Unit 3: Individual rights versus Public order and How the System Works

Content Area:	**Social Studies**
Course(s):	**Criminology**
Time Period:	**4 weeks**
Length:	**4 weeks**
Status:	**Published**

Unit Overview

Students will be able to demonstrate knowledge of the individual rights all citizens have and how that works in conjunction with keeping our society safe.

Transfer

Students will be able to formulate opinions on which is more important individual rights or public order and describe how the legal system functions.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- The differences between individual rights and public order.

- The impact of multiculturalism and social diversity on the criminal justice system.

- Their rights given to them by the Bill of Rights.

- How the criminal justice system functions and how the process plays out.

Essential Questions

Students will keep considering...

- The impact of individual rights versus public order.

- The overall affects of social justice on our society.

- How the justice system works and its effectiveness.

Application of Knowledge and Skill

Students will know...

Students will know...

- The differences between individual rights and public order.

- How social justice and criminal justice are intertwined.

- The Bill of Rights and their impact on our lives.

- How the criminal justice system works and how the process flows.

- How multiculturalism and diversity have impacted our view on terrorism.

Students will be skilled at...

- Formulating opinions on the individual rights versus public order debate.

- Identifying the different amendments in the Bill of Rights.

- Understanding the different aspects and nuances of the criminal justice process.

- Identifying what is and isn't due process.

Academic Vocabulary

Individual rights, public opinion, multiculturalism, social diversity, social justice, Bill of Rights, analytic model, conflict model, clearance rates, Miranda rights, bail, preliminary hearing, indictment, grand jury, arraignment, plead out, precedents, due process, crime control model, due process model, intent

Target 2

Determine how social justice and criminal justice are intertwined.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace

with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Target 1

Determine the impact of the different models (consensus, analytic, conflict) that criminal justice system is based off.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

21st Century Life and Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Formative Assessment and Performance Opportunities

Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Guided notes

Benchmark

Differentiation/Enrichment

Enrichment opportunities: extra credit for those who choose to do outside the classroom work

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers

- Chunked Readings

- RAFT Activites (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments

- Academic Games to practice skills and deepen understanding of topics

- Think-Pair-Share Activities

- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment

- Providing additional resources for indpendent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable

- Online Practice Game

- Graphic Organizer

- Perspectives Journal Writing

- Timelines

- Debate

- Play Re-Enactment and Song Analysis

- Research Activity http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html

Online Resources:

Text to Speech: Natural Readers - https://www.naturalreaders.com/

Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/

Unit Resources

Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Student notebook/journal