| ***Unit 2: Jury Trials and Punishment******(Second 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 Studies6.1.12.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.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.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. 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.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. 21st Century Life and Careers Standards9.3.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 - Technology8.2.12.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 Introduction9.2.12.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 US 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 treatment of offenders.The criminal justice system uses a variety of measures to deter would-be criminals and to rehabilitate those convicted of crime.The correctional system serves as a deterrent, while at the same time not preventing recidivism.Courtroom procedure guarantees an equal, fair, and professional trial that demonstrates a functioning court system. |
| **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. Is our current penal system effective in deterring crime and rehabilitating criminals?
2. Does the American legal process provide justice for all parties?
3. What should be the purpose of prisons and/or correctional facilities?
4. How effective is the correctional system in the United States?
5. Why is courtroom procedure and decorum important?
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| **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*** |
| Courtroom etiquetteCorrections - Theories of corrections - Types of Punishments: Prison, Capital Punishment, ProbationCriminal Justice and the Media - Role of the media - Changes brought about by the media - Famous cases affected by the media.Career Paths for criminal justice | Diagram steps from crime committed through correctionDifferentiate between civil and criminal casesWrite case briefsCritical analysis of theories in practice | Mock trialscrime identification case-study researchdebates /discussions Videos - Students will watch clips of important criminal trials/documentaries  Guest speakers- lawyers, judges, police and correctional officersField trips (e.g., to a correctional facility, crime lab, police academy, court) | **Socratic Seminar**: Ethics and laws in place**In Class Discussion:** Question and answerCase 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 systemSeparation of Federal and State law | Previous semester- intro to criminal justice | Applying the diagram of the court system |
| **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 pov9.4.8.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-** 6.3.12.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).**English-** 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. |
| **Intersections of History:** **Black:** Emmitt Till - 14-year-old African American boy who was abducted, tortured, and lynched in Mississippi in 1955.Johnnie Cochran - trial lawyerRodney King - victim police brutality Central Park 5 - Bryan Stevenson/Walter McMillian - equal justice initiative James A. Thomas - First DOC African-American WardenCharles E. Samuels Jr. - Director of the United States Federal Bureau of Prisons (2011-2016) - 1st African American appointed to that position**Hispanic:**LULAC - League of Latin American CitizensHernandez V. State of Texas Gabriel Rodriquez - 1st Hispanic Police Chief of the Camden County Police DepartmentJanelle Simpson - 1st Hispanic and 1st woman deputy chief of Police - Camden County Police Department**Women:** Erin Brokovich - Civil lawsuitEthel Rosenberg - Espionage Trial Rhoda Coffin - Prison reformDr. Mary B. Harris - Prison reform**LGBTQ:** Matthew Shepard - Gay American student Paul Broussard - Gay Houston banker  |
| **Important Vocabulary:** accessory after the factadjournarraignbailcareer offenderclemencycollusioncommunity serviceconcurrent sentenceconspiracy controlled substance offenseconvictioncoronerdefendantdefense attorneydelinquentduressexoneratefelonyforfeituregood time creditindictmentinquestjudgelarcenylynchmanslaughtermisdemeanornegligentoffenseparoleperjurypleaplea agreementprobationprobation officerprosecutor public defenderseditionsubpoenawarrant |