

Course Title – Constitutional Law	
Implement start year – 2018-2019	
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Unit #3 , topic – Criminal Law	
Transfer Goal – Students will be able to independently use their learning to analyze and evaluate how criminal law and the justice system applies to current events and legal issues in everyday life.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # (http://www.state.nj.us/education/cccs/2014/ss/)</p> <p>6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p style="text-align: center;">Progress Indicators for Reading Informational Text (http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf)</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability</p>

says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The Constitution provides rights to citizens accused of a crime.</p> <p><i>EU 2</i> There is not always uniformity in the laws and punishments of the criminal justice system.</p> <p><i>EU 3</i> The role of the citizenry has a direct effect on the judicial system.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is the idea of being innocent until proven guilty important? • How have the rights of the accused altered over time? • In what ways might a defendant be subject to an unfair trial? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • In what ways is the law applied differently to different people? • Why do states and localities apply punishments differently? • Should the motives behind a crime affect the consequences for a criminal act? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can citizens influence the judicial system? • Why is it important to be tried by a jury of your peers? • Is the judicial system “of the people, by the people, and for the people”?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The amendments of the Constitution that protect the rights of the accused. • The concept of “innocent until proven guilty”. • The limitations of the rights of the accused. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Ways in which some state and local laws differ. • Ways in which local, state and federal laws can conflict with each other. • Ways in which the application of laws and punishments differs for groups of people based on personal circumstance. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The jury selection process. • The role of a juror. • The impact of elections on the judicial system. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1, EU 2, EU 3</i></p> <ul style="list-style-type: none"> • Read and analyze primary and secondary source documents. • Recognize and interpret different points of view. • Draw inferences from the Constitution and Supreme Court rulings. • Evaluate the pros and cons of different sides of an argument. • Detect bias in an argument. • Understand how judicial rulings can be reflections of a specific time period. • Debate the meanings of the amendments. • Discuss current issues and controversies regarding the criminal justice system. • Compare and contrast state laws across the country.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- tests
- projects/presentations
- quizzes
- group work
- worksheets
- discussion/debate
- essays

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Complete relevant text and supplemental reading assignments on criminal law (A).
- Research examples of differences among state laws and among local laws (A).
- Invite a guest speaker (SRO or other police officer or relevant public officials) to talk about citizens' and students' rights (A).
- Explain and give examples of the Exclusionary Rule (M).
- Discuss the application of the Fourth Amendment in a high school setting (M).
- Research and write an essay on a relevant criminal law topic or issue (M).
- Analyze or create a political cartoon related to relevant amendments (M).
- View relevant episodes of *Law and Order* and discuss the role of the judiciary (M).
- View and discuss excerpts of *Making a Murderer* related to the rights of the accused (M).
- View and discuss excerpts of *The People v. O.J. Simpson* or *O.J.: Made in America* related to the elements of a trial (M).
- Create a visual presentation on the amendments related to rights of the accused and criminal law (A, M).
- Create an informational guide for new citizens about their rights in court (A, M).
- Analyze and write case analyses for *New Jersey v. T.L.O.*, *Vernonia School District 47J v. Acton*, *Mapp v. Ohio*, *Board of Education v. Earls*, *Miranda v. Arizona*, *Escobedo v. Illinois*, *Gideon v. Wainwright*, *Furman v. Georgia*, etc. (A, M).
- Debate a current criminal law case in the news and predict the verdict (T).
- Role play search and seizure law enforcement situations (T).