

Unit #1: Crime in America

Content Area: **Social Studies**
Course(s): **Criminal Justice**
Time Period: **First Marking Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, we will begin our discussion and investigate the world of Criminal Justice and gather a better understand of the various cause crime in America. We will explore the rights of an individual verse public order and touch on national security verse the right set forth in our constitution.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- 21st Century Life and Careers

9.3 Career & Technical Education- Law, Public Safety, Corrections & Security

12.9.3.LW.1	Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.
12.9.3.LW.2	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
12.9.3.LW.3	Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.
12.9.3.LW.4	Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.
12.9.3.LW.5	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.
12.9.3.LW.6	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

Career Pathway for Law, Public Safety, Corrections & Security

12.9.3.LW-COR	Correction Services
12.9.3.LW-COR.1	Evaluate the correctional environment for signs of potential problems and/or danger.
12.9.3.LW-COR.2	Demonstrate leadership roles, responsibilities and collaboration in correctional

environments.

12.9.3.LW-COR.3	Analyze the impact of federal, state and local laws on correctional facilities.
12.9.3.LW-COR.4	Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment.
12.9.3.LW-COR.5	Describe the legal, regulatory and organizational guidelines governing the correction services.
12.9.3.LW-COR.6	Compare and contrast different career fields in the correction services.
12.9.3.LW-COR.7	Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment.
12.9.3.LW-COR.8	Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments.
12.9.3.LW-COR.9	Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment.
12.9.3.LW-COR.10	Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities.
12.9.3.LW-COR.11	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.
12.9.3.LW-COR.12	Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment.
12.9.3.LW-COR.13	Describe the knowledge and technical skills needed to carry out the day-to-day operations at a correctional facility.
12.9.3.LW-EFM	Emergency & Fire Management Services
12.9.3.LW-EFM.1	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) while utilizing communications equipment and platforms common to emergency and fire management services.
12.9.3.LW-EFM.2	Manage an incident scene as the first responder using emergency response skills.
12.9.3.LW-EFM.3	Utilize up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations.
12.9.3.LW-EFM.4	Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.
12.9.3.LW-EFM.5	Execute safety procedures and protocols associated with local, state and federal regulations.
12.9.3.LW-EFM.6	Develop an organizational professional growth plan including the development of team building and leadership skills within the emergency and fire management environment.
12.9.3.LW-EFM.7	Describe the legal, regulatory and organizational guidelines governing emergency and fire management services.
12.9.3.LW-EFM.8	Compare and contrast the different career fields in fire and emergency management services.
12.9.3.LW-EFM.9	Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
12.9.3.LW-EFM.10	Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.
12.9.3.LW-EFM.11	Implement an appropriate Incident Command System to effectively manage an incident scene.
12.9.3.LW-EFM.12	Use common codes and icons to properly handle and transport potentially hazardous substances in fire and medical emergency scenes.

12.9.3.LW-EFM.13	Implement public relations plans to enhance public awareness and safety in fire and emergency situations.
12.9.3.LW-EFM.14	Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.
12.9.3.LW-EFM.15	Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.
12.9.3.LW-ENF	Law Enforcement Services
12.9.3.LW-ENF.1	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
12.9.3.LW-ENF.2	Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.
12.9.3.LW-ENF.3	Utilize anger and conflict management strategies to resolve problems in law enforcement settings.
12.9.3.LW-ENF.4	Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.
12.9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
12.9.3.LW-ENF.6	Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.
12.9.3.LW-ENF.7	Manage crime and loss prevention programs in collaboration with the community.
12.9.3.LW-ENF.8	Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
12.9.3.LW-ENF.9	Evaluate for the signs of domestic violence, child abuse and neglect.
12.9.3.LW-ENF.10	Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.
12.9.3.LW-ENF.11	Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.
12.9.3.LW-ENF.12	Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.
12.9.3.LW-ENF.13	Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.
12.9.3.LW-ENF.14	Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.
12.9.3.LW-LEG	Legal Services
12.9.3.LW-LEG.1	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.
12.9.3.LW-LEG.2	Interpret nonverbal communication cues in order to discern facts from fabrication.
12.9.3.LW-LEG.3	Produce written legal materials using writing strategies applicable to the legal services environment.
12.9.3.LW-LEG.4	Apply information technology tools to perform daily tasks assigned to legal services professionals.
12.9.3.LW-LEG.5	Analyze the role forensics plays in preventing and solving crimes.
12.9.3.LW-LEG.6	Use legal terminology to communicate within the legal services community.
12.9.3.LW-LEG.7	Compare and contrast different career fields in the legal services.
12.9.3.LW-LEG.8	Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.

