

ACADEMY OF CRIMINAL JUSTICE



Criminal Justice/ Public Safety I

2018

Course# 2017

12.5 Credits

I. Introduction

Criminal Justice/ Public Safety I introduces the novice student to the design and function of the Criminal Justice System. Additionally, discussions to explain individual rights and freedoms will be included.

II. Units

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Introduction to the U.S. Legal System		
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-COR.1 Evaluate the correctional environment for signs of potential problems and/or danger.			
9.3. LW-COR.3 Analyze the impact of federal, state and local laws on correctional facilities.			
9.3. LW-COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.			
9.3. LW-COR.6 Compare and contrast different career fields in the correction services.			
9.3. LW-COR.11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.			
9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.			
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.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.

9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.

9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.

9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.

9.3. LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

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NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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)

- 1-What is the definition of ‘law’?
- 2- What are the different types of laws?
- 3- How does the U.S. Constitution shape our laws?
- 4- How do values and human rights shape our laws?

Anchor Text

Street Law, 9th Edition. Lee Arbetmna & Edward O’Brien, 2016. McGraw Hill.

ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Criminal Code of NJ, Gould Publications, 2007

NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. Define ‘law.’
2. Define the different types of laws.
3. State how the U.S. Constitution shape laws.
4. State how the societal values and human rights shape laws.
5. Evaluate a citizen’s civic responsibility, rights, and obligations.
6. Use current events to explain criminal justice concepts.

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 – Objective and Essay
- Quizzes- Objective and Essay, given approximately once a week
- 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

Suggested Time Frame: 6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Laws and Judicial Review		
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Essential Questions (3-5)

- 1- What is the process of enacting new laws at the federal, state and municipal level?
- 2- How do appellate courts establish precedents?
- 3- What is the concept of 'Judicial Review'?

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Expected Proficiencies of the Unit

1. List the responsibilities of local, state, and federal courts.
2. Demonstrate an understanding of the U.S. Constitution and its Landmark decisions.
3. Demonstrate an understanding of judicial review.
4. Explain concepts from the text in the context of 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 – Objective and Essay
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- Individual Projects
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- Class Participation
- Role play activities
- Analyses of newspapers, magazines, current events, videos, etc.

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

Canvas	
Suggested Time Frame:	6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Resolving Disputes with and without the Court System		
NJSLS/CCTC Standard(s) Addressed in this unit			
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NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions (3-5)

1- How can the use of negotiation, mediation and arbitration resolve disputes outside of the court system?

2- What are the different types of courts?

3- What are the powers and responsibilities of the U.S. Supreme Court?

Anchor Text

Street Law, 9th Edition. Lee Arbetmna & Edward O'Brien, 2016. McGraw Hill.

ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Criminal Code of NJ, Gould Publications, 2007

NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. State how disputes can be resolved without going to court.
2. State how disputes are resolved using the court system.
3. Analyze the responsibilities of the U.S. Supreme Court.
4. Explain concepts from the text in the context of 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 – Objective and Essay
- Quizzes- Objective and Essay, given approximately once a week
- 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

Suggested Time Frame: 6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Elements and Causes of Crime		
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-COR.1 Evaluate the correctional environment for signs of potential problems and/or danger.

9.3. LW-COR.3 Analyze the impact of federal, state and local laws on correctional facilities.

9.3. LW-COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.

9.3. LW-COR.6 Compare and contrast different career fields in the correction services.

9.3. LW-COR.11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.

9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.

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.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.

9.3. LW-ENF.14 Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.

9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.

9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.

9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.

9.3. LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions (3-5)

What are the elements of a crime?

What are the causes of crime?

What is the relationship between gangs and crime?

What is the relationship between alcohol and crime?

What is the relationship between illegal drugs and crime?

Anchor Text

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ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Criminal Code of NJ, Gould Publications, 2007

NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. List the three necessary elements of a criminal offense.
2. Analyze the 'Nature vs. Nurture' argument of crime causation.
3. Explain the relationship between illegal drugs and crime.
4. Explain the relationship between legal drugs and crime.
5. Discuss concepts from the text in the context of 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 – Objective and Essay

-Quizzes- Objective and Essay,

- 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

Suggested Time Frame: 6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Different Categories of Crime		
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-COR.1 Evaluate the correctional environment for signs of potential problems and/or danger.</p> <p>9.3. LW-COR.3 Analyze the impact of federal, state and local laws on correctional facilities.</p> <p>9.3. LW-COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.</p> <p>9.3. LW-COR.6 Compare and contrast different career fields in the correction services.</p> <p>9.3. LW-COR.11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.</p> <p>9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</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>			

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.

9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.

9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.

9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.

9.3. LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Essential Questions (3-5)

What are the different categories of crimes?

What is the difference between crimes against persons and crimes against property?

What is the definition ‘cyber-crime’?

Anchor Text

Street Law, 9th Edition. Lee Arbetmna & Edward O’Brien, 2016. McGraw Hill.

ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Criminal Code of NJ, Gould Publications, 2007

NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. State the different categories of crimes.
2. Explain the difference between crimes against persons and crimes against property.
3. Explain the concept of ‘cyber-crime.’
4. State the jurisdictional problems associated with investigating and prosecuting a cyber-crime.
5. Discuss concepts from the text in the context of 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 – Objective and Essay
- Quizzes- Objective and Essay
- 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

Suggested Time Frame: 6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Police/Citizen Contacts		
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-COR.1 Evaluate the correctional environment for signs of potential problems and/or danger.
- 9.3. LW-COR.3 Analyze the impact of federal, state and local laws on correctional facilities.
- 9.3. LW-COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.
- 9.3. LW-COR.6 Compare and contrast different career fields in the correction services.
- 9.3. LW-COR.11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.
- 9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
- 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.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.
- 9.3. LW-ENF.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.
- 9.3. LW-ENF.14 Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.
- 9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.
- 9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.
- 9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
- 9.3. LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

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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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions (3-5)

What are the three levels of police/citizen contacts?

What is the definition of a field inquiry?

What is the definition of a stop?

What is the definition of an arrest?

What is the difference in legal criteria between a field inquiry, stop or arrest?

Anchor Text

Street Law, 9th Edition. Lee Arbetmna & Edward O'Brien, 2016. McGraw Hill.
ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

Essentials of Firefighting, International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, 2007.
New Jersey Police Manual, Gann Law Books, 2007
Criminal Code of NJ, Gould Publications, 2007
NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. Define the three levels of police/citizen contacts.
2. Analyze the difference between the legal criteria to conduct a field inquiry, stop and arrest.
3. Understand and evaluate a citizen's civic responsibility, rights, and obligations.
4. Explain concepts from the text in the context of 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 – Objective and Essay
- Quizzes- Objective and Essay
- 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	
Suggested Time Frame:	6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Police Searches		
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-COR.1 Evaluate the correctional environment for signs of potential problems and/or danger.</p> <p>9.3. LW-COR.3 Analyze the impact of federal, state and local laws on correctional facilities.</p> <p>9.3. LW-COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.</p> <p>9.3. LW-COR.6 Compare and contrast different career fields in the correction services.</p> <p>9.3. LW-COR.11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.</p> <p>9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</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.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.

9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.

9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.

9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.

9.3. LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions (3-5)

Under what circumstances can the police obtain a search warrant?

Under what circumstances can the police conduct a search without a warrant?

What is the exclusionary rule?

Anchor Text

Street Law, 9th Edition. Lee Arbetmna & Edward O'Brien, 2016. McGraw Hill.

ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Criminal Code of NJ, Gould Publications, 2007

NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. Explain the legal principles of the Fourth Amendment.
2. State the recognized exceptions to the Fourth Amendment.
3. Analyze the goal of the Exclusionary Rule.
4. Explain concepts from the text in the context of 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 – Objective and Essay
- Quizzes- Objective and Essay
- 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

Suggested Time Frame: 6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Branches of the U.S. Government		
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.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.			
9.3. LW-COR.1 Evaluate the correctional environment for signs of potential problems and/or danger.			

9.3. LW-COR.3 Analyze the impact of federal, state and local laws on correctional facilities.

9.3. LW-COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.

9.3. LW-COR.6 Compare and contrast different career fields in the correction services.

9.3. LW-COR.11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.

9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.

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-LEG.6 Use legal terminology to communicate within the legal services community.

9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.

9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

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

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions (3-5)

How does the Constitution establish the basic framework of the U.S. government?
What are the responsibilities of the Executive branch of the U.S. government?
What are the responsibilities of the Legislative branch of the U.S. government?
What are the responsibilities of the Judicial branch of the U.S. government?

Anchor Text

Street Law, 9th Edition. Lee Arbetmna & Edward O'Brien, 2016. McGraw Hill.
ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007
Criminal Code of NJ, Gould Publications, 2007
NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. State how the U.S. Constitution establishes a framework for our government.
2. Delineate the responsibilities of the Executive branch of the U.S. government.
3. Delineate the responsibilities of the Legislative branch of the U.S. government.

4. Delineate the responsibilities of the Judicial branch of the U.S. government.
5. Understand and evaluate a citizen's civic responsibility, rights, and obligations.
6. Explain concepts from the text in the context of 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 – Objective and Essay
- Quizzes- Objective and Essay, given approximately once a week
- 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

Suggested Time Frame: 6 weeks

Content Area:	Criminal Justice I	Grade(s)	9
Unit Plan Title:	Basic Citizen Rights		
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-COR.1 Evaluate the correctional environment for signs of potential problems and/or danger.</p> <p>9.3. LW-COR.3 Analyze the impact of federal, state and local laws on correctional facilities.</p> <p>9.3. LW-COR.5 Describe the legal, regulatory and organizational guidelines governing the correction services.</p> <p>9.3. LW-COR.6 Compare and contrast different career fields in the correction services.</p> <p>9.3. LW-COR.11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.</p> <p>9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</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.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>9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.</p> <p>9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.</p> <p>9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.</p> <p>9.3. LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>			

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions (3-5)

How does the Bill of Rights protect basic individual rights?
List and define the constraints on First Amendment?
List and define the constraints on Fourth Amendment?
List and define the constraints on Fifth Amendment?
List and define by and what are the constraints on Sixth Amendment?
What is Due Process?

Anchor Text

Street Law, 9th Edition. Lee Arbetmna & Edward O'Brien, 2016. McGraw Hill.
ISBN- 978-0-02-142925-7

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007
Criminal Code of NJ, Gould Publications, 2007
NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library

Expected Proficiencies of the Unit

1. Define the basic protections provided by the First, Fourth, Fifth and Sixth Amendments.
2. State constraints on First, Fourth, Fifth and Sixth Amendment rights.
3. Analyze the historical events leading up to the First, Fourth, Fifth and Sixth Amendments.
4. Understand and evaluate a citizen's civic responsibility, rights, and obligations.
5. Explain concepts from the text in the context of 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 – Objective and Essay
- Quizzes- Objective and Essay
- 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

Suggested Time Frame: 6 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

SKILL TO BE LEARNED	9	10	11	12
Demonstrate an understanding of the criminal justice system from arrest to incarceration	I			
Discuss current issues in criminal justice	I			
Demonstrate an understanding of the responsibilities of lawmaking	I			
Demonstrate an understanding of advocacy groups and lobbying issues	I			
Demonstrate an understanding of how disputes are settled	I			
Understand and demonstrate the organization and operation of the local, state, and federal court systems and related personnel	I			
Demonstrate strong understanding of the US Constitution and Landmark Decisions	I			
Demonstrate understanding of the legal principles of the first, fourth, fifth, sixth, and eighth amendments	I			
Demonstrate an understanding of due process	I			
Demonstrate an understanding of the responsibility of defense attorneys	I			
Demonstrate an understanding of how law enforcement deal with the issues of crime in America	I			
Demonstrate an understanding of the classification of state and federal crimes	I			
Demonstrate an understanding of crimes against individuals	I			

Demonstrate an understanding of the different crimes against property	I			
Demonstrate an understanding of the several defense to criminal behavior	I			
Demonstrate an understanding of the difference between pat downs and search incident to arrest	I			
Demonstrate an understanding of handcuffing techniques and procedures	I			
Understand and explain collaborative relationship between police, courts, corrections, fire, EMS, and related agencies	I			
Describe the value of ethics, morals, integrity and professionalism in law enforcement	I			
Demonstrate working knowledge of NJ Criminal Code (Title 2C) and Motor Vehicle Code (Title 39)	I			
Apply techniques for crime scene investigation (i.e.: patent and latent fingerprints, transfer impressions, casting and facial composite recognition)	I			
Understand and evaluate civic responsibility, rights, and obligations	I			
Demonstrate an understanding of how laws are created	I			
Explain and conduct a mock trial	I			
Identify different job opportunities in the Criminal Justice System	I			
Engage in vigorous academic discourse collating class material with current events	I			

V. Complete List of Course Textbooks, Instructional Resources Software

Street Law, 9th Edition. Lee Arbetmna & Edward O'Brien, 2016. McGraw Hill.
ISBN- 978-0-02-142925-7

New Jersey Police Manual, Gann Law Books, 2007

Criminal Code of NJ, Gould Publications, 2007

NJ Arrest, Search and Seizure (Book & On-Line), Gann Law Books, 2005

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library

www.fbi.gov

www.justice.gov

VI. Student Handout

Criminal Justice I is a full-year career and technical education course introduces novice students to the U.S. Criminal Justice System and to the rights and freedoms guaranteed every person. The importance of laws in society; and how bills become law. In addition, students learn about the creation of the Bill of Rights; and how the courts interpreted these rights. Discussions will include how these rights are operationalized on a daily basis. Civics and citizenship are also large components of this program. This course is an introductory course to the Criminal Justice Program.

This is a comprehensive program including theoretical, practical, and hands-on instruction. Students **will be** challenged on a daily basis with technology, practical projects and activities, guest presentations, demonstrations from industry personnel, field trips, role-playing activities, and service-learning projects. Instruction includes the most current tools, practices and techniques utilized in the criminal justice industry.

Proficiencies

1. Define 'law.'
 2. Explain the different types of laws.
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3. Analyze how the U.S. Constitution shape laws.
 4. State how the societal values and human rights shape laws.
 5. Evaluate a citizen's civic responsibility, rights, and obligations.
 6. List the responsibilities of local, state, and federal courts.
 7. Demonstrate an understanding of the U.S. Constitution and its Landmark decisions.
 8. Explain judicial review.
 9. State how disputes can be resolved with or without going to court.
 10. Analyze the responsibilities of the U.S. Supreme Court.
 11. List the three necessary elements of a criminal offense.
 12. Analyze the 'Nature vs. Nurture' argument of crime causation.
 13. Explain the relationship between legal and illegal drugs and crime.
 14. Define the three levels of police/citizen contacts.
 15. Analyze the difference between the legal criteria to conduct a field inquiry, stop and arrest.
 16. Explain the legal principles and exceptions to the Fourth Amendment.
 17. Analyze the goal of the Exclusionary Rule.
 18. State how the U.S. Constitution establishes a framework for our government.
 19. Delineate the responsibilities of the Executive branch of the U.S. government.
 20. Delineate the responsibilities of the Legislative branch of the U.S. government.
 21. Delineate the responsibilities of the Judicial branch of the U.S. government.
 22. Understand and evaluate a citizen's civic responsibility, rights, and obligations.
 23. Define the basic protections provided by the First, Fourth, Fifth and Sixth Amendments.
 24. State constraints on First, Fourth, Fifth and Sixth Amendment rights.
 25. Analyze the historical events leading up to the First, Fourth, Fifth and Sixth Amendments.
 26. Understand and evaluate a citizen's civic responsibility, rights, and obligations.
 27. Explain concepts from the text in the context of current events.
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