

Winslow Township School District

Criminal Law

Unit 1: Introduction to Law and the Legal System

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Overview: Unit 1 of “Law and the Legal System” is designed to introduce the student to the American Legal System as it relates to both adults and juveniles. The unit provides both information and relative experiences for both the adult and juvenile legal systems. Unit 1 focuses on what law is, the constitutional framework of the American legal system, lawmaking, advocacy, and the state and federal court systems.

| Overview | Performance Expectations | Unit Focus | Essential Questions |
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| <p><u>Unit 1</u></p> <p><i>Introduction to Law and the Legal System</i></p> | <ul style="list-style-type: none"> • 6.1.12.CivicsPI.14.a • 6.1.12.CivicsPI.14.b • 6.1.12.CivicsPI.14.c • 6.1.12.CivicsPI.14.d • 6.1.12.CivicsCM.14.a • 6.1.12.CivicsCM.14.b • 6.1.12.CivicsPD.14.a • 6.1.12.CivicsDP.14.a • 6.1.12.HistoryCA.14.b • 6.1.12.HistorySE.14.a • 6.1.12.CivicsPD.16.a • 6.1.12.CivicsPR.16.a | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define law and provide the various forms of law applicable to both the adult and juvenile systems • Distinguish the differences between civil and criminal law and their legal proceedings • Identify lawmaking bodies, the structure of lawmaking, and the role of the court • Define advocacy and lobbying with practical examples in current politics • Compare and contrast the different types of court proceedings including trial courts, appeal courts, and the state and federal court systems. | <ul style="list-style-type: none"> • What is law and why do societies create laws? • What is the difference between civil, criminal, and constitutional law? • Where does law come from? • What are the different levels of the court system? What is the difference between appellate and trial courts? • Who are the different participants in the legal system? What is their role? |
| <p><i>Unit 1: Enduring Understandings</i></p> | <ul style="list-style-type: none"> • Law defines mutually agreed upon societal behavior in criminal and civil matters. Law is the representation of societies’ and cultures’ desire for stability and order. • Criminal law involves crimes against society while civil law relates to actions between individuals. Constitutional law refers to the interpretation and application of the powers and rights listed in the Constitution. | | |

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| | <ul style="list-style-type: none">• Law comes from multiple sources including legislatures, government agencies, and the court system. Elected legislators write laws known as statutes. Government agencies are authorized by statute to write rules within the confines of their statutory mandate. Courts give interpretations of existing statutes and constitutions known as case law• The court system is made up of federal and state courts, within each contains trial, appeals, and supreme courts. Trial courts decide questions of facts while appellate courts decide questions of law.• Judges interpret laws, juries determine the facts of a case and render a verdict, lawyers represent clients in a variety of ways, mostly outside the courtroom by negotiating contracts, giving legal advice, writing wills etc. | |
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| Curriculum Unit 1 | Performance Expectations | | Pacing | |
|---|--------------------------|---|--------|-----------|
| | | | Days | Unit Days |
| Introduction to Law and the Legal System | 6.1.12.CivicsPI.14.a | Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected. | 1 | 32 |
| | 6.1.12.CivicsPI.14.b | Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. | 5 | |
| | 6.1.12.CivicsPI.14.c | Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. | 2 | |
| | 6.1.12.CivicsPI.14.d | Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. | 2 | |
| | 6.1.12.CivicsCM.14.a | Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies. | 2 | |
| | 6.1.12.CivicsDP.14.a | Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. | 3 | |
| | 6.1.12.CivicsPD.14.a | Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. | 3 | |
| | 6.1.12.HistoryCA.14.b | Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of | 5 | |

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| | | continuing racial tensions and violence. | | |
| | 6.1.12.HistorySE.14.a | Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society. | 2 | |
| | 6.1.12.CivicsPD.16.a | Construct a claim to describe how media and technology has impacted civic participation and deliberation. | 2 | |
| | 6.1.12.CivicsPR.16.a | Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. | 2 | |
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| | Assessment, Re-teach and Extension | | 3 | |

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| Unit 1 | |
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| Core Ideas | Performance Expectations |
| Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | 6.1.12. CivicsPI.14.a Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected. |
| Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. | 6.1.12.CivicsPI.14.b Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. |
| Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. | 6.1.12.CivicsPI.14.c Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. |
| Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. | 6.1.12.CivicsPI.14.d Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. |
| An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential. | 6.1.12.CivicsCM.14.a Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies. |
| Personal interests and perspectives impact the application of civic virtues, democratic | 6.1.12.CivicsDP.14.a Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. |

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| Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives. | 6.1.12.CivicsPD.14.a Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. |
| Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | 6.1.12.HistoryCA.14.b Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence |
| Historical sources and evidence provide an understanding of different points of view about historical events. | 6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society. |
| Civic participation and deliberation are essential characteristics of productive citizenship. | 6.1.12.CivicsPD.16.a Construct a claim to describe how media and technology has impacted civic participation and deliberation. |
| Historical, contemporary, and emerging processes, rules, and laws/policies address a variety of civic issues requiring interpretations as societies change in an effort to promote the common good and protecting citizens' rights. | 6.1.12.CivicsPR.16.a Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. |

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Unit 1

Assessment Plan

1. Tests and Quizzes
2. Webquest- Research current examples of the key courts, processes, and concepts discussed in this unit. Including cases in federal, state, trial, and appellate courts, civil and criminal
3. Write your own law regarding a public policy issue in Winslow Township and/or Camden County
4. Research and identify the location of local courts. Identify what court you would go to for a local crime, federal crime, or a civil case.

Alternative Assessments:

- What is Law? Collage Project
- Interview a person in the field of Law
- What’s real vs what’s not? A visual examination of law with an episode of Law and order
- Lobbying: What do you want to change? A letter to a lobbyist

Resources

- Textbook, “Street Law”
<https://store.streetlaw.org/content/StreetLawSampler.pdf>
- New Jersey Court Systems
<https://www.njcourts.gov/courts/?lang=eng>
- Criminal vs. Civil Law
<https://www.youtube.com/watch?v=6f6permwb4Q>

Activities

Venn Diagram: Civil and Criminal Law
 What is Law? Student response and activity
 Misdemeanor or Felony
 Camden County Courthouse
 Interview/ video conference with a judge/lawyer/police offer
 It is real? Video analysis of television show based on law, “Law and Order”, “NCIS”, “Bull”

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

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9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

How to Become a Lawyer

<https://njsbf.org/wp-content/uploads/2017/03/How-to-Become-a-Lawyer.pdf>

Legal Occupations

<https://www.bls.gov/ooh/legal/home.htm>

Law Today

<https://www.law.com/njlawjournal/?slreturn=20220615105106>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
 - Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSS.ELA Standards

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.9-10.3-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.9-10.4-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.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital 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.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSL 8

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.