



**Social Studies Department**  
 Elective Course: Introduction to Criminal Justice

Developed by: Mr. Robert Porrino and Mr. Joseph Dwyer

Last Updated: September 2020

Scope and Sequence

Month	Instructional Unit
Unit 1	Foundations of Criminal Law <ol style="list-style-type: none"> <li>1. What is Law? The source of American Law</li> <li>2. Bill of Rights, Rules of Criminal Procedure and the Criminal Justice process</li> <li>3. Composition of Federal and State courts</li> <li>4. Legal precedents</li> <li>5. Criminal cases</li> <li>6. Criminal vs Civil</li> <li>7. Double Jeopardy</li> <li>8. Substantive Law vs procedural law</li> <li>9. Elements of a crime: Mens Rea &amp; Actus Rea</li> <li>10. Determining the specific elements of a crime</li> <li>11. Types of criminals</li> <li>12. Inchoate Crimes: Attempt, Solicitation and conspiracy</li> </ol>
Unit 2	Criminology <ol style="list-style-type: none"> <li>1. What is criminology?</li> <li>2. What is deviance</li> <li>3. What constitutes criminal activity?</li> <li>4. How are criminals punished?</li> <li>5. How are criminal investigations conducted?</li> </ol> Crimes against the Person <ol style="list-style-type: none"> <li>1. Homicide (Murder, Manslaugheter, etc.)</li> <li>2. Assault &amp; Battery</li> <li>3. Stalking</li> <li>4. Sexual Offenses</li> </ol> Crimes against Property

	<ol style="list-style-type: none"> <li>1. Arson</li> <li>2. Vandalism</li> <li>3. Theft</li> <li>4. Larceny</li> <li>5. Robbery/Burglary</li> <li>6. Forgery</li> <li>7. Computer Crime</li> <li>8. Identity Theft</li> <li>9. Receiving Stolen Property</li> </ol> <p>Crimes against the State</p> <ol style="list-style-type: none"> <li>1. Bribery</li> <li>2. Perjury</li> <li>3. Witness tampering</li> <li>4. Evidence tampering</li> <li>5. Espionage &amp; Sedition</li> <li>6. Terrorism <ol style="list-style-type: none"> <li>a. Responses to Terrorism <ol style="list-style-type: none"> <li>i. Patriot Act</li> <li>ii. Surveillance</li> <li>iii. Detention and Interrogation</li> <li>iv. Trial Rights and Military Tribunals</li> <li>v. Guantanamo Bay</li> </ol> </li> </ol> </li> </ol>
Unit 3	<p>Criminal Courts</p> <ol style="list-style-type: none"> <li>1. Courts and the quest for justice</li> <li>2. Pretrial procedures: Adversary system in Action <ol style="list-style-type: none"> <li>a. Stages of the criminal justice process</li> </ol> </li> <li>3. The Criminal Trial</li> <li>4. Rules of Evidence</li> <li>5. Evidentiary Procedures</li> <li>6. Punishment and Sentencing</li> </ol>
Unit 4	<p>Police and Law Enforcement:</p> <ol style="list-style-type: none"> <li>1. Law enforcement today</li> <li>2. Challenges to effective policing</li> <li>3. Police and the Constitution: <ol style="list-style-type: none"> <li>a. Rules of law enforcement</li> <li>b. Procedural standards for policing</li> </ol> </li> <li>4. Examine public attitudes to law enforcement</li> <li>5. Communication and law enforcement</li> <li>6. Careers in criminal justice <ol style="list-style-type: none"> <li>a. Police training</li> </ol> </li> </ol>
Unit 5	<p>Corrections:</p> <ol style="list-style-type: none"> <li>1. Probation and Corrections</li> <li>2. Prisons and Jails</li> </ol>

	3. Behind Bars: Inmate life
Unit 6	Special Issues: 1. Juvenile Justice System 2. Ongoing war against drugs 3. Terrorism, Cyber Crime and the future

Unit 1	
The Criminal Justice System	
Summary and Rationale	
The unit will address the structure of American government under the United States Constitution, as well as the types of laws in America, with an emphasis on the federal judicial branch system and a comparison to the State of New Jersey’s judicial system. Students will have the opportunity to evaluate citizens’ and the government’s role in creating, enforcing, and interpreting laws by examining the roles of the participants of the court.	
Recommended Pacing	
5 weeks	
Standards	
<b>Social Studies</b>	
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civics PR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.Civics HR.1	Construct an argument as to the source of human rights and how they are best protected.
<b>Social Justice</b>	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

