

ACADEMY OF CRIMINAL JUSTICE



Criminal Justice/Public Safety III

Course# 1209

Credits 12.5

2018



I. Introduction

Criminal Justice/ Public Safety III is designed to enhance the knowledge the student gained in Criminal Justice I & Criminal Justice II. The students will expand their knowledge of their individual rights and learn how police services are delivered in the context of these rights. Special attention is given to individual's rights and law enforcement responsibilities, methods, restrictions and tactics. Students can earn up to nine college credits under a dual enrollment program with Passaic County Community College. Three credits for each of the following: Introduction to Criminal Justice, Drugs & Alcohol in Society, and EMR.

II. Units

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Criminal Justice System Defined		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			
9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.			
9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.			
9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.			
9.3. LW-ENF.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.

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

Anchor Text

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

Short & Informational Texts (3-5)

Inherit The Wind. Jerome Lawrence and Robert E. Lee. Ballantine Books, 1955.
And Then There Were None. Agatha Christie. Harper/Collins Publishers, 1939.
Mind Hunter: Inside the FBI's Elite Serial Crime Unit. John Douglas & Mark Olshaker. Pocket Books, 1996.
Forensic Science, Fundamentals and Investigations, Bertino, South-Western Cengage Learning, Mason, OH 2008
Crime Scene Investigation, Pearson-Prentice Hall, 2004
Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009
Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001
New Jersey Police Manual, Gann Law Books, 2007
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

1. Analyze a criminal case as it proceeds through the criminal justice system
2. Prepare a police agency organizational chart.
3. Identify the responsibilities of different jobs in the criminal justice system.
4. Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

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

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

Summative

- Tests – 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)

Suggested Time Frame: 3 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Measuring Crime		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.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.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)

Why is accurate measurement of crime essential to fighting crime?

What tools measure crime in America?

How can knowing what causes crime help prevent crime?

Anchor Text

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Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

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

Expected Proficiencies of the Unit

Demonstrate an understanding of crime data and how Uniform Crime Reports are developed.
 Analyze crime data and make predictions.
 Identify the responsibilities of different jobs in the criminal justice system.
 Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

Differentiated assessments mirror the differentiated learning strategies employed by the teachers.
 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 (online textbook)
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www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 2 weeks

Content Area:	Introduction to Criminal Justice- Elective	Grade(s)	9-12
Unit Plan Title:	Theories of Crime Causation		
NJSLS/CCTC Standard(s) Addressed in this unit			

9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

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

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.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.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.

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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.

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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 effect did the Enlightenment Era have on theories of crime causation?

What are the biological theories of crime causation?

What are the social structure theories of crime causation?

What are the psychological theories of crime causation?

What are 21st Century theories of crime causation?

Anchor Text

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Short & Informational Texts (3-5)

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Crime Scene Investigation, Pearson-Prentice Hall, 2004
Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009
Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001
New Jersey Police Manual, Gann Law Books, 2007
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

Trace the evolution of criminological theories from the Dark Ages to the 21st Century.
Explain Criminological, Biological, Psychological, Sociological, Social Process, and Conflict Theories.
Identify the responsibilities of different jobs in the criminal justice system.
Engage in active academic discourse collating course 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.
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Formative

- Quizzes- informal measures of student understanding
- Practical/Hands-On projects and activities
- Homework
- Computer projects - Charts/Graphs/Maps/ Diagrams
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Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

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

Suggested Time Frame: 3 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Purpose and Types of Law		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.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.			
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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.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.			
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.

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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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 purpose do laws serve in society?

How did American laws evolve from Common Law?

What are the different types of law?

Anchor Text

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

Short & Informational Texts (3-5)

Mind Hunter: Inside the FBI's Elite Serial Crime Unit. John Douglas & Mark Olshaker. Pocket Books, 1996.

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

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

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

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

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

Expected Proficiencies of the Unit

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

Formative & Summative Assessments

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

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.courtvtv.com (Court TV Home)

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

Suggested Time Frame:

2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	The Criminal Act		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</p> <p>9.3. LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.</p> <p>9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.</p> <p>9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>9.3. LW-ENF.12 Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.</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.5 Analyze the role forensics plays in preventing and solving crimes.</p> <p>9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.</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.</p> <p>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>			

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.

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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)

What are the general categories of crime?
What are the essential elements of a criminal act?
What are the types of defenses to a criminal charge?

Anchor Text

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

Short & Informational Texts (3-5)

And Then There Were None. Agatha Christie. Harper/Collins Publishers, 1939.
Mind Hunter: Inside the FBI's Elite Serial Crime Unit. John Douglas & Mark Olshaker. Pocket Books, 1996.
Forensic Science, Fundamentals and Investigations, Bertino, South-Western Cengage Learning, Mason, OH 2008
Crime Scene Investigation, Pearson-Prentice Hall, 2004
Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009
Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001
New Jersey Police Manual, Gann Law Books, 2007
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

Understand how crimes are categorized.
Recognize the elements of a criminal offense.
Recognize the types of defenses used in a criminal trial.
Identify the responsibilities of different jobs in the criminal justice system.
Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

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

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)

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	The Evolution & Mission of American Policing		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			

9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

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.

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

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

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 influence did English policing on the development of American policing?
What is the police mission?
How are police departments organized and deployed to accomplish the mission?
What are the levels of force on the police use of force continuum?

Anchor Text

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

Short & Informational Texts (3-5)

And Then There Were None. Agatha Christie. Harper/Collins Publishers, 1939.
Mind Hunter: Inside the FBI's Elite Serial Crime Unit. John Douglas & Mark Olshaker. Pocket Books, 1996.
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Crime Scene Investigation, Pearson-Prentice Hall, 2004
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Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001
New Jersey Police Manual, Gann Law Books, 2007
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

Trace the evolution of American policing from its historical roots.
Understand the mission of police and state how police are deployed to accomplish the mission.
Understand police discretion.
Recognize Use of Force options available to law enforcement.
Demonstrate safe tactics for a room search.
Demonstrate safe tactics for a motor vehicle stop.
Identify the responsibilities of different jobs in the criminal justice system.
Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

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

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)

Suggested Time Frame: 3 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	The Safe & Lawful Collection of Evidence		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			

9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

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

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.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.

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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.

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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)

What is the Exclusionary Rule?
Under what circumstances can the police conduct a search?
What is police discretion and how is it used?
What is the difference between Criminal Profiling and Racial Profiling?

Anchor Text

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

Short & Informational Texts (3-5)

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Mind Hunter: Inside the FBI's Elite Serial Crime Unit. John Douglas & Mark Olshaker. Pocket Books, 1996.
Forensic Science, Fundamentals and Investigations, Bertino, South-Western Cengage Learning, Mason, OH 2008
Crime Scene Investigation, Pearson-Prentice Hall, 2004
Drugs, Society and Human Behavior, 13th Edition, McGraw- Hill, NY 2009
Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001
New Jersey Police Manual, Gann Law Books, 2007
Dictionary of Criminal Justice, Prentice Hall, 2006
Criminal Justice Department Video and DVD library PCTI Circulation Library and Computer Labs

Expected Proficiencies of the Unit

Recognize the constitutional boundaries set upon law enforcement in the collection of evidence.
Understand the elements of a search warrant.
Recognize when a search can be conducted in absence of a search warrant.
Utilize and evaluate fundamental methods of forensic science.
Create field notes of an accident and/or crime scene and prepare preliminary field investigation forms.
Complete proper field interrogations and interviews.
Utilize techniques of crime scene sketching to document evidence.
Demonstrate the proper method for processing a crime scene.
Apply techniques for crime scene investigation (i.e.: fingerprints, impressions, serology, hair/fiber analysis, ballistics, biological fluids, and other physical evidence).

