Unit 2 - Investigating and Processing Criminal Cases

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
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 investigating and processing criminal cases where students will trace the process from arrest and arraignment to sentencing by creating scenarios that lawyers and officers of the court encounter in a trial. By the end of this unit, students will gain an understanding of modern police methods and investigations and the differences between criminal and civil law.

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).

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

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 has law enforcement in America changed and remained the same over time?
- What constitutes "good" policing?
- What determines if something is a criminal vs. civil case?
- What is the importance of courtroom procedures?

Enduring Understandings:

- Law enforcement is an ever-evolving process.
- Everyone has a right to a defense and a fair trial regardless of accusation or standing in the community.

Objectives

Students will know:

- How law enforcement has changed and remained the same over time
- The role of police in a democracy
- What are the communities' rights and responsibilities in promoting safety
- How search warrants protect suspects
- The implications of searches in private vs. public spaces.
- What the "Stop and Frisk" policy is
- How the Use of Force Continuum should be implemented
- What the balance between the right to free expression and assembly with preserving social stability and order should be
- Who is responsible for national security
- What the Patriot Act is and how it is utilized
- What the dual court system is
- Why we have a bail system and how it works
- The definition and benefits of plea bargaining
- Why the jury selection process in necessary
- What the role of a public defender is

Students will be skilled at:

- Charting the history of US policing, identifying major turning points
- Explaining the meaning of decentralized policing in the United States
- Differentiating between traditional policing, community policing, intelligence led policing, and problem oriented policing

- Assessing current reform models to policing and evaluate their potential effectiveness
- Reviewing the organization and structure of prosecution systems
- Recognizing the importance and problems of prosecutorial discretion
- Proposing solutions to limit prosecutorial misconduct
- Explaining the role and importance of a defense attorney, especially as related to the right to be represented by defense counsel
- Explaining the right to refuse counsel
- Identifying the major steps of a pretrial process
- Explaining the importance of bail to defendants
- Identifying the arguments for and against plea bargaining
- Analyzing charts for content, information, and historical trends
- Comparing and contrasting criminal justice stories.
- Evaluating different points of view through class discussion and written response
- Designing their own graphic organizers comparing and contrasting the role of the prosecution v. the defense
- Interpreting editorial cartoons commenting on our courts and/or specific cases
- Being evaluated for their role-playing and successful application of what has been learned about trial procedures in a class-scripted mock trial.

Learning Plan

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

Cranford Police Department Q and A - Students will get a chance to ask questions about modern-day policing and the challenges that it presents. Ways in which the people of Cranford can work with local police to better the community as a whole will be discussed.

Bill of Rights Scenarios - Students will summarize each amendment and argue which amendment is most important. Then students will be given a list of 10 scenarios. In groups, they will determine if a violation occurred, and which amendment the scenario pertains to.

"Law and Order: Asylum" Analysis - Students will watch a Law and Order episode on unhoused people and the 4th amendment. They will then determine to what extent to which the Fourth Amendment applies to those who are unsheltered.

"Defend Yourself" Court Scenarios - Students will read about the different types of defense utilized in the courtroom. Then, they will be given ten scenarios and determine which type of defense a defendant should use in the situation

Use of Deadly Force Article Analysis - Students will read the article from the Washington Post on police-involved shootings and then formulate their own opinions based on the date that they analyze and discuss.

The Case Against Adnan Syed Analysis - Students will watch excerpts approved by the supervisor from the docuseries "The Case Against Adnan Syed" and chart how elements of the criminal justice system relate to the case, including policing, juries, prosecution and defense, plea bargaining, and appeals.

Mock Trial - The teacher will select one mock trial case from the NYSBA archives (can be modified) for students to complete a mock trial.

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:

- Case Studies analysis

- Zimbardo Experiment Discussion
- Law and Order Discussion Prompts
- “Stop and Frisk" writing prompt
- "The Right to Trial by writing prompt.

Summative Assessments:

- Plea Bargain Reform project
- Policing Quiz
- Test: Policing and Processing (key concepts, scenarios, open ended responses)

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:

Use of Deadly Force - https://www.washingtonpost.com/graphics/investigations/police-shootings-database/

“Law and Order: Asylum” episode

Case Study: Terry v. Ohio - https://www.oyez.org/cases/1967/67

"Scars of Stop and Frisk" Video - https://www.youtube.com/watch?v=DdwKyEslK-c

Khan Academy: Due process and the rights of the accused - https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-civil-liberties-and-civil-rights/us-gov-due-process-and-the-rights-of-the-accused/a/lesson-summary-due-process-and-the-rights-of-the-accused

Khan Academy: Balancing individual freedom with public order and safet - https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-civil-liberties-and-civil-rights/us-gov-balancing-individual-freedom-with-public-order-and-safety/a/lesson-summary-balancing-individual-freedom-with-public-order-and-safety

Khan Academy: Miranda v. Arizona - https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-civil-liberties-and-civil-rights/us-gov-due-process-and-the-rights-of-the-accused/v/miranda-v-arizona

Video Clip: Forgiveness in the Criminal Justice System - https://www.nytimes.com/2013/01/06/magazine/can-forgiveness-play-a-role-in-criminal-justice.html

PBS Video Clip: Police involved shooting - https://www.pbs.org/wgbh/frontline/article/shooting-not-to-kill-debate-frustrates-police/

The History of Policing in America Video - https://www.youtube.com/watch?v=LkwrnNaRu1w

Excerpts from “The Erie Case of the Watcher” - https://www.youtube.com/watch?v=xBoKesAQFHU&t=518s

Excerpts approved by the supervisor from the film My Cousin Vinny

the film Twelve Angry Men

Excerpts approved by the supervisor from American Violet - https://www.youtube.com/results?search_query=American+Violet+Clips+

Newsela Article: Investigating a Crime Scene -

https://newsela.com/view/ck9noohyu058k0iqj5g9y897i/?levelId=ck7ecwep10rsi14p7y2gbafdz

Past NYSBA Mock Trial Cases - https://archive.nysba.org/MTArchives/

Excerpts approved by the supervisor from The Case Against Adnan Syed docuseries

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