<b>Language Arts</b>	
<b>Reading: Informational Text</b>	
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
<b>Writing</b>	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

	comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>Speaking and Listening</b>	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<b>Language</b>	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions.  B. Spell correctly.
L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Law is a system of rules enforced through local, state and national governments that govern politics, economics and society.</li> <li>● The purpose of criminal law is to restrict actions and activities to allow society to function within the agreed upon boundaries that benefit society.</li> </ul>	<ul style="list-style-type: none"> <li>● What is law?</li> <li>● What are natural laws?</li> <li>● Why are laws created?</li> <li>● Who creates laws</li> <li>● Who determines punishment for breaking laws</li> <li>● How have laws evolved over time?</li> <li>● What is the role of the court in determining Justice?</li> </ul>
<b>Inquiry Question(s):</b>	
What kinds of biases exist in these laws? What could be done differently?	
<b>Evidence of Learning (Assessments)</b>	

Pre-assessment  
 Formative assessments  
 Summative assessment

**Objectives (SLO)**

Students will know: (Goals)

Students will be able to: (Teaching Points)

- How criminal law relates to conduct that is prohibited by the state and punishments set on those who violate these laws.
- The foundations of the American legal system
- How the United States Constitution protects the rights of the individual against the state and sets forth practical rules of criminal procedure which is the cornerstone of the American legal system.
- Limitations of State’s powers
- Shouldering the Burden of proof
- The inability to prosecute twice for the same offense.
- The difference between substantive Law (how case will be handled) vs. procedural Law (the enforcement of substantive law).
- Impact of the Enlightenment thinkers on the American legal system
- The Bill of Rights (4th, 5th, 6th, 8th Amendments) search and seizure, double jeopardy, self-incrimination, right to speedy trial, excessive bail and cruel and unusual punishment
- Difference between mens rea and actus rea -intention and action

- Students will be able to evaluate the goals of the American legal system and analyze the role of the courts and law enforcement agencies in maintaining law, order and justice.
- Secondary
- Trace of the origins of the American legal system to historical foundations
  - Comprehend the basic protections of the United States Constitution and apply them with real-world/modern examples.
  - Understand the necessity of the protections as they apply today.
  - Explain the relationship between substantive and procedural law.
  - Understand and evaluate modern cases involving each of the rights of the accused as they relate to the Bill of Rights.
  - Identify and differentiate the mens rea and actus rea in crimes.
  - The relationship between local, state and national laws.
  - The law making process, drafting a law, passing a law.

Suggested Resources/Technology Tools

- Digital/Technology:
  - Chromebooks
  - Projector
  - Relevant websites and digital sources



- G. Suite for Education
- Text Resources:
  -

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

### Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

### 504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction

- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

### Unit 2

Criminology: Classifying Crimes

#### Summary and Rationale

This unit will focus on the three independent views on how behaviors become crimes. Additionally, the unit will focus on the methods used to measure crimes through information on crimes from a number of sources including surveys, records, interviews and observations. One of the most important of these sources is the Uniform Crime Reports compiled by the FBI. The unit will delve into the validity of the UCR because many people (victims) fail to report crimes to police due to fear, apathy, or lack of respect for law enforcement.

Recommended Pacing	
4 weeks	
Standards	
Social Studies	
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
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	or argument, including whether the structure makes points clear, convincing, and engaging.
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W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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	sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Criminology studies the criminal activity and how it is dealt with by law.</li> </ul>	<ul style="list-style-type: none"> <li>● What is criminology?</li> <li>● What is deviance?</li> <li>● What is criminal activity?</li> <li>● How is criminal activity defined?</li> <li>● How are crimes punished?</li> <li>● How are criminal investigations conducted?</li> <li>● What are the different classifications of crimes?</li> <li>● What is crime against the person?</li> <li>● What is crime against property?</li> <li>● What is crime against the state?</li> <li>● What are the causes of Crimes?</li> <li>● What makes crimes worse than others?</li> <li>● Is property an unalienable right?</li> <li>● What could or should be owned property?</li> <li>● How accountable should one be for their own actions?</li> </ul>
<b>Inquiry Question(s):</b>	
How accountable should one be for their own actions?	
<b>Evidence of Learning (Assessments)</b>	
Pre-assessment Formative assessments Summative assessment	
<b>Objectives (SLO)</b>	
Students will know: (Goals)	Students will be able to: (Teaching Points)

- The complex and diverse subject matter that includes understanding crime, causation of crimes, deviance, illegal behavior and law.
- Student's will know the varied classifications of crimes such as crimes against the person, property and state.
- Crimes against the person include homicide, suicide, robbery, assault, battery, domestic violence, hate crimes, harassment, kidnapping/false imprisonment and stalking.
- Crimes against varied property that include various types of crimes such as theft, destruction, deception and other uses of force.

