



HIGH SCHOOL COURSE OUTLINE

Department	History/Social Science	Course Title		Criminal Justice and Law	Course Code		2211	
Grade Level	10-12	Short Title		CRIMINAL JUST LAW	Grad Requirement Subject			
Course Length	2 semesters	Credits per Semester	5	Approved for Honors		Required		Elective X
Prerequisites	Introduction to Law or Foundations in Law Recommended: C or better in prior English and history course;							
Co-requisites	Recommended: Enrolled in Public Services Smaller Learning Community/Pathway							
Articulated with LBCC			Articulated with CSULB					
Meets UC "a-g" Requirement	Yes 'g'		Meets NCAA Requirement			Yes		
Teaching Credential(s)	History/Social Science							

Education Development Center (EDC) curriculum is available at <http://LawandJustice.edc.org> and ConnectEd Studios. Training on the EDC curriculum is recommended.

COURSE DESCRIPTION:

The Criminal Justice and Law curriculum provide students with an overview of the criminal and juvenile justice systems. Throughout the course, they will explore the meaning of crime and justice, and the relationship between criminal justice and social justice. Students will learn how and why the criminal justice system functions. Students will explore diverse areas of criminal law, constitutional and civil rights, and how the system functions for adults and juveniles. Students will apply critical thinking and problem solving techniques by researching historical and political causes for legal issues and present on findings to essential questions, work in teams to analyze, reason, negotiate and develop questions for further study. Students will examine how the U.S. legal system compares with legal and political systems, philosophies, and practices of other countries. Students will learn about advocacy and policy by researching how individuals and groups, including young people, can take action to reform our legal system.

COURSE PURPOSE: GOALS

- CONTENT**
 - Students will learn theoretical foundations of the legal system, and purposes and justifications of laws and social contracts.
 - Students will learn how the law and legal systems can be used both to protect and oppress. The balance of different kinds of power within society is also explored.
 - Students will learn how laws are created, enforced, and interpreted. The relationship between law and public policy at the federal, state, and local levels of government are also studied
- SKILLS**
 - Students will apply critical thinking skills as they debate, discuss, and evaluate controversial issues.
 - Students will develop ethical civic actions to address legal questions and public policies.
 - Students will develop and implement collaborative school/community service projects.
- LITERACY**
 - Students will demonstrate the ability to read and comprehend a wide range of appropriate materials to develop a strong foundation in the criminal justice system.
 - Students will demonstrate critical thinking/problem solving techniques by participating in problem-based lessons that require students to develop different 'lenses' for analyzing and addressing critical legal issues.

- APPLICATIONS**
- Students will demonstrate the ability to use available technology to become proficient in gathering, organizing, and presenting data in class discussions/projects.
 - Students will explore careers and determine what career paths exist in the legal and criminal justice systems, and how the pursuit of a particular profession can serve as a form of civic action.

COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Criminal Justice and the Law. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

History/Social Studies Standards (H/SS):

Historical and Social Sciences Analysis Skills

Historical Research, Evidence, and Point of View

1. Distinguish valid arguments from fallacious arguments in historical interpretations.
2. Identify bias and prejudice in historical interpretations.

Historical Interpretations

1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

World History, Culture, and Geography: The Modern World standards (grade ten):

- 10.1.2 Trace the development of Western political ideas of the rule of law.
- 10.1.3 Consider influence of U.S. Constitution on political systems in contemporary world.

United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- 11.11 Analyze the major social problems and domestic policy issues in contemporary American society.

Principles of American Democracy standards (grade twelve):

- 12.1 Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.1.3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
- 12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.
- 12.2 Evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
 - 12.2.1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.
 - 12.2.3 Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
 - 12.2.4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service
 - 12.2.5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
 - 12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
 - 12.3.2 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
 - 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms articulated in the First Amendment and the due process and equal protection clauses of the Fourteenth Amendment.
 - 12.5.4 Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, and Regents of the University of California v. Bakke.
- 12.7 Analyze and compare the powers and procedures of the national, state, and local governments.
 - 12.7.7 Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them.

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Expected integrated outcomes are from the [California Career Technical Education Model Curriculum Standards](#), adopted by the California State Board of Education in January, 2013 and the Common Core State Standards

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to this course.

Common Core State Standards for English Language Arts 6-12 (CCSS/ELA)

Speaking and Listening Standards (SLS)

Grades 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally,) in order to make informal decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Language Standards (LS)

Grades 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.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed, apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

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.

Writing Standards (WS)

Grades 11-12

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (CCSS/LIT)

Reading Standards for Literacy in History/Social Studies (RHSS)

Grades 11-12

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

(WHSST)

Grades 11-12

- Write arguments focused on *discipline-specific content*.
 - 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 the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and 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.
 - 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 varied transitions and sentence structures 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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 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.
 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 9. Draw evidence from informational texts to support analysis, reflection, and research.

Standards for Career Ready Practice (CR):

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks — personal and organizational — of technology applications and they take actions to prevent or mitigate these risks.

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

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Reference abbreviations used in the Outline of Content table (Content Standards section) refer to these documents as follows:

H/SS	refers to the high school standards of the CA History/Social Science Content Standards
CCSS H/SS	refers to the Common Core Literacy Standards through History/Social Science
CCSS ELA	refers to the Common Core State Standards in English Language Arts
CR	refers to the Standards for Career Ready Practice

Unit 1: Crime and Justice - 6 Weeks

Sample Essential Questions:

- *How are criminal laws enforced in the United States?*
- *What approaches, tools, and strategies do police use to prevent and investigate crime?*
- *How can we balance both the need to maintain law and order and the need to preserve the civil rights and civil liberties of individuals?*

- How does law enforcement work with other government agencies and the community to promote public safety while securing justice?
- What role do professionals play in promoting a fair and equitable criminal justice system?