12.9.3.LW-LEG.9	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
12.9.3.LW-SEC	Security & Protective Services
12.9.3.LW-SEC.1	Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.
12.9.3.LW-SEC.2	Utilize conflict resolution skills to resolve conflicts among individuals.
12.9.3.LW-SEC.3	Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.
12.9.3.LW-SEC.4	Describe the legal, regulatory and organizational guidelines governing the security and protective services.
12.9.3.LW-SEC.5	Analyze the impact of federal, state and local laws on the security and protective services field.
12.9.3.LW-SEC.6	Apply ethical and legal responsibilities of security and protective services personnel to various situations in the security and protective services field.
12.9.3.LW-SEC.7	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the security and protective services.
12.9.3.LW-SEC.8	Compare and contrast the different career fields in the security and protective services.
12.9.3.LW-SEC.9	Evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions.
12.9.3.LW-SEC.10	Explain the application of risk management principles to the protection of assets in various settings.
12.9.3.LW-SEC.11	Describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations.
12.9.3.LW-SEC.12	Describe the role of security systems in an overall security strategy.
12.9.3.LW-SEC.13	Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.
12.9.3.LW-SEC.14	Apply basic management principles for the effective supervision and management of a security force or an organization's security program.
12.9.3.LW-SEC.15	Perform the roles and responsibilities of a security officer, including basic incident response.
12.9.3.LW-SEC.16	Compare types and techniques of security approaches within the public and private sectors.
12.9.3.LW-SEC.17	Demonstrate the concepts and techniques used to ensure the security of information-based and intangible assets.
12.9.3.LW-SEC.18	Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.

9.2 Career Awareness, Exploration, and Preparation

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Enduring Understanding

- Although the constitution and the bill of rights were written hundreds of years ago, they continue to work and maintain law and orders in America.
- Criminal actives in the last half-century can be linked to various social and economic conditions.
- Crime statistics tell us many things about the crime picture in American and how that pictures continues to change over time.

Students will know...

I. Key Ideas and Concepts

- Individual Rights versus public rights.
- The structure of the criminal justice system.
- Make and support inferences about implied causes and effects in cases related to the amendments.

II. Possible Misunderstandings

III. Key terms and Vocabulary

Criminal Justice, police, corrections, courts, law, crime, felony, misdemeanor, infraction, Bail, booking civil justice, concurrent sentences, conflict model crime, crime control model, Criminology, due process, preliminary hearing, social order, warrant, Arson, assault, Bureau of Justice Statistics (BJS), cybercrime, cyber stalking, date rape, hate crime, identity theft, National Crime Victimization Survey(NCVS), National Incident-Based Reporting System (NIBRS), organized crime Uniform Crime Reporting Program (UCR), violent crime, white-collar crime, Behavioral conditioning, biosocial criminology, broken windows theory, deconstructionist theory, defensible space theory, gender ratio problem, psychopath, psychopathology, psychosis, radical criminology, rational choice theory, Alibi, alter ego rule, attendant circumstances, case law, common law, criminal law, defense, double jeopardy, espionage, guilty but mentally ill, legal cause, motive, offense, penal code, reckless behavior, self-defense, tort, treason, Cases: Ake v Oklahoma, the Crown v Dudley and Stephens, Ford v Wainwright, Foucha v Louisiana, Holder v Humanitarian Law Project, US v Brawner

Students will be able to...

