

Verona Public School District Curriculum Overview

Law and Criminal Justice in America



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This is a one semester course whose focus is designed to familiarize students with the basic concepts and vocabulary of the modern American legal system. Topics include the overall criminal justice system, juvenile justice system, civil law, contract law, consumer law, juvenile law, family law, and Constitutional law. Activities include familiarization with the trial process through the use of mock trial simulations, the analysis of major U.S. court cases, and interviewing guest speakers (i.e., lawyers, judges and members of the law enforcement community).

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management. X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology X L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • Constitutional Rights Foundation, <i>Criminal Justice in America</i> 	<ul style="list-style-type: none"> • <i>The Week</i> • <i>The Economist</i> • <i>New York Times</i> • <i>Wall Street Journal</i> • <i>NYT Upfront</i> • Youtube News Clips • Street Law Program manual / case resources • Walgreens Armed Robbery case reports • "Developing the Duck Story" • <i>Gideon's Trumpet</i> movie / guide • Criminal justice flowcharts

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| | <ul style="list-style-type: none">• Crime scene photographs• Presentations from Police, Prosecutor, Judge, Correctional Counselor• Supreme Court Decisions (Miranda, Gideon, etc.)• Case hypothetical scenarios• Student generated scenarios |
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Unit	Duration	NJCCCS / Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
<p>Introduction to the American Legal System</p>	<p>2 Weeks</p>	<p><i>NJCCCS (Social Studies)</i> 6.1.12A.2.e 6.1.12.A.4.d 6.1.12.D.4.e 6.3.12.A.1</p> <p><i>NJCCCS (Technology)</i> 8.1.12.F.1-2</p> <p><i>Common Core:</i> RH.11-12.1-3,7-8 WH.11-12.1.A-E; 2.A,D,E; 7-10</p>	<p><i>Students will independently use their learning to...</i></p> <p>Suggest and defend changes to the basic structures of the American legal system</p>	<ul style="list-style-type: none"> • The law is a set of guidelines representative of historical precedent and contemporary norms. • The purpose of law is to uphold the social contract in order to maintain equality and stability. • The concept of justice is debatable depending on one's place in the system. • The American justice system is both successful and unsuccessful in upholding law and resolving conflict. • Justice evolves as individual, social, and political norms change; however, it is rooted in common law. 	<ul style="list-style-type: none"> • What is law? • What is the purpose of law? • What is justice? • How fair is the American justice system? • Why has the justice system both remained consistent and developed over time?
<p>Criminal Law</p>	<p>4 Weeks</p>	<p><i>NJCCCS (Social Studies)</i> 6.3.12.D.1 6.1.12.A.14.b 6.1.12.A.14.h</p> <p><i>NJCCCS (Technology)</i> 8.1.12.F.1-2</p> <p><i>Common Core:</i> RH.11-12.1-3,7-8 WH.11-12.1.A-E; 2.A,D,E; 7-10</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Apply state and federal law to new scenarios (real life and artificial) • Suggest and debate changes to current criminal laws • Articulate and defend their personal rights and civil liberties in specific scenarios 	<ul style="list-style-type: none"> • There is a consistent struggle between the protection of people and the state. The state usually receives favor during times of unrest. • Criminal laws are created in order to codify social norms. • The design of the legal system guarantees a fair trial, but often there are differences with respect of quality of representation and sentencing. • People commit crimes when they are unable to abide by accepted norms. • While the federal and state constitutions grant rights, they are 	<ul style="list-style-type: none"> • Why/how do laws balance the needs of the individual and others or the state? • Why are criminal laws created? • How do laws impact people of different socioeconomic classes or genders? • Why do people commit crimes? • Do people have the best protections from the state and others?

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				not absolute, and thus can be violated until one speaks up.	
The Criminal Justice Process (Police, Courts, and Corrections)	4 Weeks	<p><i>NJCCCS (Social Studies)</i> 6.1.12.D.14.b</p> <p><i>NJCCCS (Technology)</i> 8.1.12.F.1-2</p> <p><i>Common Core:</i> RH.11-12.1-3,7-8 WH.11-12.1.A-E; 2.A,D,E; 7-10</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Develop an investigatory strategy for a case Debate elements of the current corrections structure in the United States 	<ul style="list-style-type: none"> The efficacy of the justice process is a consistently debated topic. The intent of policing is to prevent crime, but situations make it more of a reactive force. The court system is plagued by inefficiency due to lack of staff and resources. A jury trial of one's peers is intended to provide justice; however, it is difficult for laypersons to understand the nuances of law. The correctional system serves as a deterrent, while at the same time not preventing recidivism. 	<ul style="list-style-type: none"> Does the American legal process provide justice for all parties? What should the purpose of policing be? How efficient are courts? How fair are jury trials? How effective is the correctional system in the United States?
Civil Law	4 Weeks	<p><i>NJCCCS (Social Studies)</i> 6.1.12.B.14.d 6.1.12.D.14.c 6.1.12.D.14.d</p> <p><i>NJCCCS (Technology)</i> 8.1.12.F.1-2</p> <p><i>Common Core:</i> RH.11-12.1-3,7-8 WH.11-12.1.A-E; 2.A,D,E; 7-10</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Apply state and federal laws to new scenarios Debate the virtues of tort reform 	<ul style="list-style-type: none"> Civil and criminal cases involve different set of harm which causes the scope and stakes of the trial to vary. The justice system is constantly evolving due to precedent, feedback, and a desire for quicker adjudication. The value of a contract is stemmed in common law, ensuring that those who make agreements follow them as part of a larger societal objective. New civil laws are added consistently, often as a reactionary measure. Bureaucratic agencies have been delegated more power by legislative 	<ul style="list-style-type: none"> Why are civil and criminal cases handled differently? What is truly a harm to another individual? What changes could be made in order to increase the effectiveness and efficiency of the civil courts? Why are contracts valued in American society? What civil laws should be added or deleted? Should non-legislative bodies have the power to regulate? When are jury trials valuable and potentially harmful?

Unit	Duration	NJCCCS / Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
				<p>bodies in order to effect an assigned mission/duty.</p> <ul style="list-style-type: none"> Jury trials can be both help and hurt defendants and plaintiffs 	
<p>Trial Procedures / Mock Trial</p>	<p>3 Weeks</p>	<p><i>NJCCCS (Technology)</i> 8.1.12.F.1-2</p> <p><i>Common Core:</i> RH.11-12.1-3,7-8 WH.11-12.1.A-E; 2.A,D,E; 7-10</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Conduct a mock trial for a civil or criminal case</p>	<ul style="list-style-type: none"> Courtroom procedure guarantees an equal, fair, and professional trial that demonstrates a functioning court system. Evidence rules are numerous and strict as a mechanism by which to ensure fair trials. The definition of a fair trial is relative, but procedures can be put into place in order to allow for equality of access to justice. Criminal cases have a higher burden of proof due the fact that the state is involved with a desire to remove someone of natural rights. Attorneys guarantee a fair legal system by ensuring that rights are protected for all. 	<ul style="list-style-type: none"> Why is courtroom procedure and decorum important? Why are there strict guidelines for evidence? What would make the court process fair for all participants? Why are there different burdens of proof for civil and criminal trials? How important are attorneys in the justice process?