



Introduction to Criminal Justice

Elective

Course # 0442

Credits 5

2018

I. Course Description:

Introduction to Criminal Justice is an elective that familiarizes students to the workings of the U.S. Criminal Justice system. The students will gain knowledge of their individual rights. Then using the context of an individual's right, the process of how a case proceeds through the criminal justice system will be addressed.

II. Units:

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	Criminal Justice System Defined		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			
9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.			
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.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.			
9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.			
9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.			
9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.			
9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.			

9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.

9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions (3-5)

1. What is the definition of Criminal?
2. What is the definition of Justice?
3. How would a criminal case flow through the criminal justice system?
4. What is the genesis of the rights guaranteed by the Bill of Rights?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

Forensic Science, Fundamentals and Investigations, Bertino, South-Western Cengage Learning, Mason, OH 2008

Crime Scene Investigation, Pearson-Prentice Hall, 2004

Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009

Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

- Analyze a criminal case as it proceeds through the criminal justice system
- Define 'criminal' and 'justice' and cite examples
- Prepare a police agency organizational chart.
- Identify the responsibilities of different job titles in the criminal justice system.
- Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Summative

- Tests –
- Quizzes-
- Individual Projects
- Research projects oral and written - Reports – Oral/Written

Formative

- Quizzes
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 4 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	Measuring Crime		
NJSLS/CCTC Standard(s) Addressed in this unit			
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CRP11. Use technology to enhance productivity.

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RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

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NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Essential Questions (3-5)

Why is accurate measurement of crime essential to fighting crime?
What are the tools used to measure crime in America?
How are known factors that lead to crime used to help prevent crime?

Anchor Text

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New Jersey Police Manual, Gann Law Books, 2007
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Demonstrate a knowledge of crime data collected; and describe how the Uniform Crime Reports are developed.
2. Analyze crime data and make predictions.
3. Identify the responsibilities of different job titles in the criminal justice system.
4. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Summative

- Tests
- Quizzes- Individual Projects
- Research projects oral and written reports – oral/written

Formative

- Quizzes

- Practical/Hands
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
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Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

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Suggested Time Frame: 3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	Theories of Why Crime is Caused		
NJSLS/CCTC Standard(s) Addressed in this unit			
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CRP12. Work productively in teams while using cultural global competence.

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Essential Questions (3-5)

What effects did the Enlightenment Era have on the theories of the causes of crime?

What are the biological theories for the causes of crime?

What are the social structure theories for the causes of crime?

What are the psychological theories for the causes of crime?

What are the 21st Century theories for the causes of crime?

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New Jersey Police Manual, Gann Law Books, 2007
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Trace the evolution of criminological theories from the Dark Ages to the 21st Century.
2. Define the following terms as they relate to the field of criminal justice: criminological, biological, psychological, sociological, social process, and conflict theories.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Summative

- Tests
- Quizzes- Formal measures of student progress.
- Individual Projects
- Research projects oral and written
- Reports

Formative

- Quizzes-
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

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Suggested Time Frame:

3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	Purpose and Types of Law		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.</p> <p>9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.</p> <p>9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.</p> <p>9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.</p> <p>9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.</p> <p>9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>			

CRP6. Demonstrate creativity and innovation.

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NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

1. What purpose do laws serve in society?
2. How did American laws evolve from English Common Law?
3. What are the different types of laws?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Recognize the necessity of law in an orderly society.
2. Understand the concept of Rule of Law.
3. Define the functions of different types of law in an orderly society.
4. Identify the responsibilities of different positions in the criminal justice system.
5. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Summative

-Tests

-Quizzes.

- Individual Projects

-Research projects oral and written - Reports

Formative

- Quizzes
- Practical/Hands- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	The Criminal Act		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			
9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.			
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.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.

9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.

9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.

9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.

9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.

