

Office of Curriculum and Instruction

## **Criminal and Civil Law**

**Grade 10, 11, or 12**

**Prerequisite: None**

**Credit Value: 5**

### ABSTRACT

Students in Criminal and Civil Law engage in an in-depth study of the working relationship between the law and themselves. The course focuses on the rights guaranteed by the United States Constitution and the criminal and civil justice process. Special emphasis is placed on how the law works to benefit the individual, the community, and the state. An examination of past and current case studies allows students to analyze legal issues, debate procedures, and predict outcomes as they collaborate to apply learning to real-life situations. Benchmark assessments are employed to track individual student progress.

*Adopted by the Somerville Board of Education on July 25, 2017*

## Criminal and Civil Law Grade 10, 11, or 12

Month/ Marking Period	September	October	November	December
<b>2014 New Jersey Core Curriculum Content Standards</b>	6.1.12.A.2.b, 6.1.12.A.3.g, 6.1.12.D.2.b	6.1.12.A.2.b, 6.1.12.A.3.g, 6.1.12.D.2.b	6.1.12.A.2.b, 6.1.12.A.3.g, 6.1.12.D.2.b	6.1.12.A.2.b, 6.1.12.A.3.g, 6.1.12.D.2.b
<b>Essential Question:</b>	What is law?	What factors may lead to incidents of criminal offense?	How can crimes be classified?	What procedures are necessary parts of the criminal justice process?
<b>Content:</b>	The Legal System	Criminal Law	Criminal Offense	Criminal Justice Process
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>• discuss why laws are important</li> <li>• determine how societal values are reflected in laws</li> <li>• compare and contrast civil versus criminal law</li> <li>• collaborate to detail the ways in which laws are framed by the Constitution</li> <li>• differentiate among federal, state, and local laws</li> <li>• outline the guidelines for drafting a new law</li> <li>• create a new law regarding a local issue (e.g., bicycle safety)</li> <li>• research methods for settling disputes (e.g., negotiation, mediation, arbitration)</li> <li>• reflect on learning in a digital journal</li> </ul>	<ul style="list-style-type: none"> <li>• examine the structure of the United States court system</li> <li>• compare and contrast adversarial versus inquisitorial legal systems</li> <li>• assess the characteristics of court cases which reach the United States Supreme Court</li> <li>• discuss when and for what purposes a lawyer is needed</li> <li>• research possible motives for committing crimes</li> <li>• analyze current crime statistics in the United States and New Jersey</li> <li>• examine diverse forms of crime (e.g., substance abuse, organized crimes, gang activity)</li> <li>• reflect on learning in a digital journal</li> </ul>	<ul style="list-style-type: none"> <li>• explain the unique elements of crimes</li> <li>• list the varied classes of crimes (e.g., felonies, misdemeanors)</li> <li>• research vocabulary pertinent to the parties to a crime (e.g., accessory, accomplice, principal)</li> <li>• determine the meaning of “crimes of omission” and preliminary crimes</li> <li>• differentiate among the elements of diverse crimes (e.g., homicide, suicide, rape, assault, battery)</li> <li>• compare and contrast crimes against property (e.g., arson, vandalism, forgery)</li> <li>• investigate computer crimes</li> <li>• reflect on learning in a digital journal</li> </ul>	<ul style="list-style-type: none"> <li>• collaborate to outline the investigative phase of the criminal justice process (e.g., arrest, warrants, profiling, search and seizure, Miranda rights)</li> <li>• track the steps in the procedures before a trial (e.g., booking, bail, preliminary hearing, Grand Jury)</li> <li>• research the procedures that take place before and during a trial (e.g., jury selection, constitutional rights, public defender, self-incrimination)</li> <li>• examine video representation of jury activity</li> <li>• compare and contrast sentencing and corrections options, including prisoners’ rights and parole procedures</li> <li>• reflect on learning in a digital journal</li> </ul>
<b>Integration of Technology:</b>	<a href="http://www.state.nj.us/education/">http://www.state.nj.us/education/</a> , content-related websites, Internet, Web Quets, ThinkQuest, wireless laptop computers, interactive maps, iPads, SMART Boards, Google apps, Google Docs, prezis, wikis, VoiceThread, <i>PollEveryWhere</i> , video streaming, podcasting			
<b>Writing:</b>	Open-ended responses, conclusions and analysis of exploratory activities, reflective electronic journal entries			

