights.

Students will be able to know exactly what to do in the presence of police officers, specifically if they are being accused of a crime or placed under arrest.

Students will be able to address the issue of the Death Penalty from all sides throughout history.

Students will be able to (do)...

- *Describe when the criminal justice process begins and ends.*
- *Identify when and why freedom may come during the criminal justice process.*
- *Identify steps on a diagram of the criminal justice process.*
- *Describe the 4th, 5th, 6th, 8th Amendments in detail and apply them appropriately.*
- *Describe what an arrest warrant must contain, including probable cause issues.*
- *Explain how the exclusionary rule protects individuals against unreasonable use of police power.*
- *Evaluate the 4th Amendment and its application in arrest.*
- *Describe TLO v. NJ decision and other US Supreme Court decisions related to the Bill of Rights.*

Students will spend an entire day in criminal court watching sentencing hearings to further understand the direct application of their learning.

Students will understand that the day they turn 18 years old the criminal justice world drastically changes for them.

- ***Evaluate various policy solutions to the problem of racial profiling.***
- ***Identify police conduct concerning interrogation and individual rights concerning it.***
- ***Discuss the applicable principles in *Miranda v. Arizona* and *Escobedo v. Illinois*.***
- ***State the relationship between bail and the 8th Amendment.***
- ***Weigh the merits of arguments for and against pretrial release.***
- ***Define and apply the term preliminary hearing to an individual.***
- ***Describe the role and responsibilities of the prosecutor, defense attorney, defendant, judges, witnesses and grand juries.***
- ***Describe the steps in criminal procedure that follow a guilty plea, not guilty plea and nolo contendere plea.***
- ***Describe types of pretrial motions used by the prosecution and defense.***
- ***Describe how *Mapp v. Ohio* affected the rights of the accused in cases at the state level.***
- ***Evaluate arguments for and against plea bargaining.***
- ***Summarize the rights to which people accused of crimes are entitled.***
- ***Identify each piece of the 6th Amendment.***
- ***Explain why being able to subpoena witnesses is important to people accused of crimes.***
- ***Explain the meaning and importance of freedom from self-incrimination.***
- ***Define and apply the term immunity.***
- ***Describe the meaning and importance of the right to counsel.***
- ***Identify the options defendants have if they think they have been wrongly convicted.***
- ***List and explain eight sentencing options judges may exercise.***
- ***Describe the factors that affect sentencing decisions.***
- ***Evaluate criticisms of using judicial discretion in determining sentences.***

- *Summarize how views on capital punishment have evolved throughout American history.*
- *Weigh arguments for and against the death penalty.*
- *Assess the problems of prisons.*
- *Explain the purpose and significance of reentry programs.*
- *Compare and contrast rights to which adults and juveniles accused of crimes are entitled, including the right to appeal.*
- *Describe how having a juvenile record can affect an individual after reaching adulthood and steps to take to get a juvenile record expunged.*

Key Vocabulary and Terms:

Terms: crime control model, due process model, exclusionary rule, search warrant, bona fide, affidavit, contraband, racial profiling, interrogate, self-incrimination, custodial interrogation, bail, personal recognizance, information, grand jury, preliminary hearing, indictment, judicial integrity, nolo contendere, bench trial, arraignment, plea bargaining, waive, subpoena, contempt of court, immunity, mistrial, appellant, petitioner, writ, suspended sentence, probation, home confinement, fine, restitution, work release, imprisonment, jail, presentence report, capital punishment, aggravating circumstances, mitigating circumstances, delinquent offender, status offender, neglected children, abused children, corporal punishment, parens patriae, contributing to the delinquency of a minor, transfer hearing, age of majority, intake, preventative detention,, adjudicatory hearing, disposition, aftercare.

Assessment Evidence:

Performance Tasks:(All information and activities are located within the textbook and teacher resource materials)

Problem 12.1 – Probable Cause Activity

The Case of . . .The Unlucky Couple (12.2)

The Dangerous Car Chase (12.3)

Fingers McGee (12.6)

Student Drug Testing (12.7)

The Juvenile and Miranda Warnings

The Tape-Recorded Witness Statement

The Three Strikes Law (15.1)

Other Assessment Measures:(All information and activities are located within the textbook and teacher resource materials)

Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.

Application Activities and Group Assessment:

Taking Action: Policing the Police – Writing a Review of Police Conduct Searches Without a Warrant Skits (group activity)

TLO v. NJ Position Paper

Problem 12.9 – Direct Application of Profiling

Mock Trial Part – Cross Examination of Witnesses

***The Death Penalty for Defendants with Intellectual Disabilities and Juvenile Defendants
Gerald Gault – Juvenile Justice Rights***

You Be the Judge:

- 1. Police Searchers and Technology – You decide if the searches can be performed without a warrant.***
- 2. What Should Be Done about Racial Profiling?***
- 3. Bail Hearings Conducted***
- 4. Hearing on a Curfew for Teens***
- 5. Determining Juvenile Status***

Error of Law vs. Error of Fact Quiz (Appeals)

Portfolio Project – Design Your Own Prison (Addressing prisoner rights and responsibilities)

Research: The Innocence Project – Write a Reaction

Juvenile Justice vs. Adult Justice Vocabulary Quiz

Problem 16.6 – Evaluate Juvenile Alternative Programs

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities (add rows as needed)
*D

Title

Consider how will the design will:

- **Complete a Sequence of Events Flow Chart for the Criminal Justice Process (Arrest to Exit)**
- **Role-Play Steps to Do If You Are Arrested. Guest Speaker, police officer. Miranda Discussion**
- **Search and Seizure Activity – Direct Application of the 4th Amendment**
- **Act Out TLO v. NJ**
- **What are the Pros and Cons of the Grand Jury?**
- **Problem 13.3 – The Exclusionary Rule**
- **Problem 13.4 Plea Bargaining Sessions Conducted.**
- **6th Amendment dissected piece by piece in a graphic organizer.**
- **Sentencing graphic organizer**
- **Capital Punishment Formal Debate**
- **Look at the Death Penalty Around the World and in the US (15.4)**
- **Juvenile Justice Flow Chart**

25. Differentiation

When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.

26. Daily Differentiation

- 27. Vocabulary activities**
- 28. Journal Entries**

<p><i>Strategies</i></p>	<ul style="list-style-type: none"> 29. Quick lab activity 30. Learning Style Inventories 31. Various types of reinforcement 32. Supplemental Notes 33. Bad habits activity 34. Auditory/musical activities 35. Find examples of songs that bring back memories 36. Use/create flashcards to help with vocabulary
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Street Law: A Course in Practical Law – Ninth Edition, Lee P. Arbetman Supreme Court Teacher’s Institute Guided Materials The Innocence Project – www.innocenceproject.org Death Penalty Research Data – Death Penalty Statistics Website</p>	
<p>Suggested Time Frame (Days):</p>	<p>5 Weeks</p>

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)