Unit #2: The Role of the Police in the Criminal Justice Process

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 explore the many policing agencies at the federal, state, and local level while continuing our ongoing discussion and investigate into the world of Criminal Justice. We will examine the issues related to police administration, discuss due process and legal environments surrounding police activities.

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 Pathways

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.

Career Ready Practices

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand

	how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. 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 directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

2016 New Jersey Student Learning Standards- Reading History/Social Studies

Key Ideas and Details

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

2016 New Jersey Student Learning Standards- Writing in Social Studies

Text Types and Purposes

LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the

audience's knowledge level, concerns, values, and possible biases.

LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.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.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.3	(See note; not applicable as a separate requirement)

Production and Distribution of Writing

LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	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.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

| LA.WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LA.WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |

Range of Writing

| LA.WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Essential Questions

- What is the purpose of any police system?

- What would a society without a policing system?

- Which is more important Individual right or public order?

- How can American balance the individual rights of the accused under investigation, and address the community's concerns of efficient apprehension   of offenders as well as prevention of crimes.

- How does our system of Justice work toward balance?

- Why is public order necessary?

- What must we as individual, sacrifice to facilitate public order?

- Do we ever give up too much in the interest of public order?

Enduring Understanding

- The Historical devolvement of the policing in America
- The Prohibition era strongly impacted the development of American Policing.
- The Constitution and the Bill of Right has ensured that the accused has right although he/she is under investigation.
- "The police in the United States are not separate from the people. They draw their authority for the will and consent for the people, and they recruit their officers from them."(NACCJSG)
- The five core law enforcement strategies: preventive patrol, routine incident response, emergency response, criminal investigation and problem solving.
- The Bill of Rights was designed to protect citizens again abuse of police power. It does so by guaranteeing due process of lay for everyone suspected of having committed a crime and by ensuring the availability of constitutional right to all citizens, regardless of state or local law or procedure.

Students will know...

I. Key Ideas and Concepts

- Why are there so many different types of Law enforcement agencies in the United States? What problems, if any, does having such a diversity of agencies create?
- What is evidence-based policing? What assumptions about police work have scientific studies of law enforcement called into question?
- What is the basic purpose of policing in democratic societies? How are they consistent with one another? In what way might they be inconsistent?
- What new responsibilities have American police agencies assumed since the September 11, 2001 terrorist attacks? What New challenges are they facing?
- What issues related to gender and ethnicity are important in American policing today? What problems still exist? How can those problems be addressed?
- What is the Bill of Rights, and how does it affect our understanding of due process?
- In what kinds of situation are police officers more likely to use force? What has too much force been used?
- What is racial profiling? What is racially biased policing? Why have they become significant issues in policing today?

II. Possible Misunderstandings

III. Identify key terms and <u>specific</u> information that students will know at the end of the unit.

- Directed patrol, evidence-based policing, federal law enforcement agency, municipal police department, new police, night watch, private protective services, scientific   police management, sheriff, Swarm officer, vigilantism,
- Kansas City experiment, Law Enforcement Assistance Administration (LEAA), Statue of Winchester, Wickersham Commission
- Chain of command, community policing, crime prevention, crime scene, criminal intelligence, criminal investigation, intelligence-led policing, police-community relations,   police ethics, preliminary investigation, problem solving policing, quality-of-life offenses, watchman style
- Alabama v White, Arizona v Fulminante, Brown v Mississippi, Dickerson v US, Miranda v Arizona, Nix v Williams
- Emergency search, exclusionary rule, fleeting-targets exception, fruit of the poisonous tree doctrine, good-faith exception, interrogation, landmark cases, latent   evidence, Miranda triggers, Miranda warning, plain view, probable cause, reasonable suspicion
- Deadly force, excessive force, less lethal weapons, police use of force, racial profiling
- Biscoe v Arlington County, Bivens v Six Unknown Federal Agents, City of Canton, Ohio v Harris, Graham v Connor, Idaho v Horiuchi, Tennessee v Garner

Students will be able to...

- Summarize the historical development of policing in America.

- Describe the three major levels of public law enforcement in the United States today.

- Describe private protective services in the United States and their possible future roles.

- Explain the police mission in democratic societies.

- Discuss the five core operational strategies of today's police department

- Summarize the typical organizational structure of the police department.

- Compare and contrast the three most common policing styles.

- Compare the role of American police today in the post 9-11 environment with their pre9-11 role.

- Summarize the importance of police professionalism and integrity as well as three methods for building them.

- Describe three ethnic and gender diversity issues in policing, including ways to resolve them.

- Explain how the bill of rights and democratically inspired legal restraints help protect our personal freedoms

- Describe legal restraints on police action and instance of police abuse of power.

- Describe arrest, and describe how popular depiction of the arrest process may not be consistent with legal understanding of the term.

- Analyze the intelligence function, including the roles of police interrogation and the *Miranda* warning.

- Critique the different types of police corruption and possible methods for building police integrity.

- Interpret the guidelines for using force and for determining with excessive force has been used.

- Describe racial profiling and biased policing, including why they have become significant issues in policing.