- Students will be able to examine and evaluate criminal activity in terms of types of crime and criminal classifications.

Secondary

- Understand the legal definition of crime and other terms associated with crime.
- Identify the varied crimes categorized under crimes against persons.
- Identify the varied crimes categorized under crimes against property.
- Identify the varied crimes categorized under crimes against the states.
- Evaluate the threat of computer crimes and identity theft in today's society.
- Assess the factors as to why certain property crimes are treated more harshly by the criminal justice system.
- Classify various actions and crimes and determine whether they meet the criteria to be classified as terrorism with clear reasoning.
- Evaluate the effectiveness or ineffectiveness of the Patriot Act.
- Evaluate the limits of the constitutional rights and laws in regards to terrorism.
- Evaluate the effectiveness of Guantanamo Bay
- Evaluate the morality and necessity of Guantanamo Bay.

Suggested Resources/Technology Tools

- Digital/Technology:
  - Chromebooks
  - Projector
  - Relevant websites and digital sources
  - G. Suite for Education
- Text Resources:
  -

Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and

strategy.

- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

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- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents



## Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

### Unit 3

#### Criminal Courts

#### Summary and Rationale

The unit will focus on the criminal courts through the lense of law today and can generally be divided into four broad categories. Substantive criminal law defines crimes and their punishments. Procedural criminal law sets out the basic rules of practice in the criminal justice system. Civil law governs relations between private parties, including both individuals and organizations. Additionally the unit will discuss the contemporary american legal system as codified by state and federal legislatures. The content of law may also be influenced by judicial decision making. Regardless of its source, all criminal law in the United States must conform to the rules and dictates of the Constitution.

#### Recommended Pacing

4 weeks

#### Standards

<b>Social Studies</b>	
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civics PR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.Civics HR.1	Construct an argument as to the source of human rights and how they are best protected.
<b>Social Justice</b>	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
<b>Language Arts</b>	
<b>Reading: Informational Text</b>	
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
<b>Writing</b>	

W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>Speaking and Listening</b>	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Language</b>	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>● A criminal case consists of many different types of proceedings, each one of which serves a particular purpose and together provide a criminal defendant a fair and impartial process within which to resolve their charges (guilty/not guilty verdict).</li> <li>● Complex rules of evidence have been established to govern the procedures by which witnesses are examined and evidence introduced in order to provide a criminal defendant a fair trial to resolve their charges.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the rights of the accused?</li> <li>● How does the american legal system for criminal justice safeguard the constitutional rights of a criminal defendant?</li> <li>● What makes evidence reliable?</li> <li>● What types of evidence should be admitted in court and under what circumstances?</li> <li>● What is a fair trial?</li> <li>● What factors does a judge consider when deciding time in prison?</li> <li>● What types of prisons are there?</li> <li>● What is parole?</li> <li>● What is mandatory supervision?</li> </ul>
Inquiry Question(s):	
<p>Do mandatory minimum sentences deter crime or encourage recidivism?            In what ways do drug courts help or hurt people with addictions? How should drug courts change during the opioid crisis?</p>	
Evidence of Learning (Assessments)	
Pre-assessment Formative assessments Summative assessment	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> <li>● The different stages of the criminal justice process, what is involved in each stage and the purpose they serve to ensure a defendant receives a fair trial.</li> <li>● The rules of evidence and the reasoning behind the rules.</li> <li>● The elements of a trial</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehend the reasoning behind the different stages of a criminal trial and the purpose they serve.</li> <li>● Comprehend the rules that are involved with admitting or omitting evidence in a criminal trial.</li> <li>● Evaluate the fairness of admitting and omitting evidence in a criminal trial.</li> </ul>

## Suggested Resources/Technology Tools

- Digital/Technology:
  - Chromebooks
  - Projector
  - Relevant websites and digital sources
  - G. Suite for Education
- Text Resources:
  -

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

### Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

### 504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments

- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

### Unit 4

Policing and Law Enforcement

Summary and Rationale

The unit will focus on the characteristics of the first law enforcement agencies and discuss the development of law enforcement in the United States. Additionally, we will describe the major changes in law enforcement between 1970 and today. Key topics will focus on the police experiencing turmoil through the decades, which led to reforms such as the hiring of women, members of minority groups, questions regarding effectiveness of law enforcement and the development of community policing. Police departments began to embrace the new forms of policing that stressed cooperation with the community and problem solving.

