Criminal Law

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Arkansas Department of Career Education
Model Framework

Course Title: **Criminal Law**

Career Cluster: **Law, Public Safety, Corrections & Security**

Secondary – Skilled & Technical Sciences	
Course Number	**494610 Credit: 1**
CIP Number	
Grade Level	**9-12**
Course Type	Elective
Teacher Certification	**603**
CTSO	SKILLS USA
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	Emergency Telecommunicator Certification

Program Purpose: The purpose of this instructional program is the application and interpretation of criminal statutes, Arkansas Criminal Code and the laws of evidence as they apply specifically to criminal justice.

Course Description: This court emphasizes the study of substantive criminal law. Selected crimes most likely to be dealt with by the criminal justice professional are explored through discussion, where applicable, of the English Common Law precedents, general modern application and specific Arkansas Criminal Code.

Journal Requirements: Students will be responsible for maintaining a Criminal Law Journal, recording all necessary information indicated in the discussion of each source of law. This journal will be utilized daily and serve as a reference tool and ongoing record of applications and activities for the entirety of the course. It is a course requirement, appropriately weighted as to be a significant portion of the course grade.

Arkansas Department of Career Education
Student Performance Standards

Course Title: **Criminal Law** **Course Number:** **494610** **Course Credit:** **1**

Course Description: At the completion of the course the student will be able to:

1.0 Investigate criminal laws under the American criminal justice system

1.1 Compare the different types criminal laws, investigating the origins of each
1.2 Investigate the workings of the American judicial system, noting the influence of significant cases

2.0 Investigate the origin and application of Constitutional Law

2.1 Assess the roles of the U.S. and state constitutions in the legal system
2.2 Assess the inherent value of the protections afforded by constitutional amendments

3.0 Analyze the concept of substantive law

3.1 Investigate the origins and elements of substantive law
3.2 Examine crimes that constitute Inchoate offenses
3.3 Investigate laws that apply to crimes against persons
3.4 Investigate laws related to crimes against property
3.5 Assess the elements of crimes against person or property
3.6 Investigate the concept of terrorism

4.0 Assess the roles criminal defense and punishment in the U.S.

4.1 Investigate types of defenses and rights on which defenses may be based
4.2 Critique the application of criminal defense laws
4.3 Investigate rules of evidence
4.4 Assess the use of criminal punishments as a deterrent

5.0 Analyze the application of Procedural Law in the criminal justice system

5.1 Assess the role of Procedural Law within the context of criminal law
5.2 Analyze the need for and use of arrest, interrogation, and identification procedures
5.3 Investigate the pretrial process
5.4 Investigate the criminal trial process
5.5 Analyze the processes involved in the sentencing and punishment phase of trials

6.0 Assess the role of the juvenile justice system

6.1 Assess the application of federal laws to juveniles
6.2 Assess the application of state laws to juveniles

Standard 1.0 Investigate criminal laws under the American criminal justice system			
Performance Indicator 1.1 Compare the different types of criminal laws, investigating the origins of each.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
1.1.1 Assess the influence and use of criminal laws in the U.S.	• Using multiple resources, compare and contrast: Common Law, Criminal Law, Statutory Law, and Constitutional Law, citing cases applicable to each. • Develop a T-Chart representing the characteristics of civil laws and criminal laws, noting cases applicable to each.	SL11-12.1a R11-12.1 R11-12.2	LW5
1.1.2 Connect the history and origins of laws, to present-day applications of those laws.		SL11-12.1a R11-12.1 R11-12.2	LW5
1.1.3 Compare criminal law and civil law under the American judicial system.		SL11-12.1a R11-12.1 R11-12.2	LW5
Performance Indicator 1.2 Investigate the workings of the American judicial system, noting the influence of significant cases.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
1.2.1 Examine the relationship between the divisions of the American judicial system.	• Compare the powers afforded the three branches of government: legislative, executive, and judicial. • Create a visual representation of the three branches of government, outlining the responsibilities and administration of each.	R11-12.7	LW-LEG8
1.2.2 Analyze the principle and application of Judicial Review.	• Research the history of Judicial Review, citing cases where it has been applied.	R11-12	

