

## Crime, Society and the Law

Curriculum/Content Area: Social Studies	Course Length: 1 Term
Course Title: Crime, Society and the Law	Date last reviewed: October 2016
Prerequisites: None	Board approval date: December 2016

### Course description and purpose

This course will introduce students to the US legal system, including the federal and state court systems, and constitutional and criminal law. Additionally, students will become familiar with criminology, corrections, deviance, and profiling. Students will gain an understanding of the careers associated with the legal and justice system and rehabilitation/corrections.

<b>Enduring Understandings (EUs):</b> <ol style="list-style-type: none"><li>1. Laws in a democratic society change over time to reflect the moral, social and political values of the people.</li><li>2. The U.S. criminal-justice system investigates, prosecutes, and punishes criminals and is structured to provide individuals due process in accordance with the principles laid out in the United States Constitution</li><li>3. Crime is the result of a variety of internal and external factors and the weight of each is the subject of a vigorous public policy debate in the United States.</li><li>4. The study of why people commit crimes is essential for identifying public policy solutions and policing strategies.</li></ol>	<b>Essential Questions (EQs):</b> <ol style="list-style-type: none"><li>1. Why do people commit crimes?</li><li>2. What is the proper response to crime in society?</li></ol>
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### Assessment Evidence

<b>Performance Assessment Options</b> <i>May include, but is not limited to the</i>	<b>Other assessment options</b> <i>May include, but are not limited to the</i>
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<p><i>following:</i></p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Videos</li> <li>• Infographics</li> <li>• Simulations</li> <li>• Group Discussions</li> <li>• Speeches</li> </ul>	<p><i>following:</i></p> <ul style="list-style-type: none"> <li>• Written assessments aligned to standards</li> <li>• Exit Tickets</li> </ul>
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<b>Unit Title:</b> Crime in America
<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Criminal Law &amp; Criminal Defenses</li> <li>B. Theories of Crime and Crime Prevention</li> </ul>
<b>Standards:</b>
<p><b>C3 Framework for Social Studies State Standards:</b></p> <p><b>D1.5.9-12</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><b>D2.Civ.4.9-12</b> Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order</p> <p><b>D2.Civ.4.9-12</b> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and are still contested.</p> <p><b>D2.Civ.14.9-12</b> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><b>D3.1.9-12</b> Gather relevant information from multiple sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D4.1.9-12</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, and acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>Wisconsin Model Academic Standards For Social Studies:</b></p> <p><b>WMAS.SS.C.12.1</b> Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens.</p> <p><b>WMAS.SS.C.12.8</b> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</p>

### Disciplinary Literacy Standards

**CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Learning Targets:

- I can *explain* why we have laws and who determines what behaviors should be criminalized.
- I can *explain* how crimes are defined by statute and *distinguish* between the various levels of infractions.
- I can *evaluate* which crimes occur most frequently and the ways the American public is informed about various crimes.
- I can use multiple sources to evaluate, take, and defend a position.
- I can communicate information effectively using oral, written and nonverbal skills.

### Unit Title: Policing

#### Topics:

- A. Police and Society
- B. Structure, Methods and Investigations
- C. Police and the Law
- D. Limits of Police Authority

#### Standards:

#### C3 Framework for Social Studies State Standards:

**D1.5.9-12** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**D2.Civ.4.9-12** Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order

**D2.Civ.4.9-12** Explain how the U.S. Constitution establishes a system of government that

has powers, responsibilities, and limits that have changed over time and are still contested.

**D2.Civ.14.9-12** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

**D3.1.9-12** Gather relevant information from multiple sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**D4.1.9-12** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, and acknowledging counterclaims and evidentiary weaknesses.

**D1.5.9-12** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.C.12.1** Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens.

**WMAS.SS.C.12.4** Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

**WMAS.SS.C.12.8** Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

**Disciplinary Literacy Standards:**

**CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Learning Targets:**

- I can *evaluate* operational strategies of the police and explain how each fulfills and limits their mission.
- I can *evaluate* the limits of police authority as it pertains to search and seizure,

interrogation and the use of force.

- I can use multiple sources to evaluate, take, and defend a position.
- I can communicate information effectively using oral, written and nonverbal skills.

**Unit Title:** Adjudication, Sentencing and Corrections

**Topics:**

- A. Criminal Trials
- B. Sentencing
- C. Corrections

**Standards:**

**C3 Framework for Social Studies State Standards:**

**D1.5.9-12** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**D2.Civ.4.9-12** Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order.

**D2.Civ.4.9-12** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and are still contested.

**D2.Civ.14.9-12** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

**D3.1.9-12** Gather relevant information from multiple sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection .

**D4.1.9-12** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, and acknowledging counterclaims and evidentiary weaknesses.

**Wisconsin Model Academic Standards For Social Studies:**

**WMAS.SS.C.12.1** Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens.

**WMAS.SS.C.12.4** Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

**WMAS.SS.C.12.8** Locate, organize, analyze, and use information from various sources to

understand an issue of public concern, take a position, and communicate the position

**Disciplinary Literacy Standards:**

**CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Learning Targets:**

- I can *evaluate* the adjudication process to determine whether it adequately protects the rights of the criminally accused.
- I can *assess* crime in the United States from multiple perspectives and take a position on how best to combat crime in our society.
- I can *evaluate* the goals and the effectiveness of modern sentencing.
- I can use multiple sources to evaluate, take, and defend a position.
- I can communicate information effectively using oral, written and nonverbal skills.