Course Title: Criminal Law

Subject: Social Studies

Grade Level: `1

Duration: Half Year

Prerequisite: None

Elective or Required: Elective

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students' passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
This course will cover the origins of the law and describe the elements of a crime, criminal liability and the limits of the law. This course will also extensively define at the crimes of homicide, assault, battery (and related crimes), theft, burglary, robbery and arson. Through case reviews, current events, media studies, debates and other forms of activities and assessments, students will have the opportunity to have a practical experience with these elements of the law and the justice system.

Authors: Emily Ramos
Date Submitted: Summer 2018
Criminal Law

UNIT ONE: Origins of Law and Elements of a Crime

Approximate # Of Weeks: 3 weeks

Essential Questions:
- Why are laws necessary in governing society? What are the origins of these laws?
- Why are punishments necessary in conjunction with the law?
- How are crimes distinguished from one another? Why are they distinguished? What makes an act a crime?

Upon completion of this unit students will be able to:
- Explore the origins of the law & punishments, including Hammurabi’s Code, the 10 Commandments, & Enlightenment philosophers
- Define crime, law & criminal law
- Evaluate why/how acts are punished under the law
- Examine distinctions between common, case and statutory laws
- Differentiate crimes – proscriptive vs. prescriptive; mala in se, mala prohibita, torts
- Interpret and compare kinds of crimes: felonies, misdemeanors (disorderly persons), infractions, treason & espionage, inchoate offenses
- Identify the elements of crime and examine their purpose for prosecuting and punishing these crimes (legality, actus reus, causation, social harm, concurrence, mens rea/intent, punishment)
- Describe the exceptions to mens rea
- Evaluate blameworthiness according to Model Penal Code – purposely, knowingly, recklessly, negligently

Common Core Standards:
- 6.1.12.A.2.b: Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
- 6.1.12.A.2.c: Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- 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.
- 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.

Interdisciplinary Standards (njcccs.org)
• CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
• CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
• CCSS.ELA-LITERACY.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
• CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
• CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
• Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
• Standard 9.3 - Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
• Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Activities – include 21st Century Technologies/Research:
• KWL Chart surrounding Hammurabi’s Code, the 10 Commandments, & Enlightenment philosophers
• Galley walk of kinds of crime
• Illustrate the elements of a crime through a storyboard
• Research and prepare class presentation on M’Naghten rule
• Fairytale project – identifying elements of crime by using children’s stories
• Use of case scenarios to understand concepts
• Research current case crimes and identify elements of the crimes
• Use true crime podcasts to analyze the crimes that took place

Enrichment Activities:
• Read news articles and write a summary, discussing the kinds of crime involved
• Identifying and explaining elements of crime by watching Law & Order

Methods of Assessments/Evaluation:
• Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment
- Summer assignment
- Exit Slips
- Think-Pair-Shares

Resources/Including Online Resources
- Student edition of textbook and supplemental primary source readings
- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- Law and Order Episodes
- True Crime Podcasts

UNIT TWO: Criminal Liability & Limits of the Law

Approximate # Of Weeks: 3 weeks

Essential Questions:
- Why are there limits to the law and our legal system?
- How do the Amendments in the Bill of Rights protect us?
- How are the accused protected by the legal system?
- How does criminal liability relate to those accused of crimes?
- How does the law protect the accused and provide for a fair system of judgment?

Upon completion of this unit students will be able to:
- Analyze the Constitution, Bill of Rights, & Amendments 4-8 to explain rights that apply to the accused
- Define and discuss the inquisitorial system vs. adversary system
- Explain burden of proof and reasonable doubt and their role to a Jury
- Discussion of ex post facto laws & bills of attainder and why they are illegal
- Statute of Limitations & Equal protection under the law
- Discuss criminal liability and what defenses are allowed – manifest criminality
- Discuss possession and its application to criminal liability
- Explore criminal failure to act & procurement in conjunction with criminal liability
- Compare and contrast forms of liability
- Analyze legal court presumptions by juries & judges in a case

Common Core Standards:
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.

6.1.12.A.14.h: Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.D.14.b: Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.3.12.D.1: Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.


6.3.12.A.1: Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

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Activities – include 21st Century Technologies/Research:

- Read Gideon v. Wainwright and discuss how the decision protects the rights of individuals in court
- Create a venn diagram of forms of liability
- Simulate a courtroom to assess the factors that affect a jury’s decision
- Create a storyboard of the essential rights of the accused
- Debate on NJ Search Laws and the Constitutional right to privacy
- Research current events of cases that have violated the accused’s constitutional rights
- Evaluate the effectiveness of the court system through the case of Robert Durst in *The Jinx*
- Create defenses for accused criminals in specific cases in the United States

**Enrichment Activities:**
- Use specific case scenarios to evaluate the role of juries and judges in a case
- Create a chart comparing the Adversarial and Inquisitive court systems.

**Methods of Assessments/Evaluation:**
- Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment
- Summer assignment
- Exit Slips
- Think-Pair-Shares

**Resources/Including Online Resources**
- Student edition of textbook and supplemental primary source readings
- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- *HBO’s: The Jinx*

**UNIT THREE: Crimes against People**
**Homicide**
**Assault, Battery, & Related Crimes**

**Approximate # Of Weeks: 8 weeks**

**Essential Questions:**
- How are homicides defined? What are the characteristics of homicides?
- How does one defend him/herself against charges of homicide?
Why is there a distinction between murder, manslaughter and other homicides? How does the New Jersey Code define and punish homicide, murder and manslaughter?

