

# Unit 05: Juvenile Justice

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **2 Weeks**  
Status: **Published**

## Brief Summary of Unit

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In Unit V students will explore why, in today's criminal justice system, children are treated so differently than they were in the past. They will also learn how the adult criminal justice system has the greater due process protections, and why. The history and philosophy of the juvenile justice system will be examined, as will the issues raised by the critics and supporters of our dual adult–juvenile system. Finally, we will investigate how the law currently treats juveniles and how the system can be improved.

## Standards

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and

	media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely

	readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
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.

## Transfer

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## Essential Questions

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- • Is the theory behind modern juvenile justice correct and does it work?
- • Should juvenile offenders be processed not for their protection, but for the protection of society?
- • What rights should young people have as a protection against the system?

## Essential Understandings

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- • in modern juvenile justice, the state can take the role of parents to protect juveniles.
- • many problems can result from juvenile incarceration, fostering a career in crime.
- • the field of juvenile justice has changed several times over the years.
- • the majority of juvenile offenders mature into adult offenders.
- • the two types of acts that children are brought into the juvenile justice system for are delinquency and status offenses (apply only to children, such as running away from home).

## **Students Will Know**

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- • key terms such as parens patriae, status offense, delinquency, respondents, waiver, prosecutorial discretion, legislative exclusion.
- • that juveniles are held to different criminal standards than adults.
- • that juveniles can be held until age 21 for certain crimes.
- • that some juvenile crimes require adult punishments.
- • the several types of juvenile placement or incarceration.
- • there are several alternative forms of correction applied in juvenile offender cases.

## **Students Will Be Skilled At**

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## **Evidence/Performance Tasks**

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- • analyze primary sources and handouts through discussion and writing.
- • be able to succinctly answer the essential overarching questions.
- • be assessed on the basis of homework assignments and comprehension, and on the critical thinking questions at the completion of readings.
- • be evaluated on their research and contributions to a pro/con debate dealing with trying juveniles as adults.
- • be observed and assessed by the teacher in general subject discussions.
- • be observed and assessed in an informal debate on the effectiveness of the juvenile justice system.
- • design their own graphic organizers comparing and contrasting the adult and juvenile justice systems.
- • take objective tests and quizzes on key terms, concepts, historical trends, and theories of juvenile justice.

## **Learning Plan**

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- • (ORP) Bring in the Cranford Police Department juvenile officer to give students a firsthand look at local juvenile crime and justice.

- • Administer the unit test.
- • After tracing the movement of a juvenile offender through the system, identify the different types of juvenile placement.
- • Define and discuss the difference between the adult and juvenile justice systems.
- • Examine the theories that have led to the present construct of the juvenile justice system.
- • Final Exam for the course
- • Introduce the unit and explain its organization.
- • Investigate the most common juvenile crimes and juvenile crime statistics.
- • Outline key terms, references, themes, theories, ideas, and trends in juvenile justice.
- • Preview the essential questions and connect to learning throughout the unit.
- • Student-researched debate; pro/con on the question “should juveniles be tried as adults?”

## **Materials**

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- Text: Criminal Justice in America. 4th ed., Marshall Croddy, Bill Hayes, Todd Clark. Constitutional Rights Foundation, Los Angeles, CA, 2005.
- The History Channel: Juvenile Justice (video / cases that demonstrate problems in the system)

## **Suggested Strategies for Modifications**

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- • Role play juvenile probation officers. Work in pairs. Using the scoring system of the Sacramento Pretrial Juvenile Detention Risk Assessment form (p.268 in text Criminal Justice in America) and applying it to sample cases, make recommendations to release or detain. Each pair of students will explain their decisions to the class. Debrief at the conclusion.
- • Visual, hands-on learners would benefit from their creating colorful, informative educational posters illustrating the major differences in structure, processing, and placement of juvenile offenders, as opposed to adult offenders.