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<b>Formative Assessments:</b>	Oral presentation, multimedia presentations, self-assessments, peer assessments, scoring rubric, benchmark assessments			
<b>Summative Assessments:</b>	Quizzes, tests, reports, presentations, benchmark assessments			
<b>Performance Assessments:</b>	Oral reports, debates, re-enactments, dramatizations, multimedia presentations			
<b>Interdisciplinary Connections:</b>	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.C.1 Technology: 8.1.12.F.1 21 <sup>st</sup> Century Life/Careers: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.8, 9.2.12.C.9 CRP 1, 3, 4, 7, 8	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.C.1 Technology: 8.1.12.F.1 21 <sup>st</sup> Century Life/Careers: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.8, 9.2.12.C.9 CRP 1, 3, 4, 7, 8	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.C.1 Technology: 8.1.12.F.1 21 <sup>st</sup> Century Life/Careers: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.8, 9.2.12.C.9 CRP 1, 3, 4, 7, 8	*ELA: RH.SS.11-12.1-10, WH.SS.11-12.1-10 Science: 5.1.12.C.1 Technology: 8.1.12.F.1 21 <sup>st</sup> Century Life/Careers: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.8, 9.2.12.C.9 CRP 1, 3, 4, 7, 8
<b>21<sup>st</sup> Century Themes:</b>	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy      Health Literacy			
<b>21<sup>st</sup> Century Skills:</b>	Creativity and Innovation      Media Literacy      Critical Thinking and Problem Solving      Life and Career Skills Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy			
<b>Resources:</b>	Textbook, magazines, periodicals, newspapers, professional journals, primary documents, blogs, teacher-created resources			
<b>Accommodations/ Modifications</b>	Intervention - Teachers will address intervention needs by using the following tools/strategies: <ul style="list-style-type: none"> <li>• Computer-assisted instruction</li> <li>• Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com.</li> <li>• Text to Speech (Speak It!)</li> </ul> Enrichment/Gifted- <ul style="list-style-type: none"> <li>• Tired graphic organizers to add complex layers</li> <li>• Raise levels of intellectual demands</li> <li>• Differentiate content, process or product depending on students' readiness, interests and/or learning styles</li> <li>• expanded open-ended questions</li> </ul> ELL Students- <ul style="list-style-type: none"> <li>• Sheltered Instruction Strategies</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Text to Speech (Speak It!)</li> </ul> <p>Special Education-</p> <ul style="list-style-type: none"> <li>• IEP accommodations and modifications</li> <li>• Extra time as needed</li> <li>• Repeated directions</li> <li>• Read directions aloud</li> <li>• Additional scaffolding as needed</li> <li>• Modified assignments as needed</li> </ul> <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>
<b>Careers:</b>	<p>Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster</p>

\*2016 NJSLS:

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|--------------------------------|-------------------------------|
| RL: Reading Literature         | N: Real Number System         |
| RI: Reading Informational Text | A: Algebra                    |
| W: Writing                     | F: Functions                  |
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**Criminal and Civil Law  
Grade 10, 11, or 12**

Month/ Marking Period	January	February/March	April/May	June
<b>2014 New Jersey Core Curriculum Content Standards</b>	6.1.12.A.2.b, 6.1.12.A.3.g 6.1.12.D.2.b	6.1.12.A.2.b, 6.1.12.A.3.g 6.1.12.D.2.b	6.1.12.A.2.b, 6.1.12.A.3.g, 6.1.12.C.6.c, 6.1.12.D.2.b	6.1.12.A.2.b, 6.1.12.A.2.e, 6.1.12.A.3.g, 6.1.12.A.13.a-b, 6.1.12.A.14.b, 6.1.12.A.14.f, 6.1.12.D.2.b
<b>Essential Question:</b>	In what ways is the juvenile justice system unique?	In what ways are citizens protected by tort law?	How does the law affect a citizen's daily life?	How has the interpretation of the United States Constitution evolved?
<b>Content:</b>	Juvenile Justice System	Tort Law	Consumer, Housing, and Family Law	The First Amendment
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>• investigate the history of the juvenile justice system</li> <li>• classify juvenile offenses</li> <li>• examine procedures that occur in juvenile court</li> <li>• compare and contrast juvenile and adult criminal proceedings</li> <li>• critique a video presentation of sample juvenile court proceedings</li> <li>• collaborate to construct a multimedia review of the criminal law system</li> <li>• reflect on learning in a digital journal</li> </ul>	<ul style="list-style-type: none"> <li>• define intentional wrongs, negligence, and strict liability</li> <li>• investigate the purposes and types of insurance (e.g., automobile, liability, workmens' compensation)</li> <li>• relate the need for insurance to tort law</li> <li>• compare and contrast the three types of torts: intentional, negligence, and strict liability</li> <li>• classify intentional torts (e.g., torts that injure persons versus property)</li> <li>• assess the elements of negligence torts (e.g., duty, breach, causation, damages)</li> <li>• collaborate to identify possible defenses to a negligence suit</li> <li>• determine the elements of strict liability (e.g., dangerous activities, animals, product liability)</li> <li>• discuss the likelihood of defenses to strict liability</li> </ul>	<ul style="list-style-type: none"> <li>• determine the elements of contracts (e.g., offer, acceptance, consideration)</li> <li>• analyze the relevance of minors and contracts to personal experience</li> <li>• compare and contrast written versus oral contracts</li> <li>• investigate illegal contracts</li> <li>• define warranty and disclaimer</li> <li>• differentiate between express and implied warranties</li> <li>• research the benefits and pitfalls of personal credit</li> <li>• determine when it might be beneficial to use credit</li> <li>• discuss the hazards of costly credit arrangements</li> <li>• investigate the negative outcomes of the global use of credit (e.g., loan default, bankruptcy)</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the primary document of the Bill of Rights</li> <li>• discuss the rights and responsibilities of United States citizens under the First Amendment to the United States Constitution</li> <li>• collaborate with peers to determine the change in interpretation of the First Amendment</li> <li>• determine the reasons for changes in interpretation</li> <li>• research Supreme Court cases that tested First Amendment rights</li> <li>• present research findings in a multimedia presentation</li> <li>• reflect on learning in a digital journal</li> </ul>

