

Seymour Public Schools Curriculum

High School, Social Studies: Criminal Law

Narrative.....

Criminal law is a half-year elective. In the course, students will develop a basic understanding of American jurisprudence. Topics covered will include introduction to law and the legal system, law-making, citizen advocacy, the court system, crime in America, and due process.

Seymour Public Schools Curriculum

Grade:	Subject: Criminal Law-Unit 1-Introduction to Law
CSDE Standard	CONTENT STANDARD 5: United States Constitution and Government CONTENT STANDARD 6: Rights and Responsibilities of Citizens
Enduring Understanding	<ul style="list-style-type: none"> • Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions. • Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.
Essential Questions	<p>What is the source of law? What is the definition of jurisprudence? What is the difference between the adversarial system of justice and the inquisitional system of justice?</p>
Content Standard:	<p>5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles. 5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons 6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good. 6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws 6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.</p>
Performance Expectations (Student outcomes)	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> -analyzing primary source documents -drawing inferences from factual materials -comparing/contrasting in order to reach and justify a conclusion -determining bias and point of view in sources -composing an argument that has a thesis and content evidence to support that thesis -defending a position with content evidence -developing informed opinions.

Seymour Public Schools Curriculum

Students will identify, define, analyze the significance, and/or apply the following common vocabulary to real-life situations:

Jurisdiction, appellate, certiorari, venue, habeas corpus

Teachers will foster the following skills in students regarding questioning and posing problems:

Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly

Applying past knowledge to new situations

In applying the essential social studies skills described above, teachers can focus on the following abilities and activities as appropriate for each unit:

- Metacognition
- Develop a thesis
- Gathering supporting evidence
- Closure
- Test taking skills (subjective and objective)
- A common core mid-term and common core final exam
- Common vocabulary
- CAPT-like essays

Students will be able to:

- Identify the source of law in society
- Demonstrate an understanding of fundamental principles and values of our Constitution and laws
- Analyze a moral dilemma and legal implication of this dilemma
- Demonstrate a familiarity with legal statutes
- Identify varying sources of law (i.e. statutes, ordinance, infraction, violations, case law)
- Identify how laws reflect society's values

Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis	Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials	Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.

Seymour Public Schools Curriculum

Grade:	Subject: Criminal Law-Unit 2-The Legal System
CSDE Standard	CONTENT STANDARD 5: United States Constitution and Government CONTENT STANDARD 6: Rights and Responsibilities of Citizens
Enduring Understanding	<ul style="list-style-type: none"> • Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions. • Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.
Essential Questions	<p>How do civil and criminal differ?</p> <p>How can a legal case have both criminal and civil elements?</p> <p>What is the difference between felonies and misdemeanors?</p>
Content Standard:	<p>5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles.</p> <p>5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons</p> <p>6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good.</p> <p>6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws</p> <p>6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.</p>
Performance Expectations (Student outcomes)	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> -analyzing primary source documents -drawing inferences from factual materials -comparing/contrasting in order to reach and justify a conclusion -determining bias and point of view in sources -composing an argument that has a thesis and content evidence to support that thesis -defending a position with content evidence -developing informed opinions.

Seymour Public Schools Curriculum

Students will identify, define, analyze the significance, and/or apply the following common vocabulary to real-life situations:

Preponderance of evidence, beyond a reasonable doubt, nolo contendere, affidavit, precedent

Teachers will foster the following skills in students regarding questioning and posing problems:

Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly

Applying past knowledge to new situations

In applying the essential social studies skills described above, teachers can focus on the following abilities and activities as appropriate for each unit:

- Metacognition
- Develop a thesis
- Gathering supporting evidence
- Closure
- Test taking skills (subjective and objective)
- A common core mid-term and common core final exam
- Common vocabulary
- CAPT-like essays

Students will be able to:

- Demonstrate an understanding of legal systems around the world and specifically the legal system in the US
- Demonstrate an understanding of the concept of jurisdiction and the workings of our court system
- Demonstrate a working knowledge of legal vocabulary

Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis	Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials	Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.

Seymour Public Schools Curriculum

Grade:	Subject: Criminal Law-Unit 3-Criminal Law
CSDE Standard	CONTENT STANDARD 5: United States Constitution and Government CONTENT STANDARD 6: Rights and Responsibilities of Citizens
Enduring Understanding	<ul style="list-style-type: none"> • Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions. • Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.
Essential Questions	<p>How does society determine what is a crime?</p> <p>What is due process?</p> <p>How do the adult and juvenile legal procedures differ?</p>
Content Standard:	<p>5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles.</p> <p>5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons</p> <p>6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good.</p> <p>6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws</p> <p>6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.</p>
Performance Expectations (Student outcomes)	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> -analyzing primary source documents -drawing inferences from factual materials -comparing/contrasting in order to reach and justify a conclusion -determining bias and point of view in sources -composing an argument that has a thesis and content evidence to support that thesis -defending a position with content evidence -developing informed opinions. <p>Students will identify, define, analyze the significance, and/or apply the following common vocabulary to real-life</p>