1.2.3 Review major U.S. Supreme Court cases, assessing how the court's decisions have impacted the American judicial system	• Using a variety of print and online resources, research the following cases, recording a brief history of each, the specific circumstances that brought the case to court, and how each has impacted and is applied in the present-day judicial system: o Miranda v. Arizona o Terry v. Ohio o Marbury v. Madison o Weeks v. U.S. o Mapp v. Ohio o Escabedo v. Illinois	SL11-12.1c R11-12.9	LW5
Standard 2.0 Investigate the origin and application of Constitutional Law			
Performance Indicator 2.1 Assess the roles of the U.S. and state constitutions in the legal system	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
2.1.1 Investigate the significance of the U.S. constitution in affording protections under the law, particularly as applied to individual rights.	• Research the political structure of the Constitution, including: o Separation of powers o Checks and balances o Enumeration of powers o Federalism o Ex post facto laws o Bills of attainder	**R11-12.9**	
2.1.2 Compare and contrast the Arkansas State Constitution to the U.S. Constitution, noting powers granted by each.	• Research the amendments to the U.S. Constitution that have most impacted the judicial system (i.e. 1st, 2nd, 4th, 5th, 6th, 8th) • Use the close reading strategy to examine the constitution to find the ONLY crime listed. • Video: Celebration of constitution Day, September 17, 2013 • Fun Zone: Participate in a "Fact or Fiction" quiz about the constitution • Fun Zone: Take the Citizenship Test to determine whether or not one would qualify for citizenship.	**R11-12.1**	

2.1.3 Determine the constitutionality of Bills of Attainder and Ex Post Facto laws.	• Give an example of an ex post facto law and a bill of attainder, citing evidence of the constitutionality/unconstitutionality of each. • Investigate the consequences of laws being vague or overbroad; cite cases to support your findings.	R11-12.1 R11-12.7	
2.1.4 Assess ways in which the Bill of Rights impacts criminal law at both the federal and state levels.	• Research the history of the 14th Amendment, assessing its effect on individual rights. • Research the history of the 1983 Suits and how they are connected to the 14th Amendment.	R11-12.1 R11-12.7	LW5
2.1.5 Assess the challenges and right to appeal under a violation of constitutional rights in the trial process.	• Research the standards that apply to the violation of constitutional rights in a court proceeding, citing examples of cases that have been appealed based on these violations.	R11-12.1	
Performance Indicator 2.2 Assess the inherent value of the protections afforded by constitutional amendments	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
2.2.1. Critique the legality of enforcing the 1st Amendment rights of freedom of speech, religion, and assembly without impeding on another's rights.	• Create a script and role-play scenarios in which multiple people may have their 1st Amendment rights violated, even as another's rights are preserved.	SL11-12.1b R11-12.2	
2.2.2 Compare various interpretations of the 2nd Amendment and the implications of those interpretations as they relate to criminal law.	• Use a close reading strategy to examine the 2nd Amendment. Using a variety of additional readings & research, formulate a personal interpretation of the rights granted by this amendment. • Using opposing/conflicting views, debate the legality of possible interpretations of this amendment. • Prepare a defense for the right to carry a weapon, assessing the limitations in qualifying for a concealed carry permit in Arkansas. • Review and prepare a mock application for a concealed weapon based on legal requirements in the state of Arkansas. • Examine individuals' right to carry certain weapons without a permit or license and the laws governing these rights.	S R11-12.2 L11-12.1b	

2.2.3 Assess the rights of protection against compulsory self-incrimination under the 5th Amendment.	• Discuss the meaning of "pleading the fifth," explaining whether self-incrimination may be a valuable tool in the criminal justice system.	SL11-12.1b R11-12.2	LW-ENF6 LW-LEG9
2.2.4 Explain how and why the 8th Amendment's prohibition against cruel and unusual punishments makes it unconstitutional for the government to criminalize a "status."	• Research the evolution of punishments under common law and constitutional law. • Search sentencing guidelines for punishment in the criminal justice system. Compare typical sentencing today with that of 50-100 years ago. • Research the history and origins of imposing the death penalty, debating its use today. • Research specific cases where the death penalty was imposed, formulating an opinion of its use as a valid punishment or deterrent.	SL11-12.1b R11-12.2	L
Standard 3.0 Analyze the concept of substantive law			
Performance Indicator 3.1 Investigate the origins and elements of substantive law	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
3.1.1 Connect the origins of substantive law and its purpose in the modern judicial process	• Create a diagram or other visual representation classifying the origins/categories of substantive law, including: o Public law o Private law o Contract law o Real property o Torts o Criminal law • For each of the above, cite case examples of each and create a scenario that would be reflective of a court case under each.	SL11-12.1a R11-12.7	LW5
3.1.2 Differentiate between actus reus and mens rea	• Review a variety of homicide scenarios to determine the actus reus and the mens rea. • Create a T-chart classifying the actus reus and mens rea in each scenario.	SL11-12.1a R11-12.2	LW-LEG1

