# Juvenile Justice

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

## Standards

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|---|---|
| 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. |
| 6.3.12.HistorySE.1 | Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). |
| PUBS.9-12.9.4.12.L.(4).30 | Examine and summarize protocols and procedures intended to protect the rights of juvenile victims and offenders. |

## Enduring Understandings

- Juveniles have different standards for punishment when a crime has been committed.
- Psychologists and sociologists look for conditions that might stimulate crime among juveniles.
- The intentions of juvenile facilities is to turn them into productive citizens.

## Essential Questions

- Why are juvenile offenders treated differently than adult offenders?
- Should juvenile offenders be treated differently than adult offenders?
- When should a juvenile be tried and sentenced as an adult?
- What factors seem to be commonalities leading to juveniles committing crimes?

## Knowledge and Skills

- History of the American juvenile justice system
- Factors that stimulate juvenile violence
- Gangs

- Juvenile corrections

## 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

- Relating to the age factor, students will use psychological and sociological methods to make informed predictions of those who will commit crimes under 18.
- Various conditions will be examined to allow students to draw conclusions related to socio-economic, race, gender, and other factors that lead to more susceptibility to crime.

## 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