How does assault and battery qualify as crimes against persons?

How do rape and other sex crimes qualify under assault and battery law?

How does the media portray assault and battery crimes?

How does New Jersey define and punish assault and sexual assault?

Upon completion of this unit students will be able to:

- Define homicide
- Evaluate the justifications/excuses for committing homicides
- Discuss the classifications of murder under common law and Model Penal Code
- Examine the distinctions of murder – intent to kill, intent to inflict great bodily harm, depraved heart, intent to commit a felony, murder for hire
- Compare and contrast the degrees of murder under Model Penal Code
- Compare manslaughter vs. murder
- Summarize New Jersey State Code – define homicide, murder, manslaughter; distinctions and punishments
- Define and compare battery and assault, including simple assault and battery, aggravated assault and battery, and reckless assault & battery
- Define and analyze mayhem
- Define and explain elements of rape, and its connection to assault
- Compare and contrast crimes included under a rape charge: date rape, marital rape, statutory rape, sexual abuse of children, incest
- Examine cases of false imprisonment and kidnapping
- Define and explore examples of stalking
- Interpret New Jersey law with regard to assault – aggravated vs. simple
- Interpret New Jersey law with regard to sexual assault – aggravated vs. simple
- Interpret New Jersey law with regard to sexual contact – aggravated vs. simple

Common Core Standards:

- 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.
- 6.1.12.A.14.h: Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.D.14.b: Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 6.3.12.A.1: Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials

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Activities – include 21st Century Technologies/Research:
- Current events research distinguishing between murder and manslaughter & defenses used in court
- Media study using Law & Order episodes
- Project on Twelve Angry Men, defining significance of characters & analysis of the film
- Use of case scenarios to understand concepts
- Mock trial of a homicide case
- Research current events study regarding rape in New Jersey
- KWL chart on types of assault and rape
- Create a Venn Diagram of types of assault as defined by New Jersey law
- Mock trial of an assault case

Enrichment Activities:
- Insanity Plea Paper – Research and evaluate when specific pleas of insanity were valid in a court of law and from a moral standard
- Create a Public Service Announcement informing young adults of behaviors that can be considered acts of assault
- Research and present famous stalking cases

Methods of Assessments/Evaluation:
- Chapter/Unit testing
• Essay: Free Response and DBQ
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• Projects
• Independent work
• Verbal assessment
• Summer assignment
• Exit Slips
• Think-Pair-Shares

Resources/Including Online Resources
• Student edition of textbook and supplemental primary source readings
• Online Textbook Information
• Teacher Webpage
• Art, music, cartoons, maps, photography, video clips
• Law and Order Episodes
• The New York Times

UNIT FOUR: Crimes against Property
Theft, Burglary, & Robbery
Arson

Approximate # Of Weeks: 6 weeks

Essential Questions:
• How do property offenses affect citizens in society?
• How does New Jersey define and prosecute burglary, robbery and other property crimes?
• How can New Jersey law be compared to the Model Penal Code’s approach to these crimes?
• How does the media portray property crimes?
• How is arson defined and how is it characterized under common law?
• How is arson characterized by statutory law under the Model Penal Code?
• How does forensic science play a significant role in proving arson?
• How does New Jersey investigate and prosecute arson?
• How does the media portray arsonists and arson activity?

Upon completion of this unit students will be able to:
• Define larceny according to the Model Penal Code and common law
• Define theft according to the Model Penal Code – theft of services, deprivations, embezzlement, fraud, false pretense, forgery, counterfeiting, stolen property
• Interpret Common law and Model Penal Code definitions of burglary
• Explore other crimes included under burglary/theft – motor vehicle, embezzlement, fraud, forgery
Discuss receiving stolen property, malicious mischief, and criminal trespass
Explore other crimes included under robbery – carjacking, extortion/blackmail
Interpret New Jersey Legal Code – definitions and punishments
Define arson and its elements
Characterize arson and punishment under common law and the Model Penal Code
Discuss role of forensics in providing evidence for arson
Examine reasons for difficulty in establishing points of origin
Explore the process of fire investigation and collecting/preserving evidence
Interpret New Jersey definition and prosecution of arson, including investigations

Common Core Standards:
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6.1.12.A.14.h: Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
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Activities – include 21st Century Technologies/Research:
- Research Current events study of these crimes in and out of New Jersey
- Media study using *Catch Me if You Can*
- Use of case scenarios to understand concepts
- Create a Venn Diagram comparing robbery and burglary
- Current events study/research of arson and arsonist activity
- Webquest on arson
- Media study using *Point of Origin*

Enrichment Activities:
- Crime simulation in class to evaluate what types of crimes have been committed
- Prepare an interview for an arson investigation
- In-class simulation of an arson investigation

Methods of Assessments/Evaluation:
- Chapter/Unit testing
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Resources/Including Online Resources
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- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- NJ Newspaper Articles
- CNN Webpage
- *Catch Me if You Can*