# 1: What is Criminal Justice

Content Area: **Social Studies**
Course(s): **Criminal Justice**
Time Period: **Semester 1 & 2**
Length: **2 weeks**
Status: **Published**

## Standards

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| SOC.12.AD.12.1 | Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. |
| SOC.12.AD.12.1.3 | Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths." |
| SOC.12.E.12.1.3 | Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior. |
| SOC.12.AD.12.2 | Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. |
| SOC.12.AD.12.2.1 | Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). |
| SOC.12.AD.12.2.2 | Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent). |
| SOC.12.AD.12.2.3 | Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes. |
| SOC.12.AD.12.2.5 | Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others. |
| SOC.12.AD.12.3 | Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society. |
| SOC.11.US.11.3 | Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. |
| SOC.12.AD.12.5 | Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. |
| SOC.12.AD.12.5.2 | Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts). |
| SOC.12.AD.12.7 | Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. |
| SOC.12.AD.12.10 | Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government. |
| SOC.11.US.11.11 | Students analyze the major social problems and domestic policy issues in contemporary American society. |

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| SOC.11.US.11.11.7 | Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse. |
| SOC.6.1.12.A.14.b | Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. |
| SOC.6.1.12.A.14.c | Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. |
| SOC.6.1.12.A.14.d | Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. |
| SOC.6.1.12.A.14.h | Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. |
| SOC.6.1.12.A.16.a | Examine the impact of media and technology on political and social issues in a global society. |
| SOC.6.1.12.C.13.c | Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). |
| SOC.6.1.12.D.2.b | Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. |
| SOC.6.1.12.D.14.b | Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. |
| SOC.6.1.12.D.14.e | Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. |
| SOC.6.1.12.D.14.f | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. |
| SOC.6.1.12.D.16.c | Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. |
| SOC.6.1.12.CS14 | Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives. |
| SOC.6.2.12.B.6.a | Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. |
| SOC.6.3.12 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| SOC.6.3.12.D.1 | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy. |
| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. |
| SOC.6.3.12.CS2 | Analyze sources of prejudice and discrimination and propose solutions to eliminate them. |
| SOC.6.3.12.CS3 | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. |
| SOC.6.3.12.CS4 | Critically analyze information, make ethical judgments, and responsibly address controversial issues. |
| SOC.6.3.12.CS5 | Communicate through rational and persuasive written and oral arguments to present |

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| | solutions to controversial issues. |
| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. |
| SOC.6.3.12.CS7 | Take actions that result in a more just and equitable society. |

## Enduring Understandings

Students will understand that…

- Theories of motivations for why people commit crimes have changed over time and that criminology is currently a sociological study.
- Laws and law enforcement officers have particular purposes in society to maintain a civilized and safe environment for all people.
- Types of occupations associated with the criminal justice system encompass a wide range of interests, abilities, and aspects.
- Studies have been and continue to be done in which criminologists try to determine what factors make a person commit a crime.
- Different types of crimes have been defined and placed on a hierarchy of seriousness for purposes of establishing consequences.
- Using data to analyze crime rates can help law enforcement determine where to put their limited resources.

## Essential Questions

- What is justice?
- Why and how has the justice system both remained consistent and developed over time?
- What is crime?
- What is the reason/motivation people commit crimes?
- How does a risk assessment help curb crime?
- What should the purpose of policing be?
- What would society be without laws?
- What are the goals/purposes of laws?

## Knowledge and Skills

- History of Crime and Punishment
    - Hammurabi's Code
    - London police (Fielding and Peel)
    - Boston 1836
    - 20th Century Reforms over time
- Careers In Criminal Justice
    - Students will choose a field they are most interested in and do an infographic describing the field. Present to the class
- Defining a criminal/crime
    - Criminal "types"
    - Risk Assessment
    - Criminal behavior defined
        - Consensus vs. Conflict Model
        - Theories: Traits, Psychological, Sociological, Critical: Classical Criminology, Positivism and Modern Rational, Thrill Offenders, Choice, Genetics, Mental Illness, Social Processes, (learning, control, labeling), Drug Use,
- Types of crimes:
    - Crimes against People: Homicide, manslaughter, assault, rape, mass shootings
    - Crimes Against Property: Arson, vandalism, larceny, robbery, embezzlement, extortion, stolen property
    - Misdemeanor vs. Felony
    - Civil Law: torts, liability, negligence, duty, breach, injury, causation, etc.
- State vs. Federal vs. Municipal Courts
- Examine Crime Reports and Statistics/Trends
    - The National Incident-Based Reporting System, Uniform Crime Reports, National Crime Victimization Survey, Self-Report Surveys

## Resources

- The US Constitution
- Greene, Larry and Miller, Roger LeRoy, Criminal Justice in Action 11th Ed. Massachusetts: Cengage, 2022.
- Croddy, Marshall and Hayes, Bill. Criminal Justice in America 5th Edition. Los Angeles, California: Constitutional Rights Foundation, 2012.
- Hayes, Bill. Criminal Justice in America 3rd Edition. Los Angeles, California: Constitutional Rights Foundation, 2000.
- Seigel, Larry J. and Worrall, John L. Introduction to Criminal Justice 17th Edition. Boston, Massachusetts: Cengage, 2022
- C-Span Classroom
    - C-span.org/rights of accused
- Websites Supreme Court Cases
    - Landmarkcases.org, Oyez, supremecourt.gov, uscourts.gov, law.cornell.edu, njcourts. gov
- Council on Criminal Justice
- Websites related to Criminal Justice, Scenarios, Current Issues
    - apnews.com, reuters.com, Politico
- Federal, State, and Municipal agency websites
- Wall Street Journal
- Speakers from law enforcement agencies, attorneys, victims agencies, more
- Pear Deck
- WH Databases, AI (Gemini, Copilot, Magicshoolai),

  Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

## Transfer Goals

- Students will be able to independently identify and define different types of criminal activity and better

evaluate the areas of criminal justice they are interested in pursuing post-high school.

- Looking at theories of crime and crime statistics, students will use independent analytical skills in examining ways in which society can reduce both criminal and civil illegalities.

## Assessments

Assessments:

- Readings and Questions on background information of each topic to check comprehension, clarify content, and promote analysis
- Group activities, Simulations, Debates, Graded discussions
- Scenario Analysis and Comparison to Supreme Court decisions
- Writing investigative Reports
- Presentations and peer teaching
- Career Research
- Connecting with Experts in the Field
- Decipher Statistics

Formative:

- Exit Tickets
- Openings and Closings (Do-Nows/Warm-ups)
- Strategic Questioning - higher order thinking/Historical Thinking Skills
- Think-Pair-Share
- Jigsaws
- Socratic Seminars
- Discussions
- Participation
- Four Corners
- One Minute Papers

- Google Forms
- Turn and  Talk
- Response Logs

Alternative:

- Portfolios
- Creative projects - students apply knowledge
- Movie analysis
- Primary source analysis
- Concept maps
- Simulations

Benchmarks:

- SGOs: Writing Process Primary source analysis (must be submitted in oncourse by October 25, revised if necessary by January 25, and 2nd SGO completed by March 25)
- Activities using Historical Thinking Skills
    - Comparison
    - Causation
    - Continuity and Change over Time
    - Point of View
    - Multiple Perspectives
    - Argumentation
    - Intended  Audience
    - Stances

Summative:

- End of Unit Performance Tasks with Rubrics
- Projects

- Presentations/Speeches

## Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit