

# ACADEMY OF CRIMINAL JUSTICE



## Criminal Justice/Public Safety II

Course# 1208

Credits 12.5

2018

## I. Introduction

Criminal Justice/ Public Safety II enhances the knowledge the student gained in Criminal Justice I. An introduction to the intricate workings of the court system, an understanding how evidence is collected, an understanding of the legislative process, and, how laws are tested in the judicial system will be the focus of instruction. Students will also gain in-depth knowledge of the juvenile justice system and serial killers.

## II. Units

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>A Case through the Criminal Justice System</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			
9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.			
9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.			
9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.			
9.3. LW-ENF.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.7 Manage crime and loss prevention programs in collaboration with the community.			
9.3. LW-ENF.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.			
9.3. LW-ENF.9 Evaluate for the signs of domestic violence, child abuse and neglect.			
9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.			

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

9.3. LW-ENF.12 Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.

9.3. LW-ENF.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.

9.3. LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.

9.3. LW-LEG.2 Interpret nonverbal communication cues in order to discern facts from fabrication.

9.3. LW-LEG.5 Analyze the role forensics plays in preventing and solving crimes.

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.

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.6 Compare and contrast different career fields in the correction 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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 steps of a case through the criminal justice system, from initial observation to final adjudication?  
What is the difference between reasonable suspicion and probable cause?  
What are a citizen's rights during various interactions in the criminal justice system?  
What are the key elements of a criminal trial?  
What are the purposes of sentencing?

### **Anchor Text**

Street Law, 9<sup>th</sup> 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. Trace the criminal justice process from an arrest through incarceration.
2. Differentiate between criminal and civil law
3. List sentencing options.
4. Explain the organization and operation of the local, state, and federal court systems and related personnel.
5. Demonstrate a strong understanding of the U.S. Constitution and Landmark Decisions.
6. Demonstrate an understanding of the legal principles of the Fourth, Fifth, Sixth and Eighth Amendments.
7. Understand citizens' rights at various junctures of the criminal justice system.
8. Engage in vigorous academic discourse collating class material with current events.
9. Identify the responsibilities of different jobs in the juvenile justice system.

### **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:  
-Tests – Objective and Essay, three minimum given each Trimester  
-Quizzes- Objective and Essay, given approximately once a week.

- Practical/Hands-On projects and activities
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester
- Homework, approximately twice a week.
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation including presentations, field trips, role-playing activities, etc.
- Lab activities - Analyses of newspapers, magazines, current events, videos, etc.

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

Canvas  
[www.cjnowonline.com](http://www.cjnowonline.com) (online textbook)  
[www.courttv.com](http://www.courttv.com) (Court TV Home)  
[www.courttv.com/forensics\\_curriculum](http://www.courttv.com/forensics_curriculum) (Forensics in the Classroom)  
[www.discoveryeducation.com](http://www.discoveryeducation.com)

**Suggested Time Frame:** 10 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Civil Law</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections &amp; 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.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 &amp; Security Career Pathways.</p> <p>9.3. LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.</p> <p>9.3. LW-LEG.3 Produce written legal materials using writing strategies applicable to the legal services environment.</p> <p>9.3. LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals.</p> <p>9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.</p>			

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

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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).

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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).

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### **Essential Questions (3-5)**

What is the difference between civil law and criminal law?

What is the definition and application of the concept of liability?

What are the different types of torts?

What is the definition and application of the concept of negligence?

How do torts influence public policy?

### **Anchor Text**

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ISBN- 978-0-02-142925-7

### **Short & Informational Texts (3-5)**

Emergency Medical Responder, Fifth Edition. Andrew N. Pollak, & David Schottke, Jones & Bartlett Learning, 2010.

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. Explain the principle of civil law.
2. Define and apply the concept of liability.
3. Apply different types of torts.
4. Define and apply the concept of negligence.
5. Engage in vigorous academic discourse collating class material with current events.
6. Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

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

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

Canvas

[www.cjnowonline.com](http://www.cjnowonline.com) (online textbook)

[www.courttv.com](http://www.courttv.com) (Court TV Home)

[www.courttv.com/forensics\\_curriculum](http://www.courttv.com/forensics_curriculum) (Forensics in the Classroom)

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
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<b>Unit Plan Title:</b>	<b>Consumer Law</b>
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**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.
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- 9.3. LW-LEG.3 Produce written legal materials using writing strategies applicable to the legal services environment.
- 9.3. LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals.
- 9.3. LW-LEG.5 Analyze the role forensics plays in preventing and solving crimes.
- 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.
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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)**

How did consumer laws develop and evolve?  
How do consumer laws protect the public?  
What are the essential elements of a contract?  
How many one breach a contract?  
What are the different types of warranties?

### **Anchor Text**

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ISBN- 978-0-02-142925-7

### **Short & Informational Texts (3-5)**

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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. Trace the history and development of consumer laws.
2. Apply the concept of consumer laws to real life situations.
3. Recognize the need for and elements of a lawful contract.
4. Engage in vigorous academic discourse collating class material with current events.
5. Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

Formative

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

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

Canvas  
www.cjnowonline.com (online textbook)  
www.courttv.com (Court TV Home)  
www.courttv.com/forensics\_curriculum (Forensics in the Classroom)  
www.discoveryeducation.com

**Suggested Time Frame:** 4 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Contemporary Issues in Criminal Justice</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
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.

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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.

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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-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.10 Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities.

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

9.3. LW-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment.

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

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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. What is the definition and application of the concept of intellectual property?
2. What is the difference between a patent and a copyright?
3. In order to combat international terrorism, what new legislation has added to the statutes?
4. What are the legal and ethical concerns pertaining to the use of torture?
5. What rights does the employee have in the workplace?

#### **Anchor Text**

Street Law, 9<sup>th</sup> 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 concept of intellectual property.
2. Differentiate between a patent and a copyright.
3. Research the pros and cons of the use of torture.
4. Understand employee rights in the workplace.
5. Engage in vigorous academic discourse collating class material with current events.
6. Identify the responsibilities of different jobs in the juvenile justice system.

### 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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

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

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

Canvas  
www.cjnowonline.com (online textbook)  
www.courttv.com (Court TV Home)  
www.courttv.com/forensics\_curriculum (Forensics in the Classroom)  
www.discoveryeducation.com

**Suggested Time Frame:** 4 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Defining Juvenile Delinquency</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			

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.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.

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

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 is the importance of the recognition of delinquency as a unique criminal justice problem?

How did delinquency laws evolve?

What are the elements of juvenile delinquency today?

What does the term 'status offender' mean?

### **Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.

ISBN- 13-978-1-11134689-8

### **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 concept of juvenile delinquency.
- 2- Trace the development of juvenile justice since the Medieval Times.
- 3- Identify elements of juvenile delinquency today.
- 4- Define the term “status offender.”
- 5- Engage in vigorous academic discourse collating class material with current events.
- 6- Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

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

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

Canvas

**Suggested Time Frame:**

**3 weeks**

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Measuring Juvenile Delinquency</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3 .LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections &amp; 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.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections &amp; Security Career Pathways.</p> <p>9.3. LW-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>			

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 is data on juvenile delinquency gathered and then used?  
What factors affect the juvenile crime rate?  
What does the term 'chronic offender' mean?

### **Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.  
ISBN- 13-978-1-11134689-8

### **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 Uniform Crime Report and the National Crime Victimization Survey
- 2- How is juvenile delinquency data are collected and used.
- 3- Define 'chronic offender.'
- 4- Engage in vigorous academic discourse collating class material with current events.
- 5- Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

- Quizzes- informal measures of student understanding

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

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

Canvas

**Suggested Time Frame:** 1 week

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>American Culture and Juvenile Justice</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections &amp; 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.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections &amp; Security Career Pathways.</p> <p>9.3. LW-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p>			

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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- What problems does American culture present to youth?
- 2- What is an 'at-risk' child?
- 3- What are the current trends in teen birthrates, health care and academic success?

### **Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.

ISBN- 13-978-1-11134689-8

### **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**

- 7- Discuss specific issues facing American youth.

- 8- Define 'at risk' youth.
- 9- Research current trends in teen birthrates, health care and academic success.
- 10- Engage in vigorous academic discourse collating class material with current events.
- 11- Identify the responsibilities of different jobs in the juvenile justice system.

**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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

Formative

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

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

Canvas

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Causes of Delinquency</b>		

**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-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.

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

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 principles of choice theory?

What is the history and development of trait theory?

What are the various psychological & social based theories of delinquency?

What is the concept and power of society applying labels?

What is the history and influence of developmental theory?

**Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.  
ISBN- 13-978-1-11134689-8

**Short & Informational Texts (3-5)**

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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- Understand the Nature vs. Nurture criminal theory arguments.
- 2- Trace theories of delinquency from the Medieval Times to current criminological thought.
- 3- Recognize the association between social structure and delinquency.
- 4- Understand the long-term effects of labeling.
- 5- Compare and contrast the three forms of developmental theory.
- 6- Engage in vigorous academic discourse collating class material with current events.
- 7- Identify the responsibilities of different jobs in the juvenile justice system.

**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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

Formative

- Quizzes- informal measures of student understanding
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation

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

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

Canvas

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Social and Environmental Influences on Delinquency</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections &amp; 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.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections &amp; Security Career Pathways.</p> <p>9.3. LW-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>			

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 basic gender differences?

What are the trends in gender differences in the delinquency rates?

What is the association between socialization and female delinquency?

#### **Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.

ISBN- 13-978-1-11134689-8

#### **Short & Informational Texts (3-5)**

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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- Identify basic gender differences.
- 2- Identify the trends in gender delinquency rates.
- 3- Engage in vigorous academic discourse collating class material with current events.
- 4- Identify the responsibilities of different jobs in the juvenile justice system.

#### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
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- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

Formative

- Quizzes- informal measures of student understanding
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- 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:** 1 week

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Family and Delinquency</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
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.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.

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

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.

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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

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

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

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

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NJSLSA.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 is the association between socialization and female delinquency?

What is the link between family relationships and juvenile delinquency?

What are the effects of good and bad parenting on delinquency?

What is the nature and extent of child abuse?

What is the influence of peers on delinquency?

**Anchor Text**

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ISBN- 13-978-1-11134689-8

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Dictionary of Criminal Justice, Prentice Hall, 2006  
Criminal Justice Department Video and DVD library

**Expected Proficiencies of the Unit**

- 1- Research the link between family relationships and delinquency.
- 2- Identify the correlates of child abuse.
- 3- Recognize the influence of peers on delinquency.
- 4- Engage in vigorous academic discourse collating class material with current events.
- 5- Identify the responsibilities of different jobs in the juvenile justice system.

**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, three minimum given each Trimester
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Formative

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

<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>	
Canvas	
<b>Suggested Time Frame:</b>	<b>1 week</b>

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Peers and Delinquency</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections &amp; 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.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections &amp; Security Career Pathways.</p> <p>9.3. LW-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>			

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 is the influence of peers on delinquency?  
What is the history and extent of gangs?  
What is the association between school failure and delinquency?  
What is the relationship between illegal drug use and delinquency?  
What is the magnitude of cost to society caused by juvenile delinquency?

### **Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.  
ISBN- 13-978-1-11134689-8

### **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**

Recognize the influence of peers on delinquency.  
Research the history and activities of gangs.  
Discuss the role school plays in the development of character.  
Research problems facing the American education system.  
Identify the correlation between school failure and delinquency.  
Engage in vigorous academic discourse collating class material with current events.  
Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

Formative

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

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

Canvas

**Suggested Time Frame:** 1 week

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>The Necessity for and History of the Juvenile Justice System</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
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.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.

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

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 were the major social forces that lead to the creation of the first modern juvenile court?

What Supreme Court decisions that have influenced current juvenile justice policies and procedures?

What are the key similarities and differences between the adult and juvenile justice systems?

Why is the goal of the juvenile justice system treatment rather than punishment?

### **Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.

ISBN- 13-978-1-11134689-8

### **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- Trace the development of the American juvenile justice system.
- 2- Recognize the key differences between the juvenile justice and adult justice system.
- 3- Identify pressing issues in the future of juvenile justice.
- 4- Define the goals of the juvenile justice system.
- 5- Engage in vigorous academic discourse collating class material with current events.
- 6- Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester

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

- Individual Projects

-Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

- Quizzes- informal measures of student understanding

-Practical/Hands-On projects and activities

- Homework

-Computer projects - Charts/Graphs/Maps/ Diagrams

-Debates/Simulations

- Class Participation

- Role play activities

- Analyses of newspapers, magazines, current events, videos, etc.

<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>	
Canvas	
<b>Suggested Time Frame:</b>	<b>2 weeks</b>

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Policing Strategies for Delinquency</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections &amp; 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.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections &amp; Security Career Pathways.</p> <p>9.3. LW-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>			

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 key legal aspects of policing juveniles?  
What are the major policing strategies to prevent delinquency?  
What are the different delinquency problems and enforcement strategies around the world?

### **Anchor Text**

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ISBN- 13-978-1-11134689-8

### **Short & Informational Texts (3-5)**

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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**

Recognize the key role and responsibilities the police play in responding to juvenile delinquency.  
Research the major policing strategies to prevent delinquency.  
Research enforcement policies of juvenile delinquency around the world.  
Engage in vigorous academic discourse collating class material with current events.  
Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

### Formative

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

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

Canvas

**Suggested Time Frame:** 1 week

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Treatment and Incarceration Strategies for Delinquents</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
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.2 Demonstrate leadership roles, responsibilities and collaboration in correctional environments.

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.8 Analyze the techniques used to manage crisis situations, and resolve conflicts in correctional environments.

9.3. LW-COR.12 Apply the ethical and legal responsibilities of correctional staff to various situations 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.9 Evaluate for the signs of domestic violence, child abuse and neglect.

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

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.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

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

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

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

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

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

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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.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.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 pros and cons of confidentiality in juvenile proceedings and privacy of juvenile records?

What is the difference between community treatment and institutional treatment of juvenile offenders?

What are the different treatment and incarceration strategies for juvenile offenders?  
What legal rights to treatment does a juvenile have?

### **Anchor Text**

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.  
ISBN- 13-978-1-11134689-8

### **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**

Identify the key players and their roles in juvenile court.  
Research the pros and cons of confidentiality in juvenile proceedings and privacy of juvenile records.  
Differentiate between community treatment and institutional treatment for juvenile offenders.  
Understand the juvenile offenders' right to treatment.  
Engage in vigorous academic discourse collating class material with current events.  
Identify the responsibilities of different jobs in the juvenile justice system.

### **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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

- Quizzes- informal measures of student understanding
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations

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

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

Canvas

**Suggested Time Frame:** 1 week

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Definition of a Serial Killer</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections &amp; 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.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 &amp; 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-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</p> <p>9.3. LW-ENF.3 Utilize anger and conflict management strategies to resolve problems in law enforcement settings.</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.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.</p> <p>9.3. LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>			

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 origins of the term 'serial killer'?

How does a serial killer differ from a spree killer and mass killer?

What is the difference between a psychopath and a psychotic?

### **Anchor Text**

[The Encyclopedia of Serial Killers](#) 2<sup>nd</sup> Edition, Michael Newton. Checkmark Books, 2006.

ISBN-13: 978-0816061969

[Serial Killers: The Method and Madness of Monsters](#), Peter Vronsky. Berkeley Books, 2004.

ISBN-13: 978-0425196403

### **Short & Informational Texts (3-5)**

*The Serial Killers Files*, Harold Schechter.

### **Expected Proficiencies of the Unit**

Define 'serial killer.'

Explain how a serial killer differs from a spree killer and mass killer.

Recognize the difference between a psychopath and a psychotic.

Engage in vigorous academic discourse collating class material with current events.

Identify the responsibilities of different jobs in the criminal justice system

**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, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

Formative

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

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

Canvas

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Serial Killer Traits</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
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.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-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.

9.3. LW-ENF.3 Utilize anger and conflict management strategies to resolve problems in law enforcement settings.

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.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.

9.3. LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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 some common traits serial killers share?

What warning signs do serial killers manifest?

How do serial killers exist in society?  
What is the relationship between sex and the serial killer?

### **Anchor Text**

The Encyclopedia of Serial Killers 2<sup>nd</sup> Edition, Michael Newton. Checkmark Books, 2006.

ISBN-13: 978-0816061969

Serial Killers: The Method and Madness of Monsters, Peter Vronsky. Berkeley Books, 2004.

ISBN-13: 978-0425196403

### **Short & Informational Texts (3-5)**

*The Serial Killers Files*, Harold Schechter.

### **Expected Proficiencies of the Unit**

- Recognize common traits among serial killers.
- Recognize warning signs manifested by serial killers.
- Understand differences in serial killers of different genders.
- Explain the concept of ‘Angel of Death.’
- Trace the history of serial killers.
- Evaluate different perversions associated with serial killers.
- Engage in vigorous academic discourse collating class material with current events.

### **Formative & Summative Assessments**

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

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

#### Summative

- Tests – Objective and Essay, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

- Quizzes- informal measures of student understanding
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Class Participation
- Role play activities

- Analyses of newspapers, magazines, current events, videos, etc.	
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>	
Canvas	
<b>Suggested Time Frame:</b>	2 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Serial Killer Motives &amp; Explanations</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<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.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections &amp; 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-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</p> <p>9.3. LW-ENF.3 Utilize anger and conflict management strategies to resolve problems in law enforcement settings.</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.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.</p> <p>9.3. LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>			

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

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

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

NJSLSA.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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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. Are serial killers born or made?
2. What is the theory of 'Atavism'?
3. What is the relationship between brain damage and the serial killer?

#### **Anchor Text**

The Encyclopedia of Serial Killers 2<sup>nd</sup> Edition, Michael Newton. Checkmark Books, 2006.

ISBN-13: 978-0816061969

Serial Killers: The Method and Madness of Monsters, Peter Vronsky. Berkeley Books, 2004.

ISBN-13: 978-0425196403

#### **Short & Informational Texts (3-5)**

*The Serial Killers Files*, Harold Schechter.

#### **Expected Proficiencies of the Unit**

Contrast the Nature vs. Nurture theories of criminal development.

Enumerate the criminological theories explaining serial killers.

Explain life events that may cause one to become a serial killer.

Engage in vigorous academic discourse collating class material with current events.

#### **Formative & Summative Assessments**

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

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

Summative

- Tests – Objective and Essay, three minimum given each Trimester
- Quizzes- Objective and Essay, given approximately once a week.
- Individual Projects
- Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

Formative

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

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

Canvas

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Criminal Justice II</b>	<b>Grade(s)</b>	<b>10</b>
<b>Unit Plan Title:</b>	<b>Victimology and Serial Killers' Hunting Styles</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
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.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-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.			
9.3. LW-ENF.3 Utilize anger and conflict management strategies to resolve problems in law enforcement settings.			

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.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.

