Unit #5: Special Issues

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

Unit Overview

In this unit we will explore the juvenile justice, drugs, terrorism, multinational criminal justice and any current events that are currently shaping the justice system 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

- Which is more important Individual right or public order?

- How does the need for National Security affect the individual's rights protected under the Constitution and the Bill of Rights?

- 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 justice?

- 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 accused has the following common law, constitutional, statutory, and humanitarian rights that may be threatened by technological advances and other developments: a right to privacy, a right to be assumed innocent, a right against self-incrimination, a right to equal protection of the laws, and against cruel or unusual punishment. On the other hand these individual rights must be effectively balance against these present and emerging community concerns: continuing drug abuse among youth, the threat of juvenile crime, urban gang violence, high-technology, computer, and internet crime, terrorism, narco-terrorism, occupational, and white-collar crime. Is "adultification" of the juvenile justice system a good idea?

- How successful has government efforts to curtail illicit drug us been? Why haven't they seen great success?

- Why is terrorism a law enforcement concern? What can the American criminal justice system do to better prepare for future terrorist crimes?

- What are the causes of terrorism? What efforts is the U.S. government making to prevent and control the spread of domestic terrorism and international terrorism?

- How has technology affected the practice of criminal justice in America during the past century? How has it affected the criminal law?

Students will know...

I. Key Ideas and Concepts

- Describe the history and evolution of the juvenile justice system.

- What was the impact of the *Gault* decision on juvenile justice in America?

- What are the major similarities and differences between the juvenile and adult justice system?

- What constitutes a drug for purposes of the criminal law?

- What are the major types of drugs that are illegally used in this country?

- Describe the effects and legal classifications of each.

- What is the relationship between drug use and other social problems? What kinds of crimes might be linked to drug use?

- Describe important international criminal justice organizations.

- What is globalization, and how does it relate to transnational crime?

- What is terrorism? What are the two major types of terrorism?

- What role does technology play in the fight against crime?

- How have advances in technology affected society and criminal activity? What new kinds of crimes have technological advances made possible?

II. Possible Misunderstandings

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

- Abuse child, adjudicatory hearing, blended sentence, delinquent child, juvenile petition, neglected child, statue offender, statue offense, teen court, undisciplined child

- *Breed v Jones, Graham v Florida, In re Gault, In re Winship, Kent v U.S., Miller v Alabama*

- Club drug, controlled substance, drug czar, drug trafficking, Harrison Narcotics Act, legalization, money laundering, pharmaceutical diversion, psychoactive substance, psychological dependence, Rocketeer Influenced and Corrupt Organization (RICO), recreational drug user

- *California v Greenwood, Oliver v U.S., U.S. v Dunn, U.S. v Oakland Cannabis Buyer's Cooperative*

- Cyber-terrorism, domestic terrorism, Europol, extradition, Foreign Terrorist Organization, globalization, human smuggling, terrorism, transnational crime

- Augmented reality, bio-crime, biometrics, bioterrorism, computer virus, criminalist, DNA profiling, expert system, forensic anthropology, hacker, malware, social engineering, spam, weapon of mass destruction

Students will be able to...

- Describe how the juvenile system has evolved in the Western world.

- Describe important U.S Supreme Court decisions related to juvenile justice, including their impact on the handling of juvenile by the system.

- Compare Juvenile and adult legal rights and their respective systems of justice.

- Briefly describe possible future directions in juvenile justice.

- Explain the nature of illegal drugs and the role social convention plays in deciding what constitutes an illegal drugs.

- Discuss the history of drug abuse and antidrug legislation in America.

- Describe the categories and effects of each major type of illegal and abused drugs.

- Explain the link between drugs and other social problems

- Summarize various efforts to respond to the drug problem, including your assessment of each effort's effectiveness.

- List fife important international criminal justice organizations, and summarize their collective role in fighting

international crime.

- Explain globalization and its possibly relationship to crime and terrorism.

- Distinguish between human smuggling and human trafficking, and describe the extent of both problems today.

- Define two major types of terrorism.

- Describe the historical relationship between technological advance and criminal activity.

- Evaluate the current and predict the likely future roles of technology in both crime and in the fight against crime.

- Describe the field of criminalistics, including the contribution to evolving technology.

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

- Juvenile Justice throughout History

- The Legal Environment

- The Juvenile Justice Process today

- The Post-Juvenile Court Era

- What is a drug?

- A History of Drug Abuse in America

- The Most Common Drugs-And Who is Using Them

- The Costs of Abuse

- Solving the Drug Problem

- Multinational Criminal Justice

- Turmoil in the Middle East

- International Criminal Justice Organizations

- Globalization and Crime

- Human Smuggling and Trafficking

- Terrorism

- Technology and Crime

- Technology and Crime Control

- Cyber attacks

- Cybercrime

- Criminalistics: Past, Present, and Future

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

- 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.

Mock Trail Resource Guide

- http://www.pbs.org/newshour/extra/lessons_plans/juvenile-death-penalty/

- http://www.streetlaw.org/en/Page/66/Youth_Courts_Lesson_Plans

- http://www.scholastic.com/teachers/lesson-plan/juvenile-justice

- http://teachingcivics.org/lesson/juvenile-justice-introduction/

- http://www.did.deliberating.org/lessons/documents/DID%20AltJuvenileJustice_2011.pdf

- http://learning.blogs.nytimes.com/2013/04/10/justice-for-all-teaching-about-crime-and-punishment-in-america/

- http://www.discoveryeducation.com/teachers/free-lesson-plans/deadly-highs.cfm

- 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

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