| ***Unit 1: Basic Principles of Justice***  ***(First Quarter - 8 weeks)*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit).  New Jersey Student Learning Standards – Social Studies  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.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.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).  6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.  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.14.c: 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.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.  21st Century Life and Careers Standards  9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.  9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.  9.3.LW‐ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.  New Jersey Core Curriculum Content Standards - Technology  8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.  8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills Introduction  9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. | | | | | |
| **Rationale and Transfer Goals** :  This course will provide students a basic understanding of the criminal justice system. This course aims to guide students through the criminal justice system, dispelling myths and creating a working understanding of the structures and principles behind the US criminal justice system. Students will learn through inquiry based research and simulation the inner workings of the system that is designed to maintain order in our society. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  The United States criminal justice system is unique, separating federal, state, and local agencies and offenders.  Citizens are impacted by the criminal justice system through policing, court decisions, and the treatment of offenders along with correctional and rehabilitation practices.  The purpose of law is to uphold the social contract in order to maintain equality and stability.  The concept of justice is debatable depending on one’s place in the system  Policing has a long history; theories behind policing vary and many different strategies are used throughout the United States. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   1. What is the purpose of law? 2. How does the United States criminal justice system impact all citizens and non citizens? 3. What should be the purpose of policing? 4. How fair is the American justice system? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Court System - In depth look at how the court system works - Federal v State/criminal v civil  Law- Federal, state, local  Rights of the accused  Policing theories in practice  Career paths for criminal justice | Differentiate between civil and criminal cases  Write case briefs  Evaluation of rights  Evaluation of Policing theories in practice | | Mock trials  crime identification  case-study research  debates /discussions  Videos - Students will watch clips of important criminal trials/documentaries    Guest speakers- lawyers, judges, police and correctional officers  *Field trips (e.g., to a correctional facility, crime lab, police academy, court)* | | **Socratic Seminar**: Ethics and laws in place  **In Class Discussion:** Question and answer  Case briefs  **Summative Assessments:** Common Unit Benchmark Test: Introduction to Criminal Justice : Multiple Choice and open ended responses, Research Methods: Multiple Choice and open ended responses. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| **Knowledge of the court system**  **Separation of Federal and State law** | | **US-I- court systems**  **US I- Federalism** | | **Diagramming the court system**  **Creating a T-chart to show Federal v state laws and overlap** | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  *Street Law Text*  <http://lawandjustice.edc.org/> | | | | | |
| **Interdisciplinary Connections:**  **History**- 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.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.  **Language Arts**- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  **Computer Science**- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  **Math** -Interpreting Categorical and Quantitative Data S-ID A. Summarize, represent, and interpret data on a single count or measurement variable.  **Career and Technical Education** - 9.3.LW‐COR.4 Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment. 9.3.LW‐LEG.5 Analyze the role forensics plays in preventing and solving crimes. | | | | | |
| **Intersections of History:**  **Black:**  Samuel James Battle - New York City’s first black cop.  Georgia Ann Hill Robinson - 1st black female officer in the Los Angeles Police Department and possibly the country.  James Weldon Johnson - 1st African American Police Office in Chicago  Charles Hamilton- Houston -The Godfather of all Black Law Educators - “The man who killed Jim Crow”.  Constance Baker Motley - The first black woman to become a federal judge - 1st woman to argue a case before the Supreme Court  Thurgood Marshall - 1st black Supreme Court Justice  W.E.B Du Bois - Pioneering American Criminologist  Ketanji Brown Jackson - Supreme Court Justice  **Hispanic:**  Black and Brown activism against racially discriminatory treatment in the nation’s cities and prisons for a time netted concrete improvements in police-community relations (leading to landmark Supreme Court rulings such as Miranda v. Arizona, 1966), and in prison conditions (with crucial rulings such as Monroe v. Pape, 1961; Robinson v. California, 1962; and Holt v. Sarver, 1969).  Sonia Sotamayer - First Latina appointed to the Supreme Court  Mario Obledo - Hispanic Rights Leader  Josephine Serrano Collier - LAPD’s first Latina Female Officer.  MALDEF - Mexican American Legal Defense Fund and Educational Fund  Mendez v. Westminster - In 1947, parents won a federal lawsuit against several California school districts that had segregated Mexican-American schoolchildren.  **Women:**  Sanda Day O’Conner - American attorney and politician who served as the first female associate justice of the Supreme Court of the United States from 1981 to 2006  Freda Adler - Criminologist  Alice Stebben Wells - One of the 1st female police officers.  Janet Reno - 1st woman Attorney General  African-American - Beverly Harvard - Atlanta’s 1st Female Chief  **LGBTQ:**  Sylvia Rivera - Sylvia Rivera Law Project  The Equality Act (2010)  Gay Officers Action League (Charles Cochrane - 1st openly gay officer of the NYPD) | | | | | |
| **Important Vocabulary:**  adjourn  admonish  alibi  arraign  arson  bail  brandish  coroner  corroborate  culprit  custody  delinquent  exonerate  incarceration  indictment  larceny  libel  litigation  manslaughter  miranda rights  misdemeanor  murder  parole  perjury  plea bargaining  prosecution  recidivism  remand home  sabotage  sequester  slander  subdue  suborn  subpoena  summons  vigilante  warrant | | | | | |