3.1.3 Analyze the criminal statutes that include a requirement of a specific intent.	• Develop a chart that highlights the specific intent of each of the following types of crimes: o Larceny o Robbery o Assault o Burglary o Embezzlement	R11-12.2 R11-12.7	LW5
3.1.4 Distinguish between motive and intent, examining their relationship to mens rea.	• Create scenarios and role-play situations that illustrate 1) motive is not intent and 2) motive is not mens rea	SL11-12.1b SL11-12.4	LW-LEG1
3.1.5 Distinguish between strict liability and criminal liability.	• Research strict liability offenses.	SL11-12.3 R11-12.2	LW5
Performance Indicator 3.2 Examine crimes that constitute Inchoate offenses	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
3.2.1 Analyze the concept of intent as it applies to an inchoate offense, distinguishing between solicitation and attempt.	• Identify the crimes that represent intent, including: o Attempt o Conspiracy o Solicitation • Distinguish between solicitation and attempt. • Distinguish between solicitation and conspiracy, evaluating the justification for making conspiracy a crime. • Compare the punishments for solicitation vs. attempt.	SL11-12.3 R11-12.1	LW5
3.2.2 Identify the exceptions to prosecuting the crime of conspiracy.	• Research Wharton's Rule and the Pinkerton Rule and their effects on prosecuting the crime of conspiracy, citing cases representative of each. • Assess the possible defenses to the crimes of solicitation and conspiracy.	SL11-12.1a R11-12.8	LW5
Performance Indicator 3.3 Investigate laws that apply to crimes against persons	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
3.3.1 Assess the meaning of corpus delicti and its role in crimes against persons.	• Create a list of homicides that do not require proof of intent to kill. • Research Arkansas laws to determine which deaths that occur during the commission of a felony qualify as a felony (capital) murder.	R11-12.2 R11-12.7	

3.3.2 Differentiate between voluntary and involuntary manslaughter.	• Using a variety of given Arkansas case studies, compare the requirements of an offense to be voluntary vs. involuntary, including a brief description or definition of each.	R11-12.1 R11-12.2	LW5
3.3.3 Explain the Doctrine of Transferred Intent, differentiating between the types of intent.	• Research cases of Transferred Intent, noting the case and providing a brief summary of the case and findings. • List the types of intent, giving an example of each.	R11-12.2 R11-12.7	
3.3.4 Compare and contrast the crimes of assault and battery.	• Describe the ways that assault can result in a charge of battery. • Describe actions that "aggravate" assault or battery • Present defenses for assault and battery. • Evaluate the "non-touching" element of assault.	R11-12.1 R11-12.2	LW5
3.3.5 Investigate the Arkansas statute governing the crime of kidnapping.	• Compare the crime of hostage taking to kidnapping, noting the differences, and citing prominent cases for each.	R11-12.1 R11-12.2	LW5
3.3.6 Compare and contrast the degrees of sexual assault, and the conduct that distinguishes one from the other.	• Research Arkansas statutes related to sexual assault crimes, the degrees of each, and what is required to charge one with a sexual assault crime. • Differentiate between the charges of rape and statutory rape, noting the mens rea requirement. • Prepare a list of possible interrogation questions for an individual accused of sexual assault or rape, noting exceptions to questions that may not be asked. • Research the "Rape Shield Law," and exceptions that may cause the law to be overruled. • Prepare a list of possible questions for a possible rape or sexual assault victim. • Identify the conditions that must be proved for civil commitment of a sexual predator, including issues related to the sex offender registry. • Research the Child Online Protection Act.	R11-12.1 R11-12.2	LW5
Performance Indicator 3.4 Investigate laws related to crimes against property.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
3.4.1 Analyze the crime of theft in its various forms.	• Chart the various types of theft crimes, citing examples of the following: • Research the exceptions to the property rule. • Evaluate the concept of "check-kiting" as it relates to the crime of theft.	R11-12.1 R11-12.2	LW5

