Investigations

Content Area: **Social Studies**
Course(s): **Criminal Justice**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

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.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.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.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

Enduring Understandings

- Due diligence during the investigation and during the trial of an accused person must include strictly following procedures to avoid tainting a case.
- The investigation process is responsible for setting the criminal justice process into motion.
- The trial process allows for both the prosecution and the defense to present their respective investigations and arguments and information to either/both a judge and jury.
- There are a variety of types of law enforcement agencies tasked with specific jurisdictions.
- Modern issues and events are assigned to specific agencies in local, state, or federal government.

Essential Questions

- Is the American justice system succeeding or failing?
- What should the purpose of policing be?
- Why might someone who is innocent accept a plea deal?

- Should mistakes in an investigation relieve an accused person of punishment if found guilty?
- How are different types of crime and/or attempts to maintain a peaceful society handled through different levels and types of enforcement agencies?
- What new issues are agencies tasked with contending?

Knowledge and Skills

- Police/Detectives
    - Responsibilities: Enforce laws, Provide services, Prevent crime
    - Process pre-trial; Duties/roles of police officers
    - Eyewitness testimony
    - Steps of investigations
- Types of law enforcement
    - State and Local: Municipal law, Sheriff and County, State and Highway
    - Federal : Homeland Security, Customs and Border Protection, Immigration and Customs Enforcement, Secret Service
    - Federal: Justice Department, Federal Bureau of Investigation (FBI), Drug Enforcement Agency (DEA), Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF), US Marshals
    - Private Law Enforcement
- Trial
    - Attorneys for both sides, Office of Prosecutor, Public Defender
        - Attorney Client Relationship
    - Procedures: judges roles, jury selection, opening statements, evidence, etc.
    - Bail
    - Types of Defenses: Excuse, Justification, Changing
    - Appealing
- Students learn to write a police/investigation report
- Scenarios:
    - Role play: Plea bargain. Using scenarios, students are in pairs - one the prosecutor, one the

defense - try to work out a plea deal; if not - have to go to trial

- Profiling
- Fingerprinting
- DNA
- Facial Recognition
- Body-cams
- Crime-mapping
- Technology in police investigations

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

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

News publications, including but not limited to NYTimes, Washington Post.

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

Transfer Goals

- A realization of the different agencies that deal with different levels and types of crime will allow students to make connections as to which one handles specific issues.
- The use of technology in criminal investigations permits students to examine how technology has both bettered and put obstacles in investigations, as well as having them draw conclusions about the benefits and drawbacks of using computers, AI, and new tools.

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

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

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