9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

1. What are the general categories of crime?
2. What are the essential elements of a criminal act?
3. What are the types of defenses that apply to a criminal charge?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

Crime Scene Investigation, Pearson-Prentice Hall, 2004 Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009
Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Explain how crimes are categorized.
2. Differentiate between *Actus Reus* and *Mens Rea*.
3. Analyze the types of defenses used in a criminal trial.
4. Identify the responsibilities of different positions in the criminal justice system.
5. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Summative

- Tests
- Quizzes
- Individual Projects
- Research projects oral and written - Reports –

Formative

- Quizzes-
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courtstv.com (Court TV Home)

www.courtstv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame:

3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	The Evolution & Mission of American Policing		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.</p> <p>9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.</p> <p>9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.</p> <p>9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.</p> <p>9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.</p> <p>9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>			

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

1. What influence did English policing have on the development of American policing?
2. What is the police mission?
3. How are police departments organized and deployed to accomplish the mission?
4. What are the levels of force used on the police force continuum?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

Crime Scene Investigation, Pearson-Prentice Hall, 2004 Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009

Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Trace the evolution of American policing from its historical roots.
2. Define police mission; and how are police deployed to accomplish the mission.
3. Define police discretion.
4. Recognize the "use of force" options available to law enforcement.
5. Identify the responsibilities of different positions in the criminal justice system.
6. The student will be able to engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Specific methods of assessment include, but are not necessarily limited to the following:

Summative

- Tests –
- Quizzes-
- Individual Projects
- Research projects oral and written - Reports – Oral/Written

Formative

- Quizzes-
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	The Lawful Collection of Evidence		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			

9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.

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.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.

9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.

9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.

9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.

9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.

9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

5. What is the Exclusionary Rule?
6. Under what circumstances can the police conduct a search?
7. What is police discretion; and when should it be used?
8. What is the difference between Criminal Profiling and Racial Profiling?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

Forensic Science, Fundamentals and Investigations, Bertino, South-Western Cengage Learning, Mason, OH 2008

Crime Scene Investigation, Pearson-Prentice Hall, 2004 Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009

Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Recognize the constitutional boundaries set upon law enforcement in the collection of evidence.
2. Enumerate the elements of a search warrant.
3. State the rules as to when a search can be conducted in absence of a search warrant.
4. Utilize and evaluate fundamental methods of forensic science.
5. Understand the proper method for processing a crime scene.
6. Define the techniques used in crime scene investigations (i.e.: fingerprints, impressions, serology, hair/fiber analysis, ballistics, biological fluids, and other physical evidence).
7. Identify the responsibilities of different positions in the criminal justice system.
8. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Specific methods of assessment include, but are not necessarily limited to the following:

Summative

-Tests –

-Quizzes-

- Individual Projects

-Research projects oral and written - Reports – Oral

Formative

- Quizzes- informal measures of student understanding

-Practical/Hands-On projects and activities

- Homework

-Computer projects - Charts/Graphs/Maps/ Diagrams

- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
www.cjnowonline.com (online textbook)
www.courtstv.com (Court TV Home)
www.courtstv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	The History and Structure of the American Court System		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.</p> <p>9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.</p>			

9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.

9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.

9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.

9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

What is the history and structure of the American Court system?

Who are the main professional courtroom participants?

Who are the main non-professional courtroom participants?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Identify the structure of the U.S. Court system
2. Understand the responsibilities of professional and non-professional courtroom participants.

3. Identify the responsibilities of different titles in the criminal justice system.
4. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Specific methods of assessment include, but are not necessarily limited to the following:

Summative

- Tests –
- Quizzes-
- Individual Projects
- Research projects oral and written - Reports – Oral/Written

Formative

- Quizzes-
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

Content Area: Introduction to Criminal Justice

Grade(s) 9-12

Unit Plan Title:	Elements of a Criminal Trial
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NJSLS/CCTC Standard(s) Addressed in this unit	
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- 9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.
- 9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
- 9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.
- 9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.
- 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. 9.3LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals
- 9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.
- 9.3 LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.
- 9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.
- 9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.
- 9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.
- 9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.
- 9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

1. What are the pre-trial stages of a criminal trial?
2. What are the stages of a criminal trial?
3. What are the responsibilities of each participant in a criminal trial?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Recognize the steps taken prior to a criminal trial.
2. Understand the responsibilities of the participants in a criminal trial.
3. Identify the responsibilities of different positions in the criminal justice system.
4. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Specific methods of assessment include, but are not necessarily limited to the following:

Summative

- Tests –
- Quizzes-
- Individual Projects
- Research projects oral and written - Reports – Oral/Written

Formative

- Quizzes-
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	Goals and Philosophies of Sentencing		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			

9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.

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.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.

9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.

9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.

9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.

9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.

9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

What are the goals of criminal sentencing?

What are the philosophies of criminal sentencing?

What are the justifications and oppositions to the Death Penalty?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Recognize the different goals of criminal sentences.
2. Recognize the philosophies behind different criminal sentences.
3. Identify the responsibilities of different positions in the criminal justice system.
4. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Specific methods of assessment include, but are not necessarily limited to the following:

Summative

- Tests –
- Quizzes-
- Individual Projects
- Research projects oral and written - Reports – Oral/Written

Formative

- Quizzes-
 - Practical/Hands-On projects and activities
 - Homework
 - Computer projects - Charts/Graphs/Maps/ Diagrams
 - Debates/Simulations
 - Class Participation
-

- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
www.cjnowonline.com (online textbook)
www.courttv.com (Court TV Home)
www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	Sentencing Options		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.</p>			

9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.

9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.

9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.

9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.

9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

1. What is the difference between parole and probation?
2. What are intermediate sanctions?
3. Prior to incarceration, what were the common forms of punishment?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library , PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Trace the history of punishments and sentencing.
2. Recognize the difference between parole and probation.
3. Understand intermediate sanctions.
4. Identify the responsibilities of different positions in the criminal justice system.
5. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Specific methods of assessment include, but are not necessarily limited to the following:

Summative

- Tests –
- Quizzes-
- Individual Projects
- Research projects oral and written - Reports – Oral/Written

Formative

- Quizzes-
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

Content Area:	Introduction to Criminal Justice	Grade(s)	9-12
Unit Plan Title:	Development of US Prisons		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			
9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.			
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.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.			
9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.			
9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.			
9.3. LW-ENF.7 Manage crime and loss prevention programs in collaboration with the community.			
9.3. LW-ENF.8 Explain the appropriate techniques for managing crises in order to maintain public safety.			
9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.			
9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.			

9.3. LW-ENF.11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Essential Questions (3-5)

4. How did prisons evolve from the Penitentiary Era to the Just Deserts Era?
5. What are some problems confronting the corrections system today?
6. What special problems do female inmates, transgender inmates, infirmed inmates and elderly inmates pose?
7. What lead to the emergence of private prisons?
8. What rights do inmates retain and lose once incarcerated?

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

6. Trace the evolution of the U.S. corrections system.

7. Recognize current problems in the U.S. corrections system.
8. Recognize problems posed by inmates with special needs.
9. Recognize prisoner rights.
10. Identify the responsibilities of different titles in the criminal justice system.
11. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.

Specific methods of assessment include, but are not necessarily limited to the following:

Summative

- Tests –
- Quizzes-
- Individual Projects
- Research projects oral and written - Reports – Oral/Written

Formative

- Quizzes-
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 3 weeks

III. INSTRUCTIONAL STRATEGIES

Student learning will encompass the three main methods of learning (auditory, visual, and kinesthetic). In order to meet the individual needs of our students, differentiated instruction techniques are utilized on a daily basis. This involves the use of a variety of instructional strategies including Inquiry Based Learning (this method allows the student to try to find resolution to issues and questions as they accumulate new knowledge). The student's involvement will lead to understanding and Project Based Learning (students will participate in hands on projects and practice skills that pertain to the subject matter). This learning approach is all encompassing for the student.

Other strategies employed include:

- Readings and exercises from approved sources
- Individual and group research projects
- Cooperative group activities
- Teacher generated handouts
- Lecture in conjunction with class discussion and notes
- Debates
- Role playing activities
- Oral and written reports
- Simulations
- Multimedia presentations
- Field trips
- Class discussions
- Peer teaching

IV. SCOPE AND SEQUENCE I= Introduced D=Developed in Depth R=Reinforced

SKILL TO BE LEARNED	9-12
Demonstrate an understanding of the criminal justice system from arrest to incarceration	I,D

Discuss current issues in criminal justice	I,D
Demonstrate an understanding of the responsibilities of lawmaking	I,D
Demonstrate an understanding of advocacy groups and lobbying issues	I,D
Demonstrate an understanding of how disputes are settled	I,D
Understand and demonstrate the organization and operation of the local, state, and federal court systems and related personnel	I,D
Basic understanding of the US Constitution and Landmark Decisions	I,D
Demonstrate understanding of the legal principles of the first, fourth, fifth, sixth, and eighth amendments	I,D
Demonstrate an understanding of due process	I,D
Demonstrate an understanding of the responsibility of defense attorneys	I,D
Demonstrate an understanding of how law enforcement deal with the issues of crime in America	I,D
Demonstrate an understanding of the classification of state and federal crimes	I,D
Demonstrate an understanding of crimes against individuals	I,D
Demonstrate an understanding of the different crimes against property	I,D
Demonstrate an understanding of the several defense to criminal behavior	I,D
Demonstrate an understanding of the difference between pat downs and search incident to arrest	I,D

Demonstrate an understanding of handcuffing techniques and procedures	I,D
Understand and explain collaborative relationship between police, courts, corrections, fire, EMS, and related agencies	I,D
Describe the value of ethics, morals, integrity and professionalism in law enforcement	I,D
Understand and evaluate civic responsibility, rights, and obligations	I,D
Identify different job opportunities in the Criminal Justice System	I,D
Evaluate and explain the trial process and system for sentencing	I,D
Understand and demonstrate the organization and operation of the local, state, and federal court systems and related personnel	I,D
Demonstrate strong understanding of the US Constitution and Landmark Decisions	I,D
Evaluate the principles of civil law (torts, negligence, intentional torts, and strict liability)	I,D
Understand and explain collaborative relationship between police, courts, corrections, fire, EMS, and related agencies	I,D
Analyze crime data and make predictions	I,D
Understand and evaluate civic responsibility, rights, and obligations	I,D
Identify traits of a serial killer	I,D
Identify motives of serial killers	I,D
Prepare a police agency organizational chart	I,D

Demonstrate an understanding crime data and how the Uniform Crime Reports are developed	I,D
Understand and explain Criminological, Biological, Psychological, Sociological, Social Process, and Conflict Theories	I,D
Understand how crimes are categorized	I,D
Explain the elements of a crime	I,D
Understand the levels of force available to a law enforcement officer	I,D
Understand and apply the concept of police discretion	I,D
Differentiate and understand the difference between <i>Actus Reus</i> and <i>Mens Rea</i>	I,D
Understand and analyze the types of defenses that are used in a criminal trial	I,D
Understand and evaluate the future of our criminal justice system	I,D
Explain the various goals of criminal sentencing	I,D
Understand the function of a prison and issues associated with confinement	I,D
Evaluate fundamental methods of forensic science	I,D
Apply higher order thinking to solve law enforcement problems	I,D

V. TEXTBOOK, INSTRUCTIONAL MATERIALS AND SOFTWARE

Anchor Text

Criminal Justice Today, 11th Edition with CD ROM and online resources. Frank Schmalleger. Pearson/Prentice Hall, 2011. ISBN: 0-13-137289-0

Support Resources

Crime Scene Investigation, Pearson-Prentice Hall, 2004 Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library, PCTI Circulation Library and Computer Labs

Online Resources

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

VI. Student Handout:

Course Description:

Introduction to Criminal Justice is an elective course designed to introduce students to the knowledge of their individual rights and learn how a case proceeds through the criminal justice system in the context of these rights. This course is available to all students attending Passaic County Technical Institute. Students will learn the workings of law enforcement, the court system, and the corrections.

Proficiencies:

1. Analyze a criminal case as it proceeds through the criminal justice system
 2. Prepare a police agency organizational chart.
 3. Demonstrate an understanding of crime data and how Uniform Crime Reports are developed.
 4. Analyze crime data and make predictions.
 5. Understand and explain the following: Criminological, Biological, Psychological, Sociological, Social Process, and Conflict Theories, and cite examples of each theory.
 6. Understand how crimes are categorized.
 7. Differentiate between *Actus Reus* and *Mens Rea*.
 8. Recognize the elements of a crime.
 9. Understand the levels of police/citizen contacts.
 10. Recognize rights afforded to citizens.
 11. Analyze types of defenses used in a criminal trial.
 12. Evaluate the future of our criminal justice system.
 13. Understand the function of a prison and issues associated with confinement.
 14. Understand 'victimless crimes' and effects on crime statistics.
 15. Understand police discretion.
 16. Understand the use of force options available to law enforcement
 17. Identify the responsibilities of different job titles in the criminal justice system.
 18. Engage in vigorous academic discourse collating class material with current events.
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