- Describe the process of American criminal justice, including the stages of Criminal case procession.
- Explain the relationship of criminal justice to general concepts of equality and fairness.
- Describe the public-order (crime-control) and individual rights (due Process) perspectives of criminal justice, concluding with how the criminal justice system balances the two perspectives.
- Describe how the special categories of crime are significant today.
- Compare and Contrast the Crime Data collected through different systems.
- Discuss the historical trends of crime.
- Summarize the development of criminological theory, including the role of social research in that development.
- Define the basic features of sociological theories of crime causations.
- Describe the five categories of crimes and their characteristics.
- Identify the various categories of law, including the purpose of each.
- Compare and Contrast the four general categories of accepted criminal defense.

Essential Questions

- Which is more important Individual right or public order?
- How can American balance the individual rights of Justice for the individual, personal liberties, dignity as a human being, and the right to due process with community concerns for social justice, equality before the law, the protection of society, and freedom from fear?
- How does our system of Justice work toward balance?
- What is the purpose of a law?
- What would a society without laws be like?
- What is justice?
- Why is public order necessary?
- What must we as individuals, sacrifice to facilitate public order?
- Do we ever give up too much in the interest of public order?

STAGE 3- LEARNING PLAN

Instructional Map

- Introduction

- A brief history of crime in America
- American Criminal Justice: Basic fairness, System and Function, The Process
- Due Process and Individual Rights
- Evidence –Base Practice in Criminal Justice
- Collection of Crime Data- UCR-Uniform Crime Reporting Program, NCVS- National Crime Victimization Survey, and NIBRS—National Incident-Based Reporting System
- Special Categories of Crime: crimes against women, crimes against the elderly, white-collar crime, organized crime, gun crime, drug crime, cybercrime, and terrorism.
- Criminological theory
- Classical, neoclassical, Early Biological, Biological, Sociological, and social Process theories
- The Nature and purpose of Law
- The rule of law
- Types of law
- General categories of crime
- General features of Crime
- Elements of a specific crime offence
- Types of defenses to a criminal charge

Formative Assessment Strategies

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Fishbowl
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Journal Entry

- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Modifications Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments

- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Arts- Slam Poetry on relevant social issues and contemporary art.

Vertical Integration- Discipline Mapping

The United States History I course is typically offered during the Sophomore year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the New Jersey Student Learning Standards have been developed and expanded upon so that students reaching the 9th and 10th grades can successfully address the demands required of them.

Additional Materials

- Mock Trial Resource Guide
- Supreme Court Decisions
- <http://landmarkcases.org/en/landmark/home>
- http://www.justiceteaching.org/lesson_plans.shtml
- <http://judiciallearningcenter.org/wp-content/uploads/2013/02/Lesson-Plan-Criminal-Justice.pdf>
- https://libres.uncg.edu/ir/asu/f/Robinson_Matthew_2000_Using_Active_Learning.pdf
- <http://www.law.washington.edu/clinics/streetlaw/lessons/PrisonOvercrowding.pdf>
- <http://leaps.uoregon.edu/content/approaches-and-sample-lesson-modules-criminal-law>
- http://itvs.org/educators/collections/women-girls-and-the-criminal-justice-system/lesson_plans/what-to-do-the-state-of-the-criminal-justice-system
- Nearpod
- Kahoot
- CnnStudentNews.com
- Upfront Magazines
- Legal Eagle
- Schmallegger, Frank. *Criminal Justice Today: An Introductory Text for the 21st Century*.
- Arbetman, Lee, and Edward L. O'Brien. *Street Law: A Course in Practical Law*. New York: Glencoe/McGraw-Hill, 2005. Print.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments- Suggested

- Read article from the New York Times "Reluctant Justice Opens Up to a Group of Students" and discuss the following questions: How can we, as Justice Thomas suggest, achieve a balance of rights and obligations in American society? What did Giuliani mean when he said, "What we don't see is that freedom is not a concept in which people can do anything they want, be anything they can be"? Is it possible to balance individual rights and personal freedoms with social control and respect for legitimate authority?
- Class Discussion

Benchmark Assessments