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

Formative & Summative Assessments

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

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)

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	The History and Structure of the American Court System		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</p> <p>9.3. LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.</p> <p>9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.</p> <p>9.3. LW-ENF.6 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p> <p>9.3. LW-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.5 Analyze the role forensics plays in preventing and solving crimes.</p> <p>9.3. LW-LEG.6 Use legal terminology to communicate within the legal services community.</p> <p>9.3. LW-LEG.7 Compare and contrast different career fields in the legal services.</p> <p>9.3. LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.</p> <p>9.3. LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <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)

What is the history and structure of the American Court system?
Who are the main professional courtroom participants?
Who are the main non-professional courtroom participants?

Anchor Text

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

Short & Informational Texts (3-5)

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

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

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

Expected Proficiencies of the Unit

Identify the structure of the U.S. court system
Understand the responsibilities of professional and non-professional courtroom participants.
Identify the responsibilities of different jobs in the criminal justice system.

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

Formative & Summative Assessments

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

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)

Suggested Time Frame: 2 weeks

Content Area: Criminal Justice III

Grade(s) 11

Unit Plan Title: Elements of a Criminal Trial

NJSLS/CCTC Standard(s) Addressed in this unit

9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

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

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

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

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

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

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

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.

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 pre-trial stages of a criminal trial?

What are the stages of a criminal trial?

What are the responsibilities of each participant in a criminal trial?

Anchor Text

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

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

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

Expected Proficiencies of the Unit

Trace the step taken prior to a criminal trial.

Understand the responsibilities of the participants in a criminal trial.

Identify the responsibilities of different jobs in the criminal justice system.

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

Formative & Summative Assessments

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

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)

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Goals and Philosophies of Sentencing		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

9.3. LW-ENF.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.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.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.

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 goals of criminal sentencing?
- What are the philosophies of criminal sentencing?
- What are the justifications and oppositions to the Death Penalty?

Anchor Text

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

Short & Informational Texts (3-5)

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

Expected Proficiencies of the Unit

- Recognize the philosophies and goals of different criminal sentences.
- Research arguments for and against the Death Penalty.
- Engage in active, intelligent, academic discourse regarding the death penalty
- 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
www.cjnowonline.com (online textbook)
www.courttv.com (Court TV Home)
www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Sentencing Options		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p>			

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

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.

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 is the difference between parole and probation?

What are intermediate sanctions?

Prior to incarceration, what were the common forms of punishment?

Anchor Text

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

Short & Informational Texts (3-5)

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

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

Expected Proficiencies of the Unit

Trace the history of punishments and sentencing.

Recognize the difference between parole and probation.

Understand intermediate sanctions.

Identify the responsibilities of different jobs in the criminal justice system.

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

Formative & Summative Assessments

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

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)

Suggested Time Frame: 2 weeks

Content Area: Criminal Justice III

Grade(s) 11

Unit Plan Title: Development of US Prisons

NJSLS/CCTC Standard(s) Addressed in this unit

9.3 .LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

9.3. LW-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.4 Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment.

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

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

9.3. LW-COR.7 Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment.

9.3. LW-COR.8 Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments.

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-COR.13 Describe the knowledge and technical skills needed to carry out the day-to-day operations at a correctional facility.

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.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.

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

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

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)

- How did prisons evolve from the Penitentiary Era to the just Deserts Era?
- What are some problems confronting the Corrections system today?
- What special problems do female inmates, transgender inmates, infirmed inmates and elderly inmates pose?
- What lead to the emergence of private prisons?
- What rights do inmates retain and lose once incarcerated?

Anchor Text

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

Short & Informational Texts (3-5)

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

Expected Proficiencies of the Unit

- Trace the evolution of the U.S. corrections system.
- Recognize current problems in the U.S. corrections system.
- Identify problems posed by inmates with special needs.
- Evaluate prisoner rights in the context of institutional security.
- Identify the responsibilities of different jobs in the criminal justice system.
- Engage in vigorous academic discourse collating class material with current events.

Formative & Summative Assessments

- Differentiated assessments mirror the differentiated learning strategies employed by the teachers.
- 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 (online textbook)
www.courttv.com (Court TV Home)
www.courttv.com/forensics_curriculum/ (Forensics in the Classroom)

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	General Principles & Correlates of Drug Use & Causes		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			
9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.			
9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.			
9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.			
9.3. LW-ENF.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.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.			
9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.			
9.3. LW-ENF.13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.			

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

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

NJSLSA.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

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

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

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

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

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.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.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.

Essential Questions (3-5)

What are the general principles of psychoactive drug use that apply to any specific drug use?
What is the demographic of American drug users?
What are the common correlates of drug use in America?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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

Define Drug, drug use, drug abuse, deviant drug use, drug dependence and illicit drug use.
Identify the Four Principles of Psychoactive Drugs
Identify the Four Pharmacological Revolutions
Identify the Correlates of Drug Use
Identify jobs and responsibilities in the field of criminal justice
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

<https://www.dea.gov>

<https://www.fda.gov>

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Evolution & Impact of US Drug Laws		
NJSLS/CCTC Standard(s) Addressed in this unit			

9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

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

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

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

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

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

NJSLSA.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

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

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

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

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

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.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.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.

Essential Questions (3-5)

What three pieces of legislation were the genesis of most U.S. drug laws?
How has society and the media influenced drug laws?
What is the societal impact of drug enforcement programs?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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 changing view of substance use.
Trace the evolution of American drug policy.
Measure the drug problem in the U.S. and its effects on crime statistics.
Identify jobs and responsibilities in the field of criminal justice
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 https://www.dea.gov https://www.fda.gov	
Suggested Time Frame:	2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Components of the Central Nervous System & the Effects of Drugs		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.</p> <p>9.3. LW-ENF.4 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.</p> <p>9.3. LW-ENF.5 Analyze the impact of federal, state and local laws on law enforcement procedures.</p>			

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

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

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

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

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

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

NJSLSA.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

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

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

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

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

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.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.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.

Essential Questions (3-5)

What are the components of the central nervous system?

How do drugs affect the central nervous system?

How do drugs get to the brain?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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

Understand how drugs affect the Somatic, Autonomic and Central nervous system.

Identify how drugs get to the brain.

Identify jobs and responsibilities in the field of criminal justice
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

<https://www.dea.gov>

<https://www.fda.gov>

Suggested Time Frame: 1 week

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Sources and Names of Drugs		
NJSLS/CCTC Standard(s) Addressed in this unit			

9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

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

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

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

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

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

NJSLSA.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

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

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

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

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

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.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.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.

Essential Questions (3-5)

What are the sources of drugs?
What are the names of drugs?
What are the categories of drugs?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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 sources of drugs.
Understand the different names for the same drug and why drugs are named certain ways.
List the categories of drugs.
Identify jobs and responsibilities in the field of criminal justice
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 https://www.dea.gov https://www.fda.gov	
Suggested Time Frame:	2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Drugs and Mental Disorders		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3 .LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.</p> <p>9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.</p> <p>9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.</p> <p>9.3 .LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.</p> <p>9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p>9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.</p> <p>9.3. LW-ENF.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.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.</p> <p>9.3. LW-ENF.10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.</p>			

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

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

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

NJSLSA.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

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

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

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

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

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.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.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.

Essential Questions (3-5)

Why many professionals oppose the medical model of mental disorders?
What are typical characteristics of anxiety disorders, schizophrenia and mood disorders?
What are the sale and use trends of antidepressants through American history?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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 history, use and abuses of medication for mental disorders.
Recognize the typical characteristics of anxiety disorders, schizophrenia and mood disorders
Trace the sale and use trends of antidepressants through American history?
Identify jobs and responsibilities in the field of criminal justice
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

<https://www.dea.gov>

<https://www.fda.gov>

Suggested Time Frame: 1 week

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Legal Drugs: Alcohol, Tobacco, Caffeine, and Dietary Supplements		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			

9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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

9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

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

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

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

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

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

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

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

NJSLSA.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

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

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

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

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

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.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.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.

Essential Questions (3-5)

What are the behavioral effects of legal drugs?

What are the health concerns pertaining to legal drugs?

What are the medical concerns pertaining legal drugs?

What are the demographics and trends in US consumption of legal drugs?

What is the legal distinction between drugs and dietary supplements?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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

Trace the history, use and abuses of alcoholic beverages.

Explain the effect of alcohol on the body.

Identify special concerns in dealing with a person under the influence of alcohol.

Trace the history, use and abuses of tobacco.

Identify health concerns associated with tobacco use.

Trace the history, use and abuses of caffeine.

Identify health concerns associated with caffeine consumption.

Trace the history, use and abuses of dietary supplements.

Identify the active ingredients in over the counter stimulants and sleep aids.

Recognize the health concerns associated with dietary supplements.

Identify jobs and responsibilities in the field of criminal justice.

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

<https://www.dea.gov>

<https://www.fda.gov>

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
Unit Plan Title:	Illegal Drugs- Marijuana, Cocaine, Opioids, Hallucinogens, and Steroids		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.			
9.3. LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.			
9.3. LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.			
9.3. LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.			
9.3. LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.			
9.3. LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.			

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

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

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

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

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

NJSLSA.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

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

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

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

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

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.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.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.

Essential Questions (3-5)

What are the medical uses of illegal drugs?

What social policies led to laws banning certain drugs?

What are the arguments for and against the legalization of marijuana?

What are the demographics and trends in US consumption of illegal drugs?

What are the typical withdrawal symptoms of different illegal drugs?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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

Trace the history, use and abuses of marijuana.
Explain the social and legal factors that lead up the Marijuana Act of 1937.
Identify the two most consistent physiological effects of marijuana.
Develop arguments for and against the legalization of marijuana
Identify jobs and responsibilities in the field of criminal justice
Engage in vigorous academic discourse collating class material with current events.
Trace the history, use and abuses of cocaine.
Detail the medicinal uses for cocaine.
Identify the differences between cocaine hydrochloride and crack cocaine.
Identify the concerns about selective racial impact of federal sentencing requirements for crack vs. powder cocaine.
Identify acute and chronic toxicity of cocaine use.
Explain the law enforcement response to an acute cocaine reaction.
Trace the history, use and abuses of opioids.
Explain the similarities and differences between different types of opioids.
Explain the law enforcement response to an opioid overdose.
Trace the history, use and abuses hallucinogens.
Identify how hallucinogens are ingested and the effect they have.
Explain the law enforcement response to an acute hallucinogen reaction.
Trace the history, use and abuses of performance enhancing drugs.
Identify the performance enhancing effects and primary dangers of anabolic steroids on males, females and adolescents.
Trace medical and legal status of performance enhancing drugs

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

<https://www.dea.gov>

<https://www.fda.gov>

Suggested Time Frame: 2 weeks

Content Area:	Criminal Justice III	Grade(s)	11
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Unit Plan Title:	Society's Response to Drug Use
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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.
- 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.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.

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

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

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

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

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

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

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

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

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

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).

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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

NJSLSA.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.

Essential Questions (3-5)

Is response to drug abuse a medical or law enforcement matter?

What constitutional restrictions does law enforcement face when trying to intercept the flow of illegal drugs?

What kinds of drug prevention programs do schools use; and which ones seem to be effective?

Why is the use of some legal drugs inappropriate to use in the workplace?

How can parents, peers, and the community combat illegal drug use?

Anchor Text

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

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

- Research whether drug addiction is a medical or law enforcement issue.
- Identify law enforcement responses to illegal drug use.
- Identify Constitutional restrictions on law enforcement in the response to drug use.
- Identify jobs and responsibilities in the field of criminal justice
- Identify steps a community can take to recognize a drug problem.
- Research steps a community can take to remediate a drug problem.
- Measure which community based programs work best.
- Identify the hazards associated with drug use in the workplace.
- Research legal restrictions workplaces can put on employee drug use.
- 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