3.4.2 Explain the "property of another" as it applies to theft of jointly-owned property.	• List the ways one can prove the element of "taking."	R11-12.1 R11-12.2	
3.4.3 Distinguish between forgery and uttering a forged document.	• Research what constitutes varying types of forgery under the law, citing high-profile cases involving forgery.	R11-12.1 R11-12.2	LW5
3.4.4 Investigate the elements of a general burglary offense.	• Research the Arkansas burglary statute and list the requirements needed to charge a person with burglary.	R11-12.1 R11-12.2	LW5
3.4.5 Distinguish criminal trespass from defiant trespass.	• List types of trespass under Arkansas law, discussing ways land owners can protect themselves from trespassers. • Research statutes that relate to setting traps for trespassers.	R11-12.1 R11-12.2	LW5
Performance Indicator 3.5 Assess the elements of crimes against person or property.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
3.5.1 Analyze the elements that separate robbery from common theft.	• Research the Arkansas statutes on robbery and theft, creating a T-chart outlining the aspects of each.	R11-12.1 R11-12.2	LW5
3.5.2 Assess the factors that constitute charges of robbery and aggravated robbery.	• Research the crimes of robbery and the conditions that elevate that charge to aggravated robbery. • Evaluate the crimes of purse snatching and pick-pocketing as they relate to robbery. • Compare and contrast robbery with extortion, developing a T-chart to illustrate.	R11-12.1 R11-12.2	LW5
Performance Indicator 3.6 Investigate the concept of terrorism	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
3.6.1 Distinguish between terrorism and terroristic threatening.	• Working in small groups, create a working definition of terrorism. • Research crimes committed in the U.S. since 911 that have been deemed terrorism. • Using multiple online and print resources, develop a chart outlining the methods of identifying terrorists and terrorist groups.	R11-12.1 R11-12.2	LW5
3.6.2 Assess the elements of crime that constitute terrorism in most states.	• List some of the ways that a terrorist commonly make threats. • Research the ways terrorists and terrorist groups obtain financial support for their actions.	R11-12.1 R11-12.2	LW5

Standard 4.0 Assess the roles criminal defense and punishment in the U.S.			
Performance Indicator 4.1 Investigate types of defenses and rights on which defenses may be based.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
4.1.1 Compare negative and affirmative defense, evaluating defenses that attempt to excuse or justify conduct that would otherwise be criminal.	• Review criminal case studies, preparing a negative and affirmative defense for each. • Research the mechanisms by which defenses assert the defendant's lack of capacity to commit a crime. • Create a scenario of a crime for excusable criminal conduct and one for justifiable criminal conduct, preparing a negative and affirmative defense for each.	SL11-12.1 SL11-12.1a R11-12.2	
4.1.2 Debate whether the use of force may be justified in some instances.	• Identify the key points for determining when force is justified. • Research Arkansas statutes related to self-defense to provide an example of justified use of force.	SL11-12.1 SL11-12.1a SL11-12.3 R11-12.8	
4.1.3 Investigate the use of constitutional and statutory rights as the basis for criminal defense.	• Research the statutes that provide for a defense based on constitutional or statutory rights, citing cases for each.	R11-12.2 R11-12.7	
Performance Indicator 4.2 Critique the application of criminal defense laws	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
4.2.1 Examine the present-day application and implications of "stand your ground" laws.	• Investigate cases related to "stand your ground" laws. • Evaluate the Travon Martin case as it relates to the application of "stand your ground" laws.	**SL11-12.4** **R11-12.7** **R11-12.9**	LW5
4.2.2 Debate the legality of the use of force related to corporal punishment for children.	• Research parents' right to discipline children without being charged with a crime. • Review school policies for corporal punishment, evaluating the decision some schools have made to eliminate corporal punishment. • Compare and contrast discipline and abuse.	SL11-12.4 R11-12.8	
Performance Indicator 4.3 Investigate the rules of evidence	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**