- Appraise civil liability issues associated with policing including common sources of civil suits against the police

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments- Suggested

- Minute Papers: What to do: Toward the end of a class, or at the beginning of the next class, ask students to recall in writing one thing that they learned from the day's class and one thing that remains unclear. Clarify the material that is still not being grasped. Main Benefit: gives students the opportunity to learn something that remains unclear.

- Jigsaw Class Discussion: What to do: Divide lecture material on a specific topic into roughly equal parts. Put students into small "home groups" and ask each member of each "home group" to volunteer to be an expert for only one part of the material. Ask all experts of a given part of the assignment or material to work together to master their share of the material and to discover the best way to help others learn it. Reassemble students into their "home groups" so that experts can teach their share of the material to the other members. Main Benefit: allows students to teach something they have learned to others, which reinforces the knowledge they have obtained. Example: assign groups of students to learn responsibilities associated with unique police roles, such as law enforcement, order maintenance, crime prevention, and civil rights protector. Then have each group teach the other groups what they have learned.

- Developing Rebuttals: What to do: Present a lecture which summarizes both sides of an argument. Have students work individually to develop a rebuttal to one side of the argument. Then have the students put the

rebuttal in writing and/or share with the class. Main Benefit: gives students practice in critical thinking.

- Forced Debate: What to do: Ask all students who agree with a proposition to sit on one side of the room and all opposed to sit on the other side. Hang up signs to indicate which side of the room is which. Have the students physically face each another. After the students have chosen a side, switch the signs and force them to argue for the position with which they disagree by having them develop five valid statements for the opposite side (or dedicate a class to where students can formulate the other side's argument, and debate the issue at the next class). Give them the opportunity to rebut and summarize. Main Benefit: promotes honest debate by forcing students to recognize valid points within a position that they disagree with.

- Reaction Papers: What to do: Begin class, end class, or break-up lectures by having students react to what they have learned through their texts or heard in class. Ask students to answer a brief question such as "What were the causes of . . . ?" Ask students to react to a guest speaker, field trip, or video: "What did you learn, what remains unclear, etc." Main Benefit: gives students the opportunity to share their opinions and to increase writing skills.

- Structured Controversy: What to do: Divide students into groups of two and assign responsibility for gaining knowledge about a different position on a controversial issue to each student. Require that each student research his or her position, and then have each student share his or her findings with the group. Main Benefit: puts the responsibility for teaching others on the shoulders of the students, which increases student retention of knowledge as students learn more by being active in teaching rather than by being passive in lecturing.

- Truth Statements: What to do: Before lecturing about or discussing a topic, ask students to write down at least one thing that they know to be true about some particular issue. Examine their assumptions and clarify their misconceptions about this issue by comparing them with the facts. Main Benefit: demonstrates to students that what they think they know can sometimes be untrue and allows the class the opportunity to learn why this is so. The above controversial topic techniques work well with potentially heated subjects and increase student listening, speaking, and arguing skills. Since students are actively engaged and involved in building their own knowledge bases, these strategies are often appreciated and enjoyed by students. Generating Ideas:

- Brainstorming: What to do: Present the students with an issue or problem and ask them to contribute as many ideas or solutions as they can in 5-10 minutes. Accept all contributions without comment or judgment as to their merits and write them on the blackboard or overhead transparency for class discussion. Main Benefit: stimulates interest in the topic to be discussed, which ultimately keeps students involved in classroom material and thereby increases the likelihood that students learn. Example: ask students to come up with some crime prevention initiatives that they feel will work. Then assess these as a class by comparing them to crime prevention initiatives that have been attempted.

- Case Studies: What to do: Ask students to act out a scenario that illustrates a concept. Have students play a key authority in a discussion about a particular topic at hand. Encourage students to be active and animated, allowing them to offer ideas, raise questions, build on each other's statements, construct a collective analysis, re-frame the discussion, and challenge the instructor. Main Benefit: gets students actively involved in the class and promotes higher order knowledge skills since students are analyzing and evaluating what other students are discussing.

Benchmark Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Introduction to Policing history and Structure

- Historical Development of the Police

- American Police Today

- Federal Agencies, State-Level Agencies, Local Agencies

- Private Protective Services

- The Police Mission

- Operational and Managing Strategies

- Policing Style

- Terrorism's Impact on Policing

- Professionalism and Ethics

- Ethnic and Gender Diversity in Policing

- The abuse of Police Power

- Individual Rights

- Search and seizure

- Arrest

- The Intelligence Function

- Police Personality and Culture

- Corruption and Integrity

- The Dangers of Police Work

- Police Use of Force

- Racial Profiling and Biases Policing

- Police Civil Liability

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

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 successful address the demands required of them.

Additional Materials

- Alabama v White, Arizona v Fulminante, Brown v Mississippi, Dickerson v US, Miranda v Arizona, Nix v Williams

- Biscoe v Arlington County, Bivens v Six Unknown Federal Agents, City of Canton, Ohio v Harris, Graham v Connor, Idaho v Horiuchi, Tennessee v Garner

- Mock Trail 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

- Schmalleger, Frank. *Criminal Justice Today: An Introductory Text for the 21st Century*. N.p.: n.p., n.d. Print.

- Arbetman, Lee, and Edward L. O'Brien. *Street Law: A Course in Practical Law*. New York: Glencoe/McGraw-Hill, 2005. Print.