<https://www.dea.gov>

<https://www.fda.gov>

Suggested Time Frame: 1 week

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

Demonstrate an understanding of the different crimes against property			R	
Demonstrate an understanding of the several defense to criminal behavior			R	
Demonstrate an understanding of the difference between pat downs and search incident to arrest			R	
Demonstrate an understanding of handcuffing techniques and procedures			R	
Understand and explain collaborative relationship between police, courts, corrections, fire, EMS, and related agencies			R	
Describe the value of ethics, morals, integrity and professionalism in law enforcement			R	
Demonstrate working knowledge of NJ Criminal Code (Title 2C) and Motor Vehicle Code (Title 39)			R	
Apply techniques for crime scene investigation (i.e.: patent and latent fingerprints, transfer impressions, facial composite recognition)			R	
Understand and evaluate civic responsibility, rights, and obligations			R	
Identify different job opportunities in the Criminal Justice System			R	
Evaluate and explain the trial process and system for sentencing			D	
Understand and demonstrate the organization and operation of the local, state, and federal court systems and related personnel			D	
Demonstrate strong understanding of the US Constitution and Landmark Decisions			D	
Understand Juvenile Delinquency and the Juvenile Justice System			D	

Evaluate the principles of civil law (torts, negligence, intentional torts, and strict liability)			D	
Understand and explain collaborative relationship between police, courts, corrections, fire, EMS, and related agencies			D	
Analyze crime data and make predictions			D	
Utilize and evaluate fundamental methods of Forensic Science			D	
Identify and apply basic first aid for medical emergencies			D	
Understand and apply first responder skills, responsibilities and liability			D	
Understand and evaluate civic responsibility, rights, and obligations			D	
Identify traits of a serial killer			D	
Identify motives of serial killers			D	
Prepare a police agency organizational chart			I, D	
Demonstrate an understanding crime data and how the Uniform Crime Reports are developed			I, D	
Understand and explain Criminological, Biological, Psychological, Sociological, Social Process, and Conflict Theories			I, D	
Understand how crimes are categorized			I, D	
Explain the elements of a crime			I, D	
Understand the levels of force available to a law enforcement officer			I,D	
Understand and apply the concept of police discretion			I,D	

Differentiate and understand the difference between <i>Actus Reus</i> and <i>Mens Rea</i>			I, D	
Understand and analyze the types of defenses that are used in a criminal trial			I, D	
Understand and evaluate the future of our criminal justice system			I, D	
Explain the various goals of criminal sentencing			I, D	
Understand the function of a prison and issues associated with confinement			I, D	
Explain drug, drug use and drug abuse			I, D	
Understand the drug problem in the U.S. and how it affects crime statistics			I, D	
Understand how drugs affect the Somatic, Autonomic and Central nervous system			I, D	
Understand how drugs are categorized and identified			I, D	
Understand the difference between Stimulants, Depressants and Inhalants			I, D	
Understand all aspects of alcohol (use, consumption, toxicity, dependence)			I, D	
Understand all aspects of tobacco, caffeine and dietary supplements			I, D	
Understand and explain the difference between Opioids, Hallucinogens and Marijuana			I, D	
Understand how to prevent substance abuse (goals, types, programs)			I, D	
Utilize and evaluate fundamental methods of forensic science			I, D	

Create field notes and complete a motor vehicle crash report			I, D	
Prepare crime scene notes			I, D	
Complete police incident reports			I, D	
Conduct crime scene investigations/searches			I, D	
Understand the concepts of conducting a safe motor vehicle stop			I, D	
Conduct safe motor vehicle stops			I, D	
Apply higher order thinking to solve law enforcement problems			I, D	
Complete proper field interrogations and interviews			I, D	
Utilize techniques of crime scene sketch techniques			I, D	
Conduct safe and lawful room searches			I, D	
Apply techniques for crime scene investigation (i.e.: fingerprints, impressions, serology, hair/fiber analysis, ballistics, biological fluids, and other physical evidence)			I, D	

V. TEXTBOOK, INSTRUCTIONAL MATERIALS AND SOFTWARE

Anchor Text

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

Drugs, Society & Human Behavior, 15th Edition. Carl Hart & Charles Ksir. McGraw Hill, 2013. ISBN: 978-0-07-352974-5.

Support Resources

Inherit The Wind. Jerome Lawrence and Robert E. Lee. Ballantine Books, 1955.

And Then There Were None. Agatha Christie. Harper/Collins Publishers, 1939.