4.3.1 Investigate the rules of evidence, citing types of evidence not valid in court.	• Research the 4th Amendment regarding the stipulation of evidence collection.	R11-12.7	
4.3.2 Interpret the Plain View Doctrine, Fruit of the Poison Tree, Good Faith Exception and the Exclusionary Rule as they relate to gathering valid evidence for prosecution.	• Research the doctrines: Plain View, Fruit of the Poison Tree, Good Faith Exception and Exclusionary Rule. Prepare an essay outlining the use of each as it relates to gathering evidence. • Use research as the basis of an essay to review how the Plain View Doctrine impacted: Washington v. Chrisman (1976) and United States v. Santana (1982). • Use research as the basis of an essay to review how the Fruit of the Poison Tree Doctrine impacted: Mapp v. Ohio (1961) and Wong Sun v. United States (1963). • Use research as the basis of an essay to review how the Good Faith Exception impacted: United States v. Leon (1984) • Use research as the basis of an essay to review how The Exclusionary Rule impacted: Mapp v. Ohio (1961) and Weeks v. U.S. (1914)	R11-12.7 R11-12.8 W11-12.1a W11-12.1b W11-12.e	
4.3.3 Assess the weight of evidence in solicitation of prosecutions.	• Research solicitation and criminal liability	R11-12.2	
4.3.4 Identify the steps necessary to bring a conspiracy charge.	• Research the history of solicitation and “attempt” as a criminal liability. • In an small group, explore the reasoning that not completing the crime may result in “attempt” charges.	SL11-12.1b R11-12.3	LW5
4.3.5 Examine the circumstances in which abandonment of the criminal purpose can have an effect on liability for an attempt, or a liability for criminal acts, done in a conspiracy.	• Define “abandonment,” as it relates to conspiracy, identifying how many actors are necessary to prove criminal liability.	R11-12.2 R11-12.7	LW5
4.3.6 List the parties who can be treated as principles for purposes of criminal liability.	• Develop individual theories of liability based on criminal laws, using recent conspiracy cases as research. • For the crime of conspiracy, develop a T-chart illustrating criminal liability/no criminal liability.	SL11-12.1 R11-12.2	
Performance Indicator 4.4 Assess the use of criminal punishments as a deterrent	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**

4.4.1 Examine the relationship between the Cruel and Unusual Punishment clause in the 8th Amendment and the sentencing provisions of the 6th Amendment.	• Develop a list of cruel and unusual punishments based on sentencing guidelines • Examine provisions that permit a judge to determine when an enhanced sentence should be given in a criminal defense.	**R11-12.1** **R11-12.2** **R11-12.8**	LW-ENF6 LW-LEG9
4.4.2 Assess the need for Federal Sentencing Guidelines.	• Review Arkansas Sentencing Guidelines based on selected statutes.	**R11-12.1** **R11-12.2** **R11-12.8**	
4.4.3 Investigate reasons why the death penalty may be declared unconstitutional.	• Review the case of Furman v. Georgia, identifying the reasons the death penalty was declared unconstitutional. • Identify the evidence that must be produced if the prosecutions seeks imposition of the death penalty after a jury has found a defendant guilty. • List the crimes in Arkansas that carry the penalty of death.	**SL11-12.3** **SL11-12.4** **R11-12.1** **R11-12.2** **R11-12.8**	
4.4.4 Critique the use of the "three strikes" law, noting the common characteristics of such laws.	• Use research to identify the stats that currently have "three strikes" laws, investigating the penalty of the "third strike."	SL11-12.1a R11-12.7	
Standard 5.0 Analyze the application of Procedural Law in the criminal justice system			
Performance Indicator 5.1 Assess the role of Procedural Law within the context of criminal law	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
5.1.1 Discuss the implications of "procedural" law as a part of the criminal justice system.	• Create a T-Chart, contrasting Procedural and Criminal Law, citing cases of each	SL11-12.1a R11-12.2	
5.1.2 Explain the importance of the Fourth Amendment as it relates to electronic surveillance.	• Review the wording of the 4th amendment, defining the "privacy" clause. • Explain the 4th Amendment as it applies to the scope of privacy.	SL11-12.1a R11-12.2	LW-ENF6 LW-LEG9
5.1.3 Investigate how and why police officers obtain search warrants, noting exceptions to the warrant requirements.	• Complete a search warrant based on a true crime investigation. • Develop a T-Chart illustrating exceptions to the search warrant requirement.	R11-12.3 W11-12.1a W11-12.1b	