**Criminal and Civil Law  
Grade 10, 11, or 12**

Month/ Marking Period	January	February/March	April/May	June
<b>Skills and Topics:</b>		<ul style="list-style-type: none"> <li>• research the attempts at tort reform and the cost consequences of torts</li> <li>• reflect on learning in a digital journal</li> </ul>	<ul style="list-style-type: none"> <li>• relate the use of credit to the present economic climate of the United States and the world</li> <li>• define family</li> <li>• compare and contrast the definition of a family in the 21<sup>st</sup> century with earlier conception</li> <li>• assess the laws pertaining to marriage, cohabitation, parental rights, children’s rights, foster care and adoption, separation, divorce, and child custody</li> <li>• analyze the processes involved in governmental support for families and individuals</li> <li>• reflect on learning in a digital journal</li> </ul>	
<b>Integration of Technology:</b>	<a href="http://www.state.nj.us/education/">http://www.state.nj.us/education/</a> , content-related websites, Internet, Web Quests, ThinkQuest, wireless laptop computers, interactive maps, iPads, SMART Boards, Google apps, Google Docs, prezis, wikis, VoiceThread, <i>PollEveryWhere</i> , video streaming, podcasting			
<b>Writing:</b>	Open-ended responses, conclusions and analysis of exploratory activities, reflective electronic journal entries			
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<b>Accommodations/ Modifications</b>	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> <li>• Computer-assisted instruction</li> <li>• Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com.</li> <li>• Text to Speech (Speak It!)</li> </ul> <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> <li>• Tired graphic organizers to add complex layers</li> <li>• Raise levels of intellectual demands</li> <li>• Differentiate content, process or product depending on students' readiness, interests and/or learning styles</li> <li>• expanded open-ended questions</li> </ul> <p>ELL Students-</p> <ul style="list-style-type: none"> <li>• Sheltered Instruction Strategies</li> <li>• Text to Speech (Speak It!)</li> </ul> <p>Special Education-</p> <ul style="list-style-type: none"> <li>• IEP accommodations and modifications</li> <li>• Extra time as needed</li> <li>• Repeated directions</li> </ul>			

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| W: Writing                     | F: Functions                  |
| SL: Speaking and Listening     | G: Geometry                   |
| L: Language                    | S: Statistics and Probability |
|                                | MD: Measurement and Data      |



## **Criminal and Civil Law Course Requirements**

**Grade:** 10, 11, or 12

**Prerequisite:** None

**Credit Value:** 5

**Length of Course:** Academic Year

### **Course Description**

Students in Criminal and Civil Law engage in an in-depth study of the working relationship between the law and themselves. The course focuses on the rights guaranteed by the United States Constitution and the criminal and civil justice process. Special emphasis is placed on how the law works to benefit the individual, the community, and the state. An examination of past and current case studies allows students to analyze legal issues, debate procedures, and predict outcomes as they collaborate to apply learning to real-life situations. Benchmark assessments are employed to track individual student progress.

### **Course Content**

This course will consist of the following units of study:

- The Legal System
- Criminal Law
- Criminal Offense
- Criminal Justice Process
- Juvenile Justice System
- Tort Law
- Consumer, Housing, and Family Law
- The First Amendment

### **Course Objectives**

The student will demonstrate the ability to answer in detail the following essential questions:

- What is law?
- What factors may lead to incidents of criminal offense?
- How can crimes be classified?
- What procedures are necessary parts of the criminal justice process?
- In what ways is the juvenile justice system unique?
- In what ways are citizens protected by tort law?
- How does the law affect a citizen's daily life?
- How has the interpretation of the United States Constitution evolved?
- What are the post-graduation and/or career options that apply to the course content?

## **Evaluation Process**

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.

**Criminal and Civil Law  
Student Agreement**

**STUDENT NAME:** \_\_\_\_\_  
Last Name First Name

**GRADE:** \_\_\_\_\_

*My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Criminal and Civil Law.*

*I acknowledge my responsibility to read and understand all of the information contained in the Criminal and Civil Law Course Requirements information and syllabus packet.*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

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**Note: Please share the course requirements for Criminal and Civil Law with your parents.**