9.3. LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.

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.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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.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. What are some of the psychologist and behavioral characteristics that triggers a serial killer?
2. What needs to be assessed in order to locate and apprehend a serial killer?
3. What are the characteristics of the crime that leads to the choice of victims of a serial killer?
4. How can criminal profiling be effective in locating and apprehending serial killers?
5. Should the defense of "Not Guilty by Reason of Insanity" be available to serial killers?

### **Anchor Text**

The Encyclopedia of Serial Killers 2<sup>nd</sup> Edition, Michael Newton. Checkmark Books, 2006.

ISBN-13: 978-0816061969

Serial Killers: The Method and Madness of Monsters, Peter Vronsky. Berkeley Books, 2004.

ISBN-13: 978-0425196403

### **Short & Informational Texts (3-5)**

*The Serial Killers Files*, Harold Schechter.

### **Expected Proficiencies of the Unit**

Understand how a serial killer locates victims.

Understand serial killers' ritual *modus operandi*.

Understand life course theory and a serial killer's escalation of violence.

Understand why serial killers keep 'trophies.'

Explain how profiling can help identify, locate, apprehend and prosecute serial killers.

Understand the use of the criminal defense 'Not Guilty by Reason of Insanity.'

Engage in vigorous academic discourse collating class material with current events.

### **Formative & Summative Assessments**

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

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

#### Summative

-Tests – Objective and Essay, three minimum given each Trimester

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

- Individual Projects

-Research projects oral and written - Reports – Oral/Written minimum of one per Trimester

#### Formative

- Quizzes- informal measures of student understanding

-Practical/Hands-On projects and activities

- Homework

-Computer projects - Charts/Graphs/Maps/ Diagrams

-Debates/Simulations

- Class Participation

- Role play activities

- Analyses of newspapers, magazines, current events, videos, etc.

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

Canvas

**Suggested Time Frame:** 2 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 SCOPE AND SEQUENCE CHART**

I= Introduced D=Developed in Depth R=Reinforced

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

Demonstrate an understanding of the difference between pat downs and search incident to arrest		D		
Demonstrate an understanding of handcuffing techniques and procedures		D		
Understand and explain collaborative relationship between police, courts, corrections, fire, EMS, and related agencies		D		
Describe the value of ethics, morals, integrity and professionalism in law enforcement		D		
Demonstrate working knowledge of NJ Criminal Code (Title 2C) and Motor Vehicle Code (Title 39)		D		
Apply techniques for crime scene investigation (i.e.: patent and latent fingerprints, transfer impressions, casting, facial composite recognition )		D		
Understand and evaluate civic responsibility, rights, and obligations		D		
Demonstrate strong understanding of the US Constitution and Landmark Decisions		D		
Explain and conduct a mock trial		D		
Identify different job opportunities in the Criminal Justice System		D		
Engage in vigorous academic discourse collating class material with current events		D		
Evaluate and explain the trial process and system for sentencing		I		
Understand and demonstrate the organization and operation of the local, state, and federal court systems and related personnel		I		

Understand Juvenile Delinquency and the Juvenile Justice System		I		
Evaluate the principles of civil law (torts, negligence, intentional torts, and strict liability)		I		
Understand and explain collaborative relationship between police, courts, corrections, fire, EMS, and related agencies		I		
Analyze crime data and make predictions		I		
Utilize and evaluate fundamental methods of Forensic Science		I		
Identify and apply basic first aid for medical emergencies		I		
Understand and apply first responder skills, responsibilities and liability		I		
Understand and evaluate civic responsibility, rights, and obligations		I		
Understand the legal issues associated with contracts and warranties		I		
Understand the legality of deceptive sales practices		I		
Understand credit and financial responsibility		I		
Explain the term 'Serial Killer'		I		
Identify traits of a serial killer		I		
Identify motives of serial killers		I		
Identify criminological theories explaining serial killers		I		
Identify differences in race, gender and age in serial killers		I		
Identify profiling techniques used to identify, locate, apprehend and prosecute serial killers		I		

## **V. Complete List of Course Textbooks, Instructional Resources & Software**

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

ISBN- 978-0-02-142925-7

Juvenile Delinquency, 11th Edition, Larry Seigel & Brandon C. Welsh Wadsworth/Cengage Learning 2012.