5.1.4 Assess the importance and exceptions to authorizing a search or seizure warrant.	• List examples of probable cause and the difference in probable cause and reasonable suspicion. • Develop a T-chart, noting exceptions to the probable cause requirement and the reason each is an exception.	SL11-12.1a	
Performance Indicator 5.2 Analyze the need for and use of arrest, interrogation, and identification procedures.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
5.2.1 Compare the differences in an arrest and an investigatory detention, and constitutional standards applicable to each.	• Research the "Terry Stop" and Terry v. Ohio, evaluating their impact on investigatory detentions.	SL11-12.1a R11-12.7	
5.2.2 Differentiate between probable cause and reasonable suspicion as applied to investigatory detention and arrest.		SL11-12.1a R11-12.7	
5.2.3 Assess the legal issues surrounding the use of roadblocks and sobriety checkpoints.		SL11-12.1a SL11-12.1b R11-12.7	
5.2.4 Investigate the controversy surrounding the concept of "profiling."		SL11-12.1a SL11-12.1b R11-12.7	
5.2.5 Assess the need for arrested persons to appear promptly before a judge.	• Research the Arkansas laws surrounding timely process, noting the individual's rights to a speedy trial.	SL11-12.1a R11-12.2	
5.2.6 Investigate factors courts consider in determining whether confessions are admissible into evidence.	• Evaluate the validity and admissibility of a confession based on a case study.	SL11-12.1a R11-12.2	

Performance Indicator 5.3 Investigate the pretrial process	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
5.3.1 Examine the process of pre-trial discovery, assessing the role of and need for counsel.	• Research what falls into the area of "discovery" under Arkansas law. • Research and explain Miranda Rights, determining the role of counsel during the pre-trail phase.	SL11-12.1a SL11-12.3 R11-12.2	
5.3.2 Hypothesize why many criminal cases do not go to trial.	• Research cases that are subject to plea bargains and summary trials. • Critique the strategy pf plea bargaining, noting why it is both prevalent and controversial.	SL11-12.1a R11-12.7	
5.3.3 Identify the types of pleas a defendant may enter, noting factors that determine whether a defendant will be granted release or remanded to custody.	• Differentiate between the types of please that may be entered, noting when each may be entered: o Guilty o Not guilty o Nolo contendre • Identify and appropriately use terminology related to the pre-trail process, such as: o Bail/Bond o ROR o Remand o Protective custody o Extradition	SL11-12.1a R11-12.2	LW-LEG1
Performance Indicator 5.4 Investigate the criminal trial process.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
5.4.1 Investigate the origin of and constitutional principles applicable to the jury trial, assessing the defendant's rights under the law.	• Research and analyze defendant's constitutional rights, including those granted by the 6th Amendment and the Bill of Rights, present findings to peers. • Read the Bill of Rights and write a summary of how those rights are applicable in the criminal trial process.	SL11-12.1a R11-12.2	LW-ENF6 LW-LEG9

5.4.2 Evaluate the jury selection process, noting steps may judges take to prevent a prejudicial jury.	• Research the method by which jurors are selected. • Examine how media coverage can threaten a court's ability to conduct a fair trial, using case studies to cite examples of extraordinary media coverage. • Identify the responsibilities of jurors, including the obligation for sequestration if necessary.	SL11-12.1a R11-12.3	
5.4.3 Investigate the mechanics of the criminal trial, investigating the powers judges have to maintain order in the courtroom.	• Conduct a mock trial. • Identify work groups within the courtroom, identifying the duties of each during a criminal trial.	SL11-12.1a R11-12.2	LW-LEG1
Performance Indicator 5.5 Analyze the processes involved in the sentencing and punishment phase of trials.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
5.5.1 Critique the rationale behind punishment as a deterrent to crime.	• List the different forms of criminal punishment used today.	SL11-12.1a R11-12.2	
5.5.2 Investigate how the sentencing process works in non-capital cases.	• Research statutes that constrain judges' sentencing decisions. • Research statutes to estimate typical sentences for non-capital cases.	SL11-12.1a R11-12.3	
5.5.3 Compare and contrast the rights of inmates with the rights of victims of crime.	• Define the term "Habeas Corpus" and explain its application to those in prison. • Examine the rights of victim's and the history of victim's rights	SL11-12.1a R11-12.2	
5.5.4 Critique the legal and ethical issues surrounding the use of the death penalty.	• Debate the ethical use of the death penalty as a punishment and a deterrent. • Discuss the constitutional issues surrounding the death penalty, assessing how courts have addressed these issues. • Examine cases in Arkansas to determine the cost of carrying out an execution.	SL11-12.1a SL11-12.4 R11-12.2	
5.5.5 Investigate the mechanics of the criminal trial, investigating the powers judges have to maintain order in the courtroom.	• Conduct a mock trial. • Identify work groups within the courtroom, identifying the duties of each during a criminal trial.	SL11-12.1a SL11-12.1b R11-12.2	LW-LEG1

