

Unit #4: Corrections

Content Area: **Social Studies**
Course(s): **Criminal Justice**
Time Period: **Third Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit we will discuss the role of corrections in American Society. We will study the effects of probation, parole and intermediate sanctions. We will also investigate the prison and jails systems in the United States.

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.

Essential Questions

- What are the rights of the convicted and the imprisoned?
- What rights if any should the convicted and imprisoned have?
- What is the purpose of any corrections system?
- What would a society without a correction system look like?
- Which is more important individual right or public order?
- How can American balance the rights of the accused before the court and balance the concerns of the community.
- 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 convicted and imprisoned have the following common law, constitutional, statutory, and humanitarian rights: A right against cruel or unusual punishment, a right to protection from physical harm, a right to sanitary and healthy conditions of confinement, a limited right to legal assistance, a limited right to religious freedom, a limited right to freedom of speech and a limited right to due process prior to denial of privileges. On the other hand these individual rights must be effectively balance against these public-order concerns: punishment of the guilty, safe communities, the reduction of recidivism, secure prisons, control over convicts, the prevention of escape, rehabilitation and affordable prisons.
- What is the relationship, if any between changes in the rate of criminal offending and changes in the rate of imprisonment in America during the last decade? What is the reason for that relationship?

Students will know...

I. Key Ideas and Concepts

- What is Probation? How did it develop? What purpose does it serve?
- What is parole? How do probation and parole differ? How are they alike?
- List and explain the advantages and disadvantages of probation and parole.
- What do probation and parole officers do?
- What are intermediate sanctions?
- How are probation and parole changing?
- Trace the historical development of prisons in the United States, beginning with the Pennsylvania system. How has correctional practice in America changed over time?
- What are today's prisons like? What purposes do they serve?
- What role do jails play in American corrections?
- What are some of the issues that ails administrator currently face?
- What are the demographics (social Characteristics) of Today's prisoners? What gender and racial disparities, if any, exist in today's prison population?
- What are prison subcultures, and how do they influence prison life? How do they develop, and what purpose do

they serve?

- How are women's prisons differ from men's? Why have women's prison been studied less often than institutions for men?
- What are the primary concerns of prison staff?
- What are the commonly accepted rights of prisoners in the United States today? Where do these rights come from? What U.S. Supreme Court cases especially significant in the area of prisoner's rights?

II. Possible Misunderstandings

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

- Community corrections, community service, conditional release, conditions of parole, discretionary release, home confinement, intensive probation supervision, mandatory release, medical parole, parole, parole board, parole violation, probation, probation revocation, reentry courts, remote location monitoring, shock probation, split sentence
- *Bearden v Georgia, Escobedo v Zerk, Griffin v Wisconsin, Minnesota v Murphy, Pennsylvania Board of Probation and Parole v Scott, U.S. v Knights*
- Classification system, design capacity, industrial prison, jail, medical model, new-generation jail, nothing-works doctrine, operational capacity, Pennsylvania system, prison, prison capacity, private prison, privatization, rated capacity, reformatory style, regional jail, selective incapacitation, state-use system, warehousing, work release, workhouse
- Zebulon Brockway, Sir Walter Crofton, Alexander Maconochie, Robert Martinson, Alexis Tocqueville
- Civil death, deliberate indifference, gender responsiveness, grievance procedure, hands-off doctrine, prison argot, prison subculture, prisonization, security threat group, total institution

Students will be able to...

- Describe the history, purpose, and characteristics of probation and parole.
- Compare the advantages and disadvantages of probation and parole.
- Identify significant court cases affecting probation and parole.
- Compare and contrast the work of probation officers and parole officers.
- Describe various intermediate sanctions.
- Describe the history of punishment, concluding with its impact on the modern philosophy of corrections.
- List major milestones in the historical development of prisons.

- Summarize the role of jails currently play in American correction and issues jail administrators face.
- Describe the current and likely future role of private prisons.
- Describe the realities of prison life and prison subculture from the inmate's point of view.
- Differentiate between men's and women's prisons.
- Describe prison life from the corrections officer's point of view.
- Summarize the causes and states of prison riots.
- Discuss the legal aspects of prisoners' rights, including the consequences of related precedent-setting US Supreme Court Cases.
- Describe the major issues that prison's face today.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments- Suggested

- Trip to Linden Police Station/Union County Court House
- Trip to Eastern State Penitentiary <http://www.easternstate.org>
- Create Graphic Organizer (Timelines, T-Charts, Venn Diagrams, Mapping, Graphs)
- Debate Key Issues
- Role Play
- Mock Trials
- Historical Investigations
- Nearpod
- Kahoot
- 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.P" 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 which 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

- Outline an instructional plan from introducing to assessing the unit.

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 successfully address the demands required of them.

Additional Materials

- Nearpod
- Kahoot
- CnnStudentNews.com
- Upfront Magazines
- Legal Eagle
- Schmallegger, 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.

Mock Trial Resource Guide

- <http://www.easternstate.org>
- <https://www.aclu.org/prison-crisis>
- http://www.huffingtonpost.com/entry/us-prison-population_us_56686cf0e4b0f290e5217ffb
- <http://www.economist.com/news/briefing/21654578-americas-bloated-prison-system-has-stopped-growing-now-it-must-shrink-right-choices>
- <http://www.vice.com/series/america-incarcerated>
- <http://www.cnn.com/2014/05/21/opinion/gingrich-jones-prison-system-fails-america/>
- <http://www.law.washington.edu/clinics/streetlaw/lessons/PrisonOvercrowding.pdf>
- http://www.pbs.org/newshour/extra/lessons_plans/paying-for-crime/
- <http://study.com/academy/topic/corrections-correctional-institutions-lesson-plans.html>
- <http://study.com/academy/topic/corrections-correctional-institutions-lesson-plans.html>
- <http://www.lawlessons.ca/lesson-plans/4.12.the-corrections-system-snapshot>

- <https://www.law.washington.edu/Clinics/Streetlaw/lessons.aspx>
- <http://www.classroomlaw.org/resources/teaching-materials/>
- <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.466.5953&rep=rep1&type=pdf>
- <https://www.cteonline.org/curriculum/outline/criminal-justice-model/FofaEB>
- <http://www.bvsd.org/curriculum/CTEC/Curriculum%20Essentials%20Documents/Introduction%20to%20Criminal%20Justice.pdf>

Supreme Court Decisions

- <http://landmarkcases.org/en/landmark/home>
- http://www.justiceteaching.org/lesson_plans.shtml
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