

# Unit 1 Introduction to Criminal Justice

Content Area: **CTE**  
Course(s): **Criminal Justice**  
Time Period: **SeptOct**  
Length: **30 Days**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Criminal Justice**

## **Unit 1-Introduction to Criminal Justice**

**Grades 9-12**

**56 Ralph Street**

**Belleville, NJ 07109**

**Prepared by:** Gerard V. Ross

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

## **Unit Overview**

---

In this unit students will begin to inspect the basic elements of the U.S. Criminal Justice System. Students will realize the power and responsibility of the government to enforce the law and protect society. Students will explore the role police, courts, and corrections play in the enforcement of criminal law. Students will realize the difference between the federal and state criminal justice systems. Students will study the basic steps in the criminal justice process. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

## **Enduring Understanding**

---

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not

needed or used.

Criminal Laws represent the enforceable rules of conduct in our society that reflect the culture of the time. It is a responsibility entrusted to the government by the people. Students will appreciate this responsibility and realize it is necessary for our government to enforce the law to ensure the efficient functioning of society. They will be encouraged to respect the criminal justice system but speak out and challenge injustice and abuse. All people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

## Essential Questions

---

- What is criminal justice?
- What are the major components of the criminal justice system?
- What role do the branches of our government play in the criminal justice system?
- What are the differences between federal and state justice systems?
- What laws govern the criminal justice system?
- What are the steps in the criminal justice process?
- What are the roles of police, courts, and corrections in the criminal justice system?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

## Exit Skills

---

By the end of Unit 1 students will demonstrate the ability to;

- Define criminal justice and identify the major components of the U.S. criminal justice system.
- Expound upon the roles of the three branches of government play in the criminal justice system.
- Identify and explain the differences between federal and state justice systems.
- Describe the personal sacrifices necessary to enable the government to enforce criminal law.
- Identify and explain the laws that govern the criminal justice system.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

- Evaluate the government response to climate change and the effects of global warming on environment.
- Illustrate and define the steps in the criminal justice process.
- Define and explain the roles of police, courts, and corrections in the criminal justice system.

## **New Jersey Student Learning Standards (NJSLS-S)**

---

PFL.9.1.2.CR	Civic Responsibility Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
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).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

## **Interdisciplinary Connections**

---

WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## Learning Objectives

- Define criminal justice and identify the major components of the U.S. criminal justice system.
- Expound upon the roles of the three branches of government play in the criminal justice system.
- Differentiate between federal and state justice systems and describe how they operate.
- Identify and explain the laws that govern the criminal justice system.
- Illustrate and define the steps in the criminal justice process.
- Define and explain the roles of police, courts, and corrections in the criminal justice system.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Unit specific Case Study exercises such as;
  - *The People of the State of California v. Orenthal James Simpson*
- Create a flow chart of criminal justice process
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
  - The effects of global warming on the environment
  - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
  - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred

- whenever and wherever it happens
- The contributions of African-Americans to our country

## **Assessment Evidence - Checking for Understanding (CFU)**

---

- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussion-alternate assessment
  - Checklists and Google Classroom will be used to review student work for comprehension and understanding
  - Reviewing Criminal Justice Process Flow Chart and observation during ensuing class discussion
  - Unit test-summative assessment
  - Define-formative assessment
  - Create a flow chart of criminal justice process-benchmark assessment
- 
- Common Benchmarks
  - Compare & Contrast
  - Define
  - Describe
  - Evaluate
  - Exit Tickets
  - Explaining
  - Illustration
  - Newspaper Headline
  - Outline
  - Quickwrite
  - Quizzes
  - Self- assessments
  - Socratic Seminar
  - Study Guide
  - Surveys
  - Teacher Observation Checklist
  - Unit review/Test prep
  - Unit tests
  - Web-Based Assessments
  - Written Reports

## **Primary Resources & Materials**

---

- E-Textbook: Criminal Justice
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology)

## **Ancillary Resources**

---

- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

## **Technology Infusion**

---

- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations



## **Alignment to 21st Century Skills & Technology**

---

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.

