Unit 4 - Juvenile Justice

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **5 weeks**
Status: **Published**

Summary

Criminal Justice combines the study of law enforcement, the court system, corrections and rehabilitation, and juvenile justice. Students are introduced to key principles of criminology, the history of our criminal justice system, the role of key institutions and how they interact, and past and current challenges to the criminal justice system that may lead to reform. A problem- and project-based instructional approach is utilized in order to provide students with an authentic experience regarding the processing of crimes and the role of the local police department.

This unit is part of the larger aforementioned course sequence and specifically focuses on juvenile justice where students will examine the history and philosophy behind the creation of the juvenile justice system in the United States. By the end of this unit, students will examine how the law currently treats juveniles and explore options for the system to be improved.

Standards

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 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.

- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

- 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.

- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination

- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

- 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).

- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

- 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).

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including economic diversity, tolerance, race and ethnicity, and disabilities.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent is the juvenile justice system effective in preventing incarceration of individuals as adults?
- How does the school to prison pipeline contribute to high rates of mass incarceration?

- How does the 4th Amendment apply to students in school?

Enduring Understandings:

- The juvenile justice system attempts to curb delinquent or criminal behavior through police, court, and correctional involvement, with the goal of rehabilitation.
- Harsh school punishment and municipal policies, especially when imparted on students of color, contribute to higher incarceration rates later in life, which is referred to as the school to prison pipeline

Objectives

Students will know:

- The history and the formation of the juvenile justice system.
- The difference between delinquent acts and status offenses
- The process of intake for juveniles
- The concept of "due process."
- The 4th Amendment and how it applies to students in school
- Strategies used to curb criminal or delinquent behavior
- How the school to prison pipeline contributes to mass incarceration rates
- The benefits and limitations of restorative justice practices

Students will be skilled at:

- Assessing the effectiveness of different strategies used in the juvenile justice system
- Identifying potential bias and racial discrepancies in policies
- Evaluating potential reforms to the juvenile justice system
- Proposing ways to stop the school to prison pipeline
- Discussing the benefits and detriments of restorative justice programs
- Analyzing charts for content, information, and historical criminal trends.
- Comparing and contrasting criminal justice case studies
- Evaluating multiple points of view through class discussion and written response

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Delinquent Acts v. Status Offenses: - Students will read and annotate the history of juvenile justice. Then they will be provided with examples of various offenses that they need to classify.

"When Kids Get Life" Analysis: – Students will watch a short video and complete discussion questions, which will be later reviewed and debated as a class

Juvenile, Misdemeanor or Felony?: - Students will be given a different case study about a juvenile who has committed a misdemeanor or felony. Using a checklist assessment, students must score each case. They will then determine if the juvenile will be released or detained. Evidence must be provided.

Juvenile Justice System - How Can It be Improved?: Students will watch "Inside Juvenile Detention" Video (The Atlantic), "Why changing juvenile corrections is critical to American criminal justice" Video (PBS News Hour), and "How This Group Is Breaking the Cycle of Young People Returning to Prison" Video in conjunction and will make a list of factors that either contribute to higher rates of recidivism or elements that are missing from the system that would reduce rates of recidivism. Then, working in teams, they will propose at least one reform to the system and speculate as to how their proposed reform would reduce the chances of being incarcerated again. As a follow up activity, students can write an article to their local representative outlining their reform and encouraging them to take action.

School-to-Prison Pipeline Analysis: The instructor will introduce the concept of the school to prison pipeline by showing "The School-to-Prison Pipeline, Explained" (Vox) video before assigning "The School-to-Prison" pipeline article from Teaching Tolerance. Students will then discuss how schools' policies and assigning of punishment can lead to incarceration and how restorative justice practices might help to break this pipeline.

New Jersey Scholarship and Transformative Education in Prisons (NJ-STEP) Program Evaluation - Students will investigate the NJ-STEP program by examining the information on their website (https://njstep.newark.rutgers.edu/). They will then discuss the extent to which this program (and programs like it) may help reduce recidivism rates.

Central Park Five Analysis: Students will watch a video on Central Park Five and respond to discussion questions which will be used to formulate a written response to a class-wide prompt

Are They Eligible for the Juvenile Justice System?: The teacher will provide samples from the stories of

four teenagers who each committed crimes. The instructor will explain that two were sent to adult court, while two were treated as juveniles. Students will debate who they think qualifies for adult court; the teacher will then reveal how the judge ruled and their rationale for their ruling.

In Re Gault Case Analysis: Students will read and annotate the InRe Gault case study then fill in a t-chart to determine what happened to Gerald Gault that was fair and unfair.

Gerald Gault Appeals Case: -Students will become Gault's lawyer in his appeal case before the Supreme Court. In groups, students will use either the 5th, 6th, or 14th Amendments to argue Gerry did not receive due process. Each group will present their argument to the class.

T.L.O. vs. New Jersey: - Students will discuss what should have happened in the T.L.O. case. Once the outcome is revealed, they will apply the outcome of T.L.O vs. New Jersey to new cases.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Gualt Appeals Case Study
- TLO v. NJ Case Study
- Are They Eligible for the Juvenile Justice System? Analysis

Summative Assessments:

- Test: Juvenile Justice System (key concepts, scenarios, open ended responses)

- Project: Current Issues in the Criminal Justice System

Alternative Assessment:

- Criminal Justice Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key unit concepts. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned criminal justice concept.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

“Inside Juvenile Detention” Video (The Atlantic) - https://www.youtube.com/watch?v=C-0bURq6wBo

“Why changing juvenile corrections is critical to American criminal justice” Video (PBS News Hour) - https://www.youtube.com/watch?v=IRKPLzrJvNE

“How This Group Is Breaking the Cycle of Young People Returning to Prison” Video (PBS News Hour) - https://www.youtube.com/watch?v=4VBPhQ1GOSo

Newsela Article: "Adult time" for "adult crime" recognized as cruel and unusual punishment

https://newsela.com/view/ck9nookdj06nf0iqjt6yshn69/?levelId=ck7ecx39y0z2z14p708t65nvd

Newsela Article: Juvenile justice program teaches boys life lessons and accountability - https://newsela.com/view/ck9nooavn01320iqji0s9m4ux/?levelId=ck7ecub6a05g514p7prz5skgb

“When Kids Get Life” Video - https://www.pbs.org/video/frontline-when-kids-get-life/

“Kids Behind Bars” Video - https://play.aetv.com/shows/kids-behind-bars/season-1/episode-2

Central Park Five (Interview) Video - https://www.youtube.com/watch?v=1hf-bLR668g

“When Young Kids Do Hard Time” Video - https://www.youtube.com/watch?v=VqrH_7lQMvc

“The Central Park Five” Video - https://www.pbs.org/kenburns/the-central-park-five/video

New Jersey v. T.L.O Synopsis - https://www.oyez.org/cases/1983/83-712

Are They Eligible for the Juvenile Justice System? Case Studies (Frontline) - https://www.pbs.org/wgbh/pages/frontline/shows/juvenile/

“Facts and Case Summary - In re Gault” Case Study - https://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-re-gault

“The School-to-Prison Pipeline”Article (pages 40-45 of the document) - https://www.learningforjustice.org/sites/default/files/2017-07/Teaching-Tolerance-Spring-2013.pdf

“The School-to-Prison Pipeline, Explained” (Vox) Video - https://www.youtube.com/watch?v=HoKkasEyDOI

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-

bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Modify reading levels of articles
- Adjust duration of direct instruction as needed
- Provide time for students to process their responses before asking for contributions during class.
- Model expectations for assignments and provide clear rubrics with detailed instructions