**Recommended Pacing**

4 weeks

**Standards**

**Social Studies**

6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

**Social Justice**

JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

**Language Arts**

**Reading: Informational Text**



RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
<b>Writing</b>	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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	techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is

	sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>●</li> <li>● As society changes and evolves, so do the police and their responsibilities</li> <li>● Police departments consist of many units that aid the community in which they police.</li> </ul>	<ul style="list-style-type: none"> <li>● What is due process?</li> <li>● What due process rights are guaranteed through the 5th Amendment?</li> <li>● What due process rights are guaranteed through the 6th Amendment?</li> <li>● What due process rights are guaranteed through the 14th Amendment?</li> <li>● What precedent was created in Arizona v. Miranda?</li> <li>● What occurs when an officer does not read Miranda Rights?</li> <li>● What precedent was created in Terry v. Ohio?</li> <li>● What is the purpose of a plea bargain?</li> <li>● What is the process of establishing the bail in America?</li> <li>● What role does a bail bondsmen play in the criminal justice process?</li> <li>● What is the difference between detainment and custody?</li> <li>● What occurs if evidence is illegally obtained by law enforcement and/or a prosecutor?</li> <li>● When can an officer arrest a suspect?</li> <li>● What action/s can an officer take with reasonable suspicion?</li> </ul>

- What action/s can an officer take with probable cause?
- When and how do Miranda Rights take effect? What is the difference between reasonable suspicion and probable cause?
- How does one press charges against another person?
- What is the purpose of an arraignment?
- What precedent was established in Mapp v. Ohio?
- What is the purpose of the exclusionary rule? What precedent was established Kylo v. US? What is the process of obtaining a warrant?
- What are the powers of the police and how have they changed over time?
- What do communities expect from their police departments and officers?
- How can the community assist the police department?
- How does training in the police academy prepare an officer for his/her role as an officer?
- What types of ongoing training do officers receive?
- What are the different specialized units of a police force?
- Why are police reports so important to police work?
- What are the different types of police reports?
- How do police communicate through their radios?
- What are the proper radio communication procedures?

**Inquiry Question(s):**

Do eyewitnesses provide accurate testimony? Should their statements be allowed in court? Do body cameras reduce police violence? Is police violence against people of color accurately represented in media coverage? How do perceptions of police impact public safety?

**Evidence of Learning (Assessments)**

Pre-assessment  
Formative assessments  
Summative assessment

**Objectives (SLO)**

Students will know: (Goals)

Students will be able to: (Teaching Points)

- The different stages of the criminal justice process, what is involved in each stage and the purpose they serve to ensure a defendant receives a fair trial.
- The rules of evidence and the reasoning behind the rules.
- The elements of a trial
- 

- Comprehend the role of police in the criminal justice process.
- Examine the public attitudes towards law enforcement
- Understand the methods and techniques of policing
- Examine the units and positions in local police departments
- Evaluate the impact of police and the community.
- Understand the investigation process
- Examine procedural standards for policing.
- Analyze the process of search and seizure.
- Identify the requisite pieces for search and seizure legality.
- Understand the historical precedence of the Miranda Rights.
- Identify the steps of the criminal justice process in the New Jersey judiciary and the federal judiciary.
- Identify and analyze and due process rights guaranteed through the 5th , 6th, and 14th Amendments.
- Identify and analyze and Miranda Rights.
- Identify due process rights created through common law.
- Explain the process of establishing bail.
- Distinguish between reasonable suspicion and probable cause.
- Distinguish between detainment and custody.
- Identify and explain the process of a plea bargain.
- Identify and explain the process of indictment in New Jersey.
- Define and use practice applications of the exclusionary rule.
- Evaluate Limits on Police Power
  - Explore the use of force in policy activities
  - Research citizen oriented police “watchdog” groups
  - Identify problems police face dealing with citizens

