

Criminal Justice Course Overview

Content Area: **Social Studies**
Course(s): **LAW AND YOU 1**
Time Period:
Length: **Semester**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Criminal Justice

Course Number: 1065

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/9/1996

Date of Last Revision Adoption: 9/1/2017

Course Description

Criminal Justice examines the history and philosophy of law as part of U.S. society and include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although these courses emphasize the study of law, they may also cover the workings of the legal system.

This course begins with a historical overview of the origins and development of our legal system. Students examine the way the national and state court systems function with special emphasis on New Jersey. The Bill of Rights is the major topic of study.

Class Materials

Textbook

McMahon, Edward T., et al. Street Law: A Course in Practical Law: Sixth Edition. St. Paul, MN: West Publishing Company, 1999.

Teacher's Manual

McMahon, Edward T., et al. Street Law: A Course in Practical Law: Sixth Edition: Teacher's Manual. St. Paul, MN: West Publishing Company, 1999.

Ancillaries

Students use a variety of contemporary readings from teacher selected articles and case law to supplement the textbook. Media research involves the use of periodicals and new technologies with which students access information on current legal issues associated with topics covered in the curriculum.

Units of Study

Unit 1: Introduction to Law and the Legal System

Essential Theme: The introduction overviews the content areas of criminal law, procedure, justice, and criminology. Students are challenged to take an active role in learning about the system. Student will understand the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.

Essential Question: In what way do criminal laws relate to values, human rights and responsibilities within the framework of the Constitution? Explain how laws are created and enforced on the local, state and federal level for the common good.

Unit 2: Crime and Criminality

Essential Theme: A basic primer in criminal law detailing how crimes are classified and defined, what elements constitute a crime, types of crime, and a special focus on homicide, crimes of stealing, inchoate crimes and hate crimes. A look at defenses to crimes, including affirmative defenses such as self-defense, insanity, and entrapment.

Essential Question: To what extent are individual rights protected in the Criminal Justice process? Explain how due process rights and Fourth Amendment protections, contribute to the principals of a fair trial.

Unit 3: Police and the Law

Essential Theme: An examination of how constitutional doctrines and criminal procedures affect the work of the police with a special focus on the law of search and seizure, interrogations and confessions, and the exclusionary rule. An exploration of the use of force, controversies over allegations of police brutality, racial profiling, corruption in policing, and methods for policing the police.

Essential Question: Explain how the authority of the police is balanced by the individual rights granted in the Constitution? To what extent have the duties of a police officer changed over the years?

Unit 4: Corrections

Essential Theme: An exploration of the rationales and theories of punishment, a brief history of corrections in America, an examination of sentencing laws and guidelines, and a review of controversial issues concerning the sentencing of convicted defendants.

Essential Questions: To what extent does the Correction system help to create a safer society? In what way has the rationale behind punishment shifted over the years? How might the Constitution conflict with sentencing laws and guidelines?

Standards

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.9-10.6	Determine 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.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient

In Criminal Justice the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%)

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final

grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLs)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)

Other Information

SCED: 04162 Law Studies

Law Studies courses examine the history and philosophy of law as part of U.S. society and include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although these courses emphasize the study of law, they may also cover the workings of the legal system.

#1065 Criminal Justice

Course #	School #	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1065	50	A	10-12	2.50	210	E	12/2/93