ISBN- 13-978-1-11134689-8

The Encyclopedia of Serial Killers, 2<sup>nd</sup> Edition. Michael Newton, 2006. Checkmark Books

ISBN-13: 978-0816061969

Serial Killers: The Method and Madness of Monsters. Peter Vronsky, 2009. Berkley Books

ISBN-13 978-0425196403

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

## **VI. Student Handout**

Criminal Justice/ Public Safety II enhances the knowledge the student gained in Criminal Justice I. An introduction to the intricate workings of the court system, an understanding how evidence is collected, an understanding of the legislative process, and, how laws are tested in the judicial system will be the focus of instruction. Students will also gain in-depth knowledge of the juvenile justice system and serial killers.

## **Proficiencies**

1. Understand the criminal justice process from an arrest through incarceration.
2. Differentiate between criminal and civil law and appropriate sentencing options.
3. Identify the organization and operation of the local, state, and federal court systems and related personnel.
4. Demonstrate a strong understanding of the U.S. Constitution and Landmark Decisions.

5. Demonstrate an understanding of the legal principles of the Fourth, Fifth, Sixth and Eighth Amendments.
7. Define 'civil law'.
8. Define 'torts'.
9. Develop a foundation as it relates to ethics, morals, integrity and professionalism.
10. Understand NJ Criminal Code (Title 2C) and Motor Vehicle Code (Title 39).
11. Apply techniques for crime scene investigation (i.e.: patent and latent fingerprints, transfer impressions, facial composite recognition).
12. Demonstrate fundamental methods of Forensic Science.
13. Demonstrate proficiency in administering rolled and flat impression fingerprints.
14. Understand civic responsibility, rights, and obligations.
15. Analyze different facets of contracts and warranties and the legal aspects and consequences.
16. Recognize deceptive sales practices.
17. Understand financial responsibility as it relates to credit issues.
18. Define 'juvenile delinquency'.
19. Understand the differences between the juvenile justice system and the adult criminal justice system.
20. Recognize what problems American culture present to youth
21. Define 'at-risk' child.
22. Define 'status offense.'
23. Define 'chronic offender.'
24. Analyze how is data on juvenile delinquency gathered and used.
25. Analyze which factors affect the juvenile crime rate.
26. Understand the criminological theories used to explain juvenile delinquency.
27. The student will understand what the trends are in gender differences in the delinquency rates.
28. Analyze the link between family relationships and juvenile delinquency.
29. Trace the history and extent of juvenile gangs.
30. Analyze association between school failure and delinquency.
31. Describe the relationship between illegal drug use and delinquency.
32. Recognize the major social forces that lead to the creation of the first modern juvenile court.
33. Analyze how Supreme Court decisions have influenced current juvenile justice policies and procedures.
34. Formulate ideas as to why the juvenile justice system goal treatment rather than punishment.
35. Understand a juvenile's legal right to treatment.
36. Research different delinquency problems and enforcement strategies around the world.
37. Demonstrate fundamental methods of forensic science.
38. Demonstrate the proper method for processing a crime scene.
39. Apply techniques for crime scene investigation (i.e.: fingerprints, impressions, serology, hair/fiber analysis, ballistics, biological fluids, and other physical evidence).
40. Define 'serial killer.'
41. Explain how the term serial killer differs from mass killer and spree killer.
42. Identify the common traits of serial killers.

43. Understand criminological theories used to explain serial killers.
44. Explain profiling techniques used to identify, apprehend and convict serial killers.
45. Engage in vigorous academic discourse collating class material with current events.