Seymour Public Schools Curriculum

situations:

Due process, subpoena, mens rea, actus reus, modus operandi

Teachers will foster the following skills in students regarding questioning and posing problems:

Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly
Applying past knowledge to new situations

In applying the essential social studies skills described above, teachers can focus on the following abilities and activities as appropriate for each unit:

- Metacognition
- Develop a thesis
- Gathering supporting evidence
- Closure
- Test taking skills (subjective and objective)
- A common core mid-term and common core final exam
- Common vocabulary
- CAPT-like essays

Students will be able to:

- Analyze behavior which deviates from the norms of society
- Classify and compare the distinction between various crimes
- Demonstrate an understanding of standards of proof
- Analyze past and current Supreme Court decisions
- Demonstrate an understanding of the Connecticut state penal code
- Demonstrate an understanding of due process rights
- Distinguish between adult and juvenile procedure

Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis	Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials	Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.

Seymour Public Schools Curriculum

Grade:	Subject: Criminal Law-Unit 4-Evidence and Defenses
CSDE Standard	CONTENT STANDARD 5: United States Constitution and Government CONTENT STANDARD 6: Rights and Responsibilities of Citizens
Enduring Understanding	<ul style="list-style-type: none"> • Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions. • Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.
Essential Questions	<p>How does the constitution protect one's due process rights? How have the courts interpreted those rights? What is hearsay? How is it applied to evidence?</p>
Content Standard:	<p>5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles. 5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons 6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good. 6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws 6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.</p>
Performance Expectations (Student outcomes)	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> -analyzing primary source documents -drawing inferences from factual materials -comparing/contrasting in order to reach and justify a conclusion -determining bias and point of view in sources -composing an argument that has a thesis and content evidence to support that thesis -defending a position with content evidence -developing informed opinions. <p>Students will identify, define, analyze the significance, and/or apply the following common vocabulary to real-life</p>

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situations:

Hearsay, standard of proof, circumstantial evidence, pro se, pro bono

Teachers will foster the following skills in students regarding questioning and posing problems:

Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly
Applying past knowledge to new situations

In applying the essential social studies skills described above, teachers can focus on the following abilities and activities as appropriate for each unit:

- Metacognition
- Develop a thesis
- Gathering supporting evidence
- Closure
- Test taking skills (subjective and objective)
- A common core mid-term and common core final exam
- Common vocabulary
- CAPT-like essays

Students will be able to:

- Understand the role of lawyers, judges, and juries in court procedures
- Understand police evidence gathering techniques in the courts
- Understand the role of due process for the individual with specific evidence of their rights under Miranda

Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>

Seymour Public Schools Curriculum

Grade:	Subject: Criminal Law-Unit 5-Trials, Sentencing, and Capital Punishment
CSDE Standard	CONTENT STANDARD 5: United States Constitution and Government CONTENT STANDARD 6: Rights and Responsibilities of Citizens
Enduring Understanding	<ul style="list-style-type: none"> • Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions. • Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.
Essential Questions	<p>What are the steps to a criminal trial? How is sentencing determined? How is sentencing in capital felony cases different that other criminal sentencing?</p>
Content Standard:	<p>5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles. 5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons 6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good. 6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws 6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.</p>
Performance Expectations (Student outcomes)	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> -analyzing primary source documents -drawing inferences from factual materials -comparing/contrasting in order to reach and justify a conclusion -determining bias and point of view in sources -composing an argument that has a thesis and content evidence to support that thesis -defending a position with content evidence -developing informed opinions. <p>Students will identify, define, analyze the significance, and/or apply the following common vocabulary to real-life</p>

Seymour Public Schools Curriculum

situations:

Capitas, appellate, habeas corpus, prima facie, in forma pauperis

Teachers will foster the following skills in students regarding questioning and posing problems:

Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly
Applying past knowledge to new situations

In applying the essential social studies skills described above, teachers can focus on the following abilities and activities as appropriate for each unit:

- Metacognition
- Develop a thesis
- Gathering supporting evidence
- Closure
- Test taking skills (subjective and objective)
- A common core mid-term and common core final exam
- Common vocabulary
- CAPT-like essays

Students will be able to:

- Form and express opinions on capital punishment
- Explain how the individual rights to life, liberty, property are protected by the trial system and appellate process
- Describe the process for sentencing and identify variables within sentences
- Identify specific cases as criminal or civil
- Describe the 5 rationales to sentencing
- Describe the issues surrounding capital punishment

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p>Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>