#### Suggested Resources/Technology Tools

- Digital/Technology:
  - Chromebooks
  - Projector
  - Relevant websites and digital sources
  - G. Suite for Education

- Text Resources:

- 

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

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- Focus on building relationships in the classroom.
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- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
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- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
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### 504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

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- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling

- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

### Unit 5

Corrections - Prisons and Jails

#### Summary and Rationale

The unit will discuss the problems of the adult correctional system. For example the significant number of facilities are old and in ill repair. Institutions are overcrowded, and meaningful treatment efforts are often a matter of wishful thinking. Additionally, the unit will discuss and chart the prisonization process and the development of inmate social code. Inmates form their own world, with a unique set of norms and rules, known as the inmate subculture. Those who become the most prisonized will be least likely to avoid criminal activity outside. Finally, the unit will focus on the parole process and the problems of prisoner reentry. Most inmates are paroled either by mandatory release or parole board vote.

Unfortunately, more than half of all parolees return to prison shortly after their release. Recidivism may be a by-product of the disruptive effect a prison experience has on personal relationships.

**Recommended Pacing**

4 weeks

**Standards**

**Social Studies**

6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civics PR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.Civics HR.1	Construct an argument as to the source of human rights and how they are best protected.

**Social Justice**

JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

**Language Arts**

**Reading: Informational Text**

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
<b>Writing</b>	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports

	the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>Speaking and Listening</b>	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Language</b>	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>
L.11-12.6.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>As society changes and evolves, so do the police and their responsibilities</li> <li>Police departments consist of many units that aid the community in which they police.</li> </ul>	<ul style="list-style-type: none"> <li>What are the powers of the police and how have they changed over time?</li> <li>What do communities expect from their police departments and officers?</li> <li>How can the community assist the police department?</li> <li>How does training in the police academy prepare an officer for his/her role as an officer?</li> <li>What types of ongoing training do officers receive?</li> <li>What are the different specialized units of a police force?</li> <li>Why are police reports so important to police work?</li> <li>What are the different types of police reports?</li> <li>How do police communicate through their radios?</li> <li>What are the proper radio communication procedures?</li> <li>What occurs if evidence is illegally obtained by law enforcement and/or a prosecutor?</li> <li>When can an officer arrest a suspect?</li> <li>What action/s can an officer take with reasonable suspicion?</li> <li>What action/s can an officer take with probable cause?</li> <li>When and how do Miranda Rights take effect? <ul style="list-style-type: none"> <li>What is the difference between reasonable suspicion and probable cause?</li> </ul> </li> </ul>

<b>Inquiry Question(s):</b>	
Do mandatory minimum sentences deter crime or encourage recidivism?	
<b>Evidence of Learning (Assessments)</b>	
Pre-assessment Formative assessments Summative assessment	
<b>Objectives (SLO)</b>	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> <li>● Examine the history of corrections in New Jersey and the United States.</li> <li>● Explore the impact of the United States legal system on the correctional system.</li> <li>● Differentiate between the civil and criminal justice systems and explain how change impacts correctional services.</li> <li>● The difference between the prison system and jail system.</li> </ul>	<ul style="list-style-type: none"> <li>● Student's will be able to demonstrate/evaluate the correctional system in the United States.</li> <li>● Explain the factors leading to the development of correctional institutions in the United States, and the evolutionary processes that have resulted in our present prisons;</li> <li>● Demonstrate knowledge of early and current conditions in prisons and the original and present intended functions of prisons;</li> <li>● Demonstrate knowledge of the role of correctional institutions within society, along with society's expectations of prisons;</li> <li>● Define inmate needs and desires, along with their rights and the factors that have resulted in inmates having these rights protected; and,</li> <li>● Identify current issues faced by correctional administrators and employees, as well as the existing policies, practices and procedures in dealing with inmates while incarcerated and on parole.</li> <li>● Identify the functions of probation and parole.</li> <li>● Analyze, dissect, and explain the major issues of contemporary corrections – court interventions, community notification, special populations, and alternatives to incarceration.</li> <li>● Describe the legal and practical barriers to offender reintegration.</li> <li>● Debate the pros and cons of current legislative efforts in the area of correctional reform</li> <li>● Describe the victims' role in offender reentry.</li> </ul>
Suggested Resources/Technology Tools	

- Digital/Technology:
  - Chromebooks
  - Projector
  - Relevant websites and digital sources
  - G. Suite for Education
- Text Resources:
  -

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

### Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

### 504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments

- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>