

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 2015**

Criminal Law

Course Essential Questions (from Phase I report):

What is law?
 What is a crime?
 How does science relate to law?
 How are citizens parts of the Justice System?

Phase II Curriculum

Unit 1: Introduction to Law

Essential Questions:

What is law?
 Where do our modern laws come from?
 What is the function of the Bill of Rights regarding law today?

Essential Understanding:

Recognize law as rules of conduct from Federal, State or Local jurisdictions. Identify the differences between criminal and civil law and how each trial is different.

Identify, explain, and understand the United States legal system as it is written in the constitution, the role the supreme court in interpreting, limiting, or expanding that right, and the difference between the freedoms guaranteed by our state constitution and the U.S. Constitution.

Know the Bill of Rights (First 10 amendments to the constitution) and be able to identify their function in the U.S. legal system and how each one would be used in court.

Curriculum Standards

Curriculum Standards:

SKILLS/BENCHMARKS: High School Civics Expectations:

2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.

2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).

2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.

3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission).

3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.

3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like *Marbury v. Madison* and *U.S. v. Nixon*; practices such as submitting bills to legal counsel to ensure Congressional compliance with the law). (See USHG F1.1, 8.2.4)

3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)

3.4.3 Explain the meaning & importance of equal protection of the law (e.g., the 14th Amend., Americans with Disabilities Act, equal opportunity legislation).

3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).

3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

Knowledge/Content I know....	Skills/Processes I can.....
Historical origins of American Government The Bill of Rights Americans' values Role of Regulatory Agencies	Read case scenarios and determine which amendment or amendments the scenario applies to and if a violation occurred. Evaluate cases set before the Supreme Court and determine the constitutionality of the case.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

Unit 2: Criminal Law

Essential Questions:

What is a crime?

What is a felony/misdemeanor?

What are elements of a crime?

Parties to a crime?

Essential Understanding:

Recognize crimes as a violation of Federal, State or Local law.

Differentiate between felony and misdemeanor; understand which crimes fall into which category and what the sentences are for each.

Identify the elements of a crime as the criminal act, and the required state of mind.

Understanding that both parts must be present in order for an act to be considered a crime.

Differentiate between the various parties to a crime: principle in the first degree, principle in the second degree, an accessory before the fact, and an accessory after the fact; plus punishments for each.

Curriculum Standards

3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury).

3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.

3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).

5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.

5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

Knowledge/Content I know....	Skills/Processes I can.....
Elements of a crime Parties to a crime Crimes against people, property, business interests, common teen offenses	Identify crimes based on real-life/hypothetical examples. Recognize the parties to a crime given a set of circumstances. Determine the elements of a crime, given the statute for that crime. Categorize crimes: people, property, business interests.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Unit 3: Forensic Science	
Essential Questions:	Essential Understanding:
How is forensic science used in solving crimes?	Fingerprints and DNA are the best methods of identifying an individual.
Curriculum Standards	
<p>Curriculum Standards: SKILLS/BENCHMARKS:</p> <p>3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission).</p> <p>6.1.1 Identify and research various viewpoints on significant public policy issues.</p> <p>6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).</p>	

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

Standard B.4- Genetics

B4.2B Recognize that every species has its own sequence of DNA

B4.2C Describe the structure and function of DNA

B4.r2i Explain how DNA technology allows scientists to analyze the structure and function of genes

Knowledge/Content I know....	Skills/Processes I can.....
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<p>How forensic science is used in solving crimes. DNA Fingerprints and the fingerprinting process Eye witness testimony Memory reliability Modern computer/clay facial reconstruction Autopsy techniques; Forensic anthropology; Toxicology</p>	<p>Explain the process of collecting DNA/fingerprints from crime scenes and how it is evaluated by crime scene technicians.</p> <p>Examine court cases where DNA evidence has exonerated men, and set them free after years of being incarcerated.</p> <p>Research high profile cases and identify the forensic science technique that was used to convict.</p>
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

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Unit 4: Trial Procedure	
Essential Questions: What role does a trial play in the U.S. Justice system?	Essential Understanding: Defendants are innocent until proven guilty; prosecution has the burden of proof in a criminal case.
Curriculum Standards	
<p>3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.</p> <p>5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.</p> <p>5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.</p> <p>5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.</p> <p>5.4.3 Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.</p> <p>6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.</p>	
Knowledge/Content I know....	Skills/Processes I can.....
Procedures/steps of criminal trial Procedures/steps in a civil trial Rights of accused	Participate in a mock trial to demonstrate knowledge of semesters work and trial procedures. Take part in a field trip to local court to explore careers in the legal field as well as watch the trial process.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	