Law and Order

**American History, the Founding Principles, Civics and Economics**

**Essential Standard Correlations**

**Unit Overview:**

**Federal /NC Courts, Jurisdiction, Rule of Law, Adversarial Nature of Courts / Rule of Law/ Due Process / Punishment / Types of Laws**

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| **ECONOMICS** | **CIVICS AND GOVERNMENT** | **FINANCIAL LITERACY** |
| CE.E.1.5 | CE.C&G.4.5, CE.C&G.4.3, CE.C&G. 4.4, CE.C&G.4.1 & CE.C&G.2.5. | CE.PFL.1.2 |

**Conceptual Lens: Conflict**

Unit 8

**CONCEPT/CONTENT WEB**

**Economics**

* **Monetary cost of crime**
* **Cost-Benefit Analysis**
* **Trade-Offs**
* **Restitution**

**Civics and Government**

* **Characteristics of effective laws**
* **Adversarial nature of Courts/14th Amendment, 5th Amendment, 6th Amendment, 8th Amendment**
* **Federal, state, and local jurisdiction**
* **Civil Law, Criminal Law, Administrative Law, Constitutional Law**
* **Bill to Law**
* **Arbritration, Compromise, Mediation**
* **Punishment/Recidivism**

**Conceptual Lens:**

Law and Order

**Personal Financial Literacy**

* **Court Costs**

**Principles that are fundamental to the American legal system must be upheld and members of society have certain rights, obligations, responsibilities and privileges associated with the legal system.**

1. What is meant by the phrase “innocent until proven guilty”?
2. Why are juries important to people who are accused of committing crimes?
3. How does the Bill of Rights offer protection for citizens who are accused of committing crimes?
4. How are rights granted in the Bill of Rights limited by the interpretation of the judiciary branch?
5. What is justice? When are justice and fairness not the same?
6. Is it necessary to treat all people the same in order to ensure justice and equality?

**Government has the authority to create laws and policies in terms of their intended purposes and how they are enforced.**

1. What types of crimes fall under the various categories of law?
2. Why do violations of some laws carry higher penalties than others?
3. What are similarities and differences in procedure for deciding criminal and civil cases?
4. How do laws impact people’s lives?
5. Why are so many agencies needed in order to effectively enforce the laws?
6. How do American methods of law enforcement compare to those of other countries?
7. Whose responsibility is it to inform citizens about laws?
8. Should citizens be held accountable for following the laws, even if they do not know they exist?
9. How does an informed citizenry lead to a safer society?
10. To what extent should the government keep its citizenry informed?
11. Why is it necessary to have different law enforcement agencies?
12. What methods do the law enforcement agencies use to maintain peace and curtail criminal activity?
13. How does jurisdiction play a major role in deciding which law enforcement agency is responsible for enforcing the law?
14. How have methods used by society to address criminal behaviors changed over time?
15. What does the rate of recidivism in America imply about our society’s effectiveness in dealing with criminals?

**American judicial process is adversarial in nature and acts as a resolution for conflicting interests.**

1. What steps are necessary in order for two or more competing groups to resolve a conflict?
2. Should individuals compromise on their core beliefs in order to resolve a conflict?
3. How do societies resolve conflicts?
4. What types of cases are handled in the various state and federal courts?
5. What circumstances determine if a case may be appealed?
6. What is the purpose of a tiered court system?
7. What are similarities and differences in procedure for deciding criminal and civil cases?

**Unit Vocabulary**

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| --- | --- | --- |
| **Tier 1** | **Tier 2** | **Tier 3** |
| Low level, every day basic wordsCourtConflictFairRightLaw | More complex, interdisciplinary wordsFelonyMisdemeanorJuvenileAmendmentObligationCivil LibertiesJusticeWitnessVerdictSentencing | Content specific, complex wordsConflict ResolutionRule of LawEquityDue ProcessAdversarial nature of the courtConstitutionalityJurisdictionUS Appeals Court/NC Appeals CourtUS District Court/NC DistrictUS Supreme Court/NC SupremeNC Superior CourtCriminal LawCivil LawAdministrative LawConstitutional LawCompromiseArbitrationMediationRestitutionRehabilitationDeterrenceRetributionRecidivismJury DutyParoleProbationCommunity ServiceFineCapital PunishmentPlaintiffProsecutionDefense AttorneyDefendantCross-ExamineGrand juryHung juryPetit juryIndictment“Burden of Proof”Capital PunishmentArraignmentPreliminary HearingWrit of Habeas CorpusVerdictAcquittal |

