

Grade Level:	Elective	Course Title:	Crime and Punishment	Name of Unit:	Criminal Law
		Content Competencies			
Course Standards: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-socialstudies-framework.pdf - SS.CV.1: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf - D2.Soc.9.9-12. Explain the role of social institutions in society.		Communication - The student can communicate ideas effectively with others. Research -The student can research, interpret and apply relevant information. Content Writing - The Student can express their thoughts through written words. Conceptual Understanding - The student can analyze and evaluate the causes and effects that have shaped our world. Citizenship - The student can apply social studies skills in real world situations.			
		Transfer			
		[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>] - Analyze the causes and effects of criminal acts. - Analyze the impact of gangs and substance abuse on crime. - Create recommendations for preventing and reacting to various crimes.			
		Meaning			
Possible Resources: Street Law: A Course in Practical Law		UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i>		ESSENTIAL QUESTIONS: [What thought-provoking questions will foster inquiry, meaning-making and transfer? What will <i>students keep considering?</i>] What constitutes a crime and identify	

	• law-violating behavior occurs when an offender decides to risk breaking the law after considering both personal factors (i.e., the need for money, revenge, thrills, and entertainment) and situational factors (i.e., how well a target is protected and the efficiency of the local police force). • physical, environmental, and social conditions work in concert to produce human behavior	the different types of crime? • What are the effects of substance abuse concerning crime rates? • How can we best prevent or deter crime?
	Acquisition of Knowledge	Acquisition of Skills
	[What facts and basic concepts should students know and be able to recall?] <i>Students will know...</i> • Criminal Law • State v Federal • Classes of crime • Misdemeanor/Felony • Parties to Crime • Crimes of Omission • Preliminary Crime • Crimes against the Person • Homicide • Suicide • Assault and Battery • Crimes Against Property	[What discrete skills and processes should students be able to use?] <i>Students will be skilled at...</i> • Differentiating past, present, and future and change over time • Detecting cause and effect, distinguishing fact from opinion, recognizing biases • Evaluating and critiquing varied sources of information and the use of appropriate • primary and secondary sources and technology to acquire information • Expressing clearly and concisely

	• Arson • Vandalism • Larceny • Embezzlement • Robbery-theft-burglary • Crime in America • Gangs • Drugs • Violence • Victims of Crimes • Preventing and Reporting Crime	personal opinion supported by evidence • Calculating effects of decisions and decision making • Solving Individual and group problems
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