

Juvenile Justice

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

Standards

SOC.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).
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.
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](https://www.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

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

Modifications

<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72ftT8XsUIe3K1VSG7nxuc4CpCec/edit>