5.5.6 Compare the mechanisms by which appellate courts review criminal convictions and sentences.	• Research the Supreme Court's case load and case review standards. • Examine the appeal process to assess when and how an appeal can be taken by a defendant or the prosecution. • Research the importance of the Doctrine of Harmless Error.	SL11-12.1a R11-12.2	
Standard 6.0 Assess the role of the juvenile justice system			
Performance Indicator 6.1 Assess the application of federal laws to juveniles.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
6.1.1 Investigate the history and evolution of the juvenile justice system in the U.S.	• Research the eras of the juvenile justice system and its evolution into the crime control era.	R11-12.2 R11-12.7	
6.1.2 Assess the significant U.S. Supreme Court decisions relating to juvenile justice, evaluating their impact on the processes involved in handling juveniles.	• Research the landmark cases of: In re Gault, In re Winship, Kent v. U.S., Roper v. Simmons and Breed v. Jones, to determine their impact on the juvenile justice system.	SL11-12.1a R11-12.1 R11-12.2	LW5
Performance Indicator 6.2 Assess the application of state laws to juveniles.	**Recommended Application/Activity**	**CCSS Standards**	**CRP Standards**
6.2.1 Assess the criteria used to determine whether to charge a juvenile as an adult or as a juvenile.	• Review newspaper articles detailing cases involving juveniles. Using this information, determine the mitigating or extenuating circumstances that were used in determining whether to charge as a juvenile or adult.	SL11-12.1a R11-12.2	
6.2.2 Compare and contrast the Arkansas state juvenile justice system with the adult system.	• T-Chart the differences between the adult and juvenile justice systems.	SL11-12.1a R11-12.2	

Career Ready Practices (CRP)

Documenting students as “career ready” is difficult but career-ready individuals are employable because of the value added to the employer.

1. Act as a responsible citizen in the workplace and the community. **(CRP1)**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate technical skills and academic knowledge. **(CRP2)**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work related practices.

3. Practice personal health and understand financial literacy. **(CRP3)**
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

4. Communicate clearly, effectively, and with reason. **(CRP4)**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; are active listeners and speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Understand the environmental, social, and economic impacts of decisions made. **(CRP5)**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact on other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and adhere to regulations affecting the nature of their work. They are cognizant of the impact on the social condition, the environment, workplace, and profitability of the organization.

6. Demonstrate creativity and innovation. **(CRP6)**
Career-ready individuals recommend ideas that solve problems in new and different ways that contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern

which ideas and suggestions may have the greatest value. They seek out new methods, practices, and ideas from a variety of sources and apply\those ideas to their own workplace practices.

7. Employ valid and reliable research strategies. **(CRP7)**
Career-ready individuals employ research practices to plan and carryout investigations, create solutions, and keep abreast of the most current findings related to the workplace environment and practices. They use a reliable research process to search for new information and. Confirm the validity of sources when considering the use and adoption of external information or practices.

8. Utilize critical thinking to make sense of problems and persevere in solving them. **(CRP8)**
Career-ready individuals recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem and once agreed upon, follow through to ensure the problem is resolved.

9. Model integrity, ethical leadership, and effective management. **(CRP9)**
Career-ready individuals consistently act in ways that align to personal and community held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and recognize the short—term and long—term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Develop an education and career plan aligned to personal goals. **(CRP10)**
Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

11. Apply technology to enhance productivity. **(CRP11)**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks--personal and organizational–of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while integrating cultural/global competence. **(CRP12)**
Career-ready individuals positively contribute to every team as both a team leader and team member. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

Common Core State Standards Grades 9-12

ELA Speaking and Listening Standards Grades 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL9-10.1**
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL9-10.1a**
    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **SL9-10.1d**
2. Integrate multiple sources of information presented in diverse media or format(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL9-10.2**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL9-10.4**
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL9-10.5**

ELA Language Grades 9-10

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L9-10.4**
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L9-10.4a**
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L9-10.4b**
    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **L9-10.4c**
    d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L9-10.4d**

2. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L9-10.6**

Reading Standards for Literacy in Science and Technical Subjects Grades 9-10

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **R9-10.1**
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **R9-10.2**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. **R9-10.4**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **R9-10.6**
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **R9-10.9**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10

3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W9-10.3**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W9-10.5**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W9-10.9**

Common Career Technical Core Standards

Law, Public Safety, Corrections & Security Career Cluster Standards (LW)