Forensic Science, Fundamentals and Investigations, Bertino, South-Western Cengage Learning, Mason, OH 2008
ISBN# 9781305464902

Crime Scene Investigation, Pearson-Prentice Hall, 2004

Investigative and Operational Report Writing, 4th Edition Larry E. Holtz Lexis Nexis Gould Publications 2001. ISBN-13: 978-0875263724

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

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

Online Resources

www.cjnowonline.com (online textbook)

www.courttv.com (Court TV Home)

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

VI. Student Handout

Course Description

Criminal Justice III is a full-year career and technical education course designed to advance the students' knowledge of their individual rights and learn how police services are delivered in the context of these rights. Special attention is paid to law enforcement responsibilities, methods, restrictions and tactics. Attention is paid to understanding how a criminal case proceeds through the criminal justice system. This course is conducted in Grade 11. Students will be prepared to work in the field of law enforcement, the court system or the corrections field while simultaneously receiving a strong academic foundation preparing them for post-high school academic career.

CJ III students may earn three credits for each of the following courses from Passaic County Community College:

- 1) Introduction to Criminal Justice (CJ 101)
- 2) Drug and Alcohol Use, Misuse and Abuse (CJ 203).
- 3) First Aid, CPR & Safety (PE 114) (Taught by PCCC adjunct personnel; syllabus available under separate cover)

Proficiencies

1. Analyze a criminal case as it proceeds through the criminal justice system
 2. Identify citizen rights at each stage of a criminal justice system interaction.
 3. The student will be able to prepare a police agency organizational chart.
 4. Demonstrate an understanding of crime data and how Uniform Crime Reports are developed.
 5. Analyze crime data and make predictions.
 6. Explain Classical Criminological, Biological, Psychological, Sociological, Social Process, and Conflict Theories.
 7. Understand how crimes are categorized.
 8. Explain Reasonable Suspicion and Probable Cause.
 9. Differentiate between *Actus Reus* and *Mens Rea*.
 10. Recognize the types of defenses used in a criminal trial.
 11. Evaluate the future of our criminal justice system.
 12. Understand the function of incarceration and issues associated with confinement.
 13. Understand the goals of sentencing.
 14. Understand 'victimless crimes' and the effects on the criminal justice system.
 15. Explain the three levels of Police/Citizen contacts.
 16. Understand police discretion.
 17. Explain the Use of Force options available to law enforcement.
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18. Demonstrate safe tactics for a room search.
 19. Demonstrate safe tactics for a motor vehicle stop.
 20. Utilize and evaluate fundamental methods of forensic science.
 21. Create field notes of an accident and/or crime scene and prepare preliminary field investigation forms.
 22. Complete proper field interrogations and interviews.
 23. Understand and utilize techniques of crime scene sketching to document evidence.
 24. Demonstrate the proper method for processing a crime scene.
 25. Apply techniques for crime scene investigation (i.e.: fingerprints, impressions, serology, hair/fiber analysis, ballistics, biological fluids, and other physical evidence).
 26. Analyze how drugs affect the Somatic, Autonomic and Central nervous system.
 27. Understand how drugs are categorized and identified.
 28. Recognize the difference between Stimulants, Depressants and Inhalants.
 29. Differentiate between substance abuse prevention components (goals, types, programs).
 30. Identify the changing view of substance abuse.
 31. Trace the evolution of American drug policy.
 32. Measure the drug problem in the U.S. and its effects on crime statistics.
 33. Trace the history, use and abuses of stimulants, depressants and inhalants,
 34. Trace the history, use and abuses of medication for mental disorders.
 35. Trace the history, use and abuses of legal drugs (i.e. alcohol, tobacco, caffeine, dietary supplements).
 36. Trace the history, use and abuses of illegal drugs (i.e. opioids, hallucinogens, marijuana and performance enhancing drugs).
 37. Trace treatment of substance use disorders.
 38. Trace law enforcement responses to illegal drug use.
 39. Trace the responsibilities of different jobs in the criminal justice system.
 40. Engage in vigorous academic discourse collating class material with current events.
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