## **21st Century Skills/Interdisciplinary Themes**

---

- Critical Thinking and Problem Solving
  - Communication and Collaboration
  - Information Literacy
  - Life and Career Skills
  - Creativity and Innovation
- 
- Communication and Collaboration
  - Creativity and Innovation
  - Critical thinking and Problem Solving
  - Information Literacy
  - Life and Career Skills

- Media Literacy

## 21st Century Skills

---

- Global Awareness
  - Civic Literacy
  - Environmental Literacy
- 
- Civic Literacy
  - Financial, Economic, Business and Entrepreneurial Literacy
  - Global Awareness

## Differentiation

---

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

- Students will be given additional time for completion of assignments or assessments
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings
- Use of visual and auditory presentations to introduce and support lesson delivery
- Use of web based resources and databases that provide structured reading levels and read aloud options

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

---

- Students will work in cooperative groups to prepare Unit outline
- Students will use Unit outline to complete Unit assignments and assessments
- Students will work cooperatively to resolve legal disputes using Legal Reasoning problem solving skills
- Provide modifications as dictated in the student's IEP/504 plan
- Additional time for skill mastery

- Preview of content
  - Behavior management plan
  - Student working with assigned partner
  - Modified test length
  - Modified assignment format
  - Assistive technology
  - Check work frequently for understanding
- 
- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology
  - behavior management plan
  - check work frequently for understanding
  - computer or electronic device utilizes
  - extended time on tests/ quizzes
  - highlighted text visual presentation
  - modified assignment format
  - modified test content
  - modified test format
  - modified test length
  - multiple test sessions
  - preferential seating
  - preview of content, concepts, and vocabulary
  - Provide modifications as dictated in the student's IEP/504 plan
  - reduced/shortened reading assignments
  - Reduced/shortened written assignments
  - secure attention before giving instruction/directions
  - shortened assignments
  - student working with an assigned partner
  - Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

---

- Students will work with a peer tutor on Unit assignments and assessments
  - Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
  - Providing study guides
  - Using word processing, spell check and grammar check features
  - Modifying tests and assignments
- 
- teaching key aspects of a topic. Eliminate nonessential information
  - using videos, illustrations, pictures, and drawings to explain or clarify

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

---

- Students will be provided with Unit PowerPoint study guide
  - Students will be allowed to use study guide/outline on Unit assessments
  - Modifying tests and assignments
- 
- allowing students to correct errors (looking for understanding)
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
  - decreasing the amount of work presented or required
  - marking students' correct and acceptable work, not the mistakes
  - providing study guides
  - reducing or omitting lengthy outside reading assignments
  - tutoring by peers
  - using authentic assessments with real-life problem-solving
  - using true/false, matching, or fill in the blank tests in lieu of essay tests
  - using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

---

- Students will use Legal Reasoning problem solving skills to resolve legal disputes
- Demonstrate self-directed learning, thinking, research, and communication skills
- Look for extension ideas that challenge the student to delve deeper into the subject
- Students will identify current legal issues and debate both in favor of and opposed to the issue.
- Students will lead threaded discussions on various legal topics
- Students will work in groups to represent each side of legal dispute and present arguments to student jurors

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

---

### Unit Name:

Unit 1 Introduction to Criminal Justice

### CCSS/NJCCCS:

See Standards Listed Below

### Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

### Statement of Objective:

SWDAT identify the components of the criminal justice system by outlining Ch. 1-1. 100 % of the students will complete the outline.

### Anticipatory Set/Do Now:

Read Ch. 1 Introduction

### Learning Activity:

T/O Class Discussion; Read and outline Ch. 1-1.

### Student Assessment/CFU's:

Review of Outlines

Class Discussion Responses

### Materials:

Unit 1 Text

Internet  
PowerPoint  
Lap-Tops

**21st Century Themes and Skills:**

Critical Thinking and Problem Solving

Life and Career Skills

Creativity and Innovation

**Differentiation:**

Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings

Use of visual and auditory presentations to introduce and support lesson delivery

**Integration of Technology:**

PowerPoint  
Internet  
Class Webpage

PFL.9.1.2.CR

Civic Responsibility

Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.

SOC.6.1.12.CivicsPD.1.a

Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.