**Key People**

**Current Supreme Court Justices**

**By the end of this unit, students should be able to state…**

* Principles that are fundamental to the American legal system (due process, rights of the accused, rule of law, judicial review).
* The concept of “equal protection under the law” (14th amendment).
* Specific constitutional and legal protections that provide equal protection to all citizens (amendments 4-8).
* The concept of limited government and how it pertains to legal matters (due process, private property rights)
* The purpose of laws and the characteristics of laws that make them effective (written, enforceable, public, ability to enact and implement, fair consequences)
* The authority and varying responsibilities of agencies of law enforcement to enforce laws at the national, state and local level.
* The kind of corporation that exists between law enforcement agencies of different levels.
* How court decisions have protected various minority rights.
* The procedures involved in both criminal and civil proceedings and the difference between the two when it comes to the adversaries, the burden of proof, constitutional procedures and punishments
* The structure of the court system
* The type of jurisdiction among the courts
* The contextual meaning of the “adversarial” and that the adversarial nature of the judicial process protects individual rights and freedoms

**Performance Task and Scoring Guides/Rubric**

**Generalizations: American** judicial process is adversarial in nature and acts as a resolution for conflicting interests.

**Why:** To make relevant real-world connections to students’ lives

**How:** Students will research different courtroom roles and carry out a classroom mock trial. .

**What:** The mock trial will be adversarial in nature with a criminal defendant in a courtroom setting

**Performance Task Summary:** Students will use 21st century skills as they research and carry out the role of courtroom adversaries in a criminal trial

**Performance Task Criteria: www.isba.org/sites/default/files/teachers/mocktrial/Mock%20Trial%20Rubric%20Form.pdf/Rubric will be applied for grading purposes**

**Unit Resources**

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| **Resource Title** | **Location** | **Summary** |
| Ruby Bridges | [**The Ruby Bridges Foundation**](http://rubybridgesfoundation.org) | This website provides a foundation of the video on Ruby Bridges and segregation. |
| Street Law | [**Street Law**](http://www.streetlaw.org/en/topics/civic__lawrelated_education) | This site provides activities and videos on the system of law in the U.S. |
| American Law: Origin and Types of laws throughout history | [**NC Civics Consortium**](http://database.civics.unc.edu/lesson/) | This site provides great activities prepped for students in topics involving a history of law. Each lesson has primary documents, handouts, and specific instructions. |
| The Imperfections of the U.S. Judicial System | [**Info Graphic: Imperfections of the U.S. Judicial System**](http://www.dailyinfographic.com/the-imperfections-of-the-u-s-judicial-system-infographic) | This info graphic allows students to take on a challenging text that considers major flaws in the U.S. judicial system. |
| North Carolina Bar Association | [**North Carolina Bar Association**](http://www.ncbar.com) | This site provides an overview of the legal process and provides support for the mock congress activity |
| National Council of State Legislatures | **National Council of State Legislatures: Law Enforcement** | Provides an overview of law enforcement issues in the U.S. This site includes statistics and graphs that help illustrate the major conflicts. |
| America’s Police on Trial article from the Economist | [**The Economist: America’s Police on Trial**](http://www.economist.com/news/leaders/21636033-united-states-needs-overhaul-its-law-enforcement-system-americas-police-trial) | This article may be challenging for lower level learners but a challenging text that introduces students to bigger concepts facing law enforcement in our nation |
| Deliberating Democracy: Juvenile Justice | [**Deliberating Democracy: Juvenile Justice**](http://www.did.deliberating.org/lessons/documents/DID%20AltJuvenileJustice_2011.pdf) | A clear lesson plan with handouts and resources that help teach students to discuss controversial issues like juvenile justice |
| The judicial Learning Center: State and Federal Courts | [**Judicial Learning Center**](http://judiciallearningcenter.org/wp-content/uploads/2012/11/Lesson-Plan-Types-of-Cases.pdf) | This site provides an overview of the judicial system and the process of civil and criminal trials. This PDF is complete with overview, handouts, and resources. |
| Diffen Debate: How Civil law differs from Criminal Law | [**Diffen: Criminal vs. Civil Law**](http://www.diffen.com/difference/Civil_Law_vs_Criminal_Law) | This site provides a general overive of differences in civil vs. criminal law but also has a chart that categorizes differences between the two. |