Unit 1 - Criminal Justice System and the History of Crime

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 an overview of the criminal justice system and the history of crime where students will examine the various philosophies and theories that have existed over time as to the nature and characteristics of criminal behavior and why crimes are committed. By the end of this unit, students will gain an idea of how the environment, societal norms, and technology continue to change the face of crime and responses to it.

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).

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. They also include the Amistad Commission, Information Literacy and New Jersey Diversity and Inclusion Law Mandates.

Essential Questions and Enduring Understandings

Essential Questions:

- What are the essential components of the criminal justice system?
- How are criminal law and civil law distinguished?
- Which factors were and continue to be most influential in how our society views crime and punishment?
- Should motivations as related to bias be considered when prosecuting crimes?

Enduring Understandings:

- The criminal justice system has developed over time from ancient precedents
- Several different models of criminal justice exist; societies must choose which model best fits their needs and values.

Objectives

Students will know:

- What is the role of law in society
- What is justice
- What is injustice
- What is criminal justice
- The difference between Civil and Criminal case
- How to classify cases such as felony and misdemanor
- The different degrees of homicide
- What is classified as a hate crime

Students will be skilled at:

- Defining and provide examples of punishments philosophes
- Analyzing the major components of criminal justice systems
- Differentiating between civil law and criminal law.
- Comparing the inquisitorial system and the adversary system
- Defining what is meant by constitutional limits on criminal law.
- Analyzing the sources of criminal law
- Defining the concept of crime and explain how they are classified
- Exploring the general elements of crime
- Interpreting criminal case studies
- Analyzing charts for content, information, and historical criminal trends.
- Comparing and contrasting criminal justice stories.

- 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:

Why Study Criminology? - Students will define and discuss crime and its history, as well as responses to it, and identify modern ideas about the sources of criminality

The Criminal Justice System Case Studies - Students will discuss controversies, changes, and improvements in the criminal justice system by reading and analyzing various case studies

Felony or Misdemeanor Scenarios - Students will be given a scenario of a possible criminal act. They must decide as a group if the act is a crime, and categorize it into a felony or misdemeanor.

Civil v. Criminal Case Scenarios – Students will read two articles: one describing a civil lawsuit and one describing a criminal case. They will then complete a chart to determine the difference between civil and criminal cases.

Degrees of Murder Scenarios - Students will be given a series of homicide scenarios. Each group must determine which degree of homicide each scenario depicts. They must then determine what the penalty should be for each case.

Are hate crime laws necessary? - In groups, students will review the 15 counts against Dharun Ravi. Based on the maximum possible sentence for each count, students determine Ravi's sentence.

Thievery Case Study - Students will read Theivesville, USA case study. They must determine which crimes were broken (Larceny, Grand theft, petty theft, burglary, robbery, armed robbery, embezzlement, fraud, or extortion), who broke them, and why.

Criminal Psychopathology Project - Students will prepare a presentation for the class highlighting how

criminal behavior can be based on biological, environmental, moral, and societal factors as related to different serial killers.

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:

- OJ Simpson Case Study
- Theivesville USA Case Study
- Felony or Misdemeanor Scenarios
- Civil v. Criminal Scenarios
- NY Times article "Guilty Verdict for Young Woman Who Urged Friend to Kill Himself"

Summative Assessments:

- Test – Basics of Crimes (Key concepts, scenarios, and open ended responses)
- Criminal Psychopathology Project

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:

Newsela Article: Hate crimes on the rise in the United States, according to FBI data - https://newsela.com/view/ck9noohrz054d0iqjm7vl9bzk/?levelId=ck7ecwcge0r4714p7t16hopgf

Crash Course Video: Structure of the court system - https://newsela.com/view/cl2p1gcvj00j308orhk1z129d/

Crash Course Video: Due Process of Law - https://thecrashcourse.com/courses/due-process-of-law-crash-course-government-and-politics-28/

"Guilty Verdict for Young Woman Who Urged Friend to Kill Himself" Article (New York Times) - https://www.nytimes.com/2017/06/16/us/suicide-texting-trial-michelle-carter-conrad-roy.html

"Tyler Clementi and Dharun Ravi - are hate crime laws necessary?" Video - https://www.youtube.com/watch?v=VA6Iw4szUfk

"The Shocking Case of OJ Simpson" Video - https://www.youtube.com/watch?v=YLmDE_JYUNU&t=11s

Case Study: OJ Simpson - https://www.hasdhawks.org/site/handlers/filedownload.ashx?moduleinstanceid=1978&dataid=8170&FileName=case_study_oj_simpson.pdf

Excerpts approved by the supervisor from "Matthew Shepard's story - Hate Crime" Video - https://www.youtube.com/watch?v=DLL_n18Vd7I&t=32s

Excerpts from "The Grisley Murders of Jack the Ripper" Video (00:00-19:56) - https://www.youtube.com/watch?v=qg2nGY1aqlg

“Do Hate Crime Laws Often Violate the Right to Free Speech?” Article - https://aclu.procon.org/questions/do-hate-crime-laws-often-violate-the-right-to-free-speech/

Newsela Article: What is Hate Speech - https://newsela.com/read/lib-hate-speech/id/33951/

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