1. Formulate ideas, proposals, and solutions to ensure effective and efficient delivery of safety and/or security services to targeted consumers. **LW1**
2. Assess and implement measures to maintain safe and healthy working conditions in a law and public safety workplace. **LW2**
3. Conduct work tasks in accordance with employee rights and responsibilities and employers' obligations concerning occupational safety and health. **LW3**
4. Analyze laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, security, and corrections. **LW4**

5. Describe career opportunities and means to achieve those opportunities in each of the Law, Public Safety, Corrections, and Security Career Pathways. **LW5**
6. Analyze the nature and scope of Law, Public Safety, Corrections, and Security Career Cluster and the role of law, public safety, corrections and security in society and the economy. **LW6**

Law Enforcement Services Pathway (LW-ENF)

1. Utilize writing skills to produce coherent and focused technical communications to complete incident reports common to law enforcement. **LW-ENF1**
2. Demonstrate the operation of law enforcement communication equipment. **LW-ENF2**
3. Assess hostile situations and utilize the appropriate anger/conflict management strategies to resolve law enforcement problems. **LW-ENF3**
4. Model behaviors that exhibit integrity and a commitment to ethical behavior required of law enforcement professionals. **LW-ENF4**
5. Describe the limits and variations of interrogation procedures that ensure protection of rights for both U.S. citizens and noncitizens in the course of providing law enforcement services. **LW-ENF5**
6. Describe law enforcement procedures used to enforce state and local alcohol and beverage control laws and ordinances. **LW-ENF6**
7. Demonstrate civil law enforcement procedures and protocols for serving writs, warrants, and summons. **LW-ENF7**
8. Demonstrate established procedures and protocols that ensure constitutional rights. **LW-ENF8**
9. Explain the role of law enforcement in the U.S. legal system. **LW-ENF9**
10. Demonstrate appropriate interpersonal skills for dealing with individuals in a law enforcement situation. **LW-ENF10**
11. Exhibit knowledge of state and local laws and law enforcement procedures to enforce driving under the influence (DUI) violations. **LW-ENF11**
12. Present testimony in legal proceedings in accordance with courtroom procedure. **LW-ENF12**
13. Plan, develop, implement, manage, and evaluate community crime and loss prevention programs. **LW-ENF13**
14. Explain the appropriate techniques for managing crisis situations in order to maintain public safety. **LW-ENF14**
15. Implement crowd management strategies and skills as a law enforcement professional in order to maintain control over large gatherings. **LW-ENF15**
16. Demonstrate procedures and protocols used to address domestic violence. **LW-ENF16**
17. Demonstrate motor vehicle traffic stops in compliance with established procedures and laws. **LW-ENF17**
18. Demonstrate protocols and procedures designed for handling and managing explosives and hazardous material incidents. **LW-ENF18**
19. Demonstrate the procedures used to properly protect, document, and process the crime scene and all related evidence. **LW-ENF19**
20. Conduct interviews and interrogations using proper procedures outlined for law enforcement personnel to ensure the protection of individual rights and effective information gathering. **LW-ENF20**

21. Demonstrate techniques and protocols for safely responding to crimes in progress. **LW-ENF21**
22. Utilize appropriate procedures to assist individuals requiring special assistance from law enforcement personnel (e.g., mental disorders, physical disabilities, and communication disorders). **LW-ENF22**
23. Demonstrate protocols involved with juvenile victims and offenders in order to protect their rights. **LW-ENF23**
24. Investigate and document a motor vehicle accident in compliance with prescribed procedures. **LW-ENF24**
25. Evaluate situations that require the use of force and demonstrate the appropriate level of force necessary. **LW-ENF25**
26. Describe the signs and symptoms of possible child abuse and neglect. **LW-ENF26**
27. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling drug users. **LW-ENF27**
28. Demonstrate the use of speed measuring equipment in the enforcement of traffic laws. **LW-ENF28**
29. Examine the various law enforcement issues involved in disaster preparedness and response systems. **LW-ENF29**
30. Describe the key law enforcement functions and techniques of critical infrastructure protection used to assure protection of potential targets of terrorism and/or natural disasters. **LW-ENF30**
31. Demonstrate the use of intelligence analysis techniques and procedures to deter crime and implement homeland security initiatives. **LW-ENF31**
32. Explain procedures for protecting victims' rights and the use of witness protection plans. **LW-ENF32**
33. Demonstrate procedures for conducting building searches. **LW-ENF33**
34. Explain the role forensics computer forensics plays in the resolution of crimes encountered in law enforcement. **LW-ENF34**