In Unit 1, students evaluate how definitions of crime change over time, vary from place to place, and can affect how justice is achieved. They explore the concept that in United States, crimes are legally defined in state and federal statutes and local ordinances, and the judiciary interprets laws as they apply to particular cases. Students use critical thinking skills to evaluate how criminal justice systems can maintain law and order, as well as respond to perceived threats to society; however, they do not always do so in a way that upholds the individual rights guaranteed by the U.S. Constitution. They evaluate how criminalizing behavior is one way of addressing a social problem, but it may also overburden the criminal justice system and have a disproportionate impact on different groups in the community. Finally, they use collaborative conversation and written communication skills to determine whether criminal justice professionals can ensure justice for victims and the accused while promoting public safety.

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> • Elements of a crime in U.S. law • Criminalization • Crimes from other time periods • Theories of punishment • Differences between civil and criminal law • Constitutional limits on government's power to define new crimes • Restorative justice <p>H/SS: 10.1.3, 11.11, 12.1, 12.1.3, 12.1.6, 12.3, 12.5, 12.5.4</p>	<ul style="list-style-type: none"> • Evaluate how definitions of crime change over time, vary from place to place, and can affect how justice is achieved. • Explain the concept that in United States, crimes are legally defined in state and federal statutes and local ordinances, and the judiciary interprets laws as they apply to particular cases. • Use critical thinking skills to evaluate how criminal justice systems can maintain law and order, as well as respond to perceived threats to society; however, they do not always do so in a way that upholds the individual rights guaranteed by the U.S. Constitution. • Evaluate how criminalizing behavior is one way of addressing a social problem, but it may also overburden the criminal justice system and have a disproportionate impact on different groups in the community. • Use collaborative 	<p>KEY ASSIGNMENTS/ ASSESSMENTS: "Mary Brown Cyber Bullying Case"</p> <p>Part 1: What Is Criminal Justice?</p> <p>Activity 1A: Perceptions of the Criminal Justice System Activity 1B: The Relationship Between Crime and Justice Activity 1C: Changing Concepts of Crime and Justice Activity 1D: Current Issues in Criminal Law Activity 1E: A Case of Cyber bullying</p> <p>Part 2: Criminal Law and the Constitution</p> <p>Activity 2A: Criminal Laws Activity 2B: Assessing Behavior Activity 2C: Criminalizing Behavior Activity 2D: Criminal Law and the Constitution. Activity 2E: Applying Legal Precedent</p> <p>Part 3: Theories of Prevention and Punishment</p> <p>Activity 3A: An Ounce of Prevention Activity 3B: Responses to Crime Activity 3C: Perspectives on</p>	<p>BASIC TEXT CORRELATION: TEXT: <i>Criminal Justice In America</i>, 5th Ed. Hayes and Croddy, Chapter 1-4 and Chapter 22</p> <p>Handout 1: Problems in the Criminal Justice System</p> <ul style="list-style-type: none"> • Handout 2: Innovation in the Criminal Justice System • Handout 3: The Criminal Justice Process • Handout 4: The Bill of Rights • Handout 5: Unit 6 Overview • Handout 6: Sample Problem Tree • Handout 7: Unit 6 Project Description • Handout 8: Unit 6 Assessment Checklist • Handout 9: Teamwork Guidelines • Student Research Toolkit • Handout 10: Eye on the Law <ul style="list-style-type: none"> • California Penal Code § 484(a) – Theft • California Penal Code § 67 – Bribery • California Penal Code § 186.22 – Participation in a criminal street gang • California Penal Code § 451 – Arson • California Penal Code § 594 – Vandalism • California Penal Code § 646.9 – Stalking • California Penal Code § 653(m) – Harassment • California Penal Code § 422 – Crime Threats • U.S. Constitution, Article I, Section 9 (Ex Post Facto clause) • Preamble to the U.S. Constitution • The Bill of Rights

	<p>determine whether criminal justice professionals and youth can ensure justice for victims and the accused while promoting public safety. Use effective written communication skills to write about how justice professionals and youth can ensure justice for victims while promoting public safety</p> <p>H/SS - Historical Research, Evidence, and Point of View: 1, 2 Historical Interpretations 1, 3, 4</p> <p>CCSS/ELA: Grades 11-12 SLS 1, 4, 6 LS 1, 2, 3, 4, 6</p> <p>CCSS/LIT: Grades 11-12 RHSS: 1-9 WHSST: 1, 2, 4, 7, 8</p> <p>CR: 1, 2, 4, 5, 7, 8, 9, 11</p>	<p><u>Part 4: The Path to Justice</u></p> <p>Activity 4B: Making a Point Activity 4C: Preparing for the Presentation Activity 4D: Taking it Public. Activity 4E: Reflections Activity 4F: Unit Exam</p> <p>Formative & Summative assessments</p> <ul style="list-style-type: none"> * Class discussions * Formative assessments using * Thinking Maps "What construes bullying in internet "discussions"? * Written talking points * Journal writes and Reflections * Document Based Questions * DBQ writing project "How can We Balance Both the Need to Maintain Law and Order and the Need to Preserve the Civil Rights and Civil Liberties of Individuals?" (To be filed/included in portfolio) * Persuasive essay for "Mary Brown" case (To be filed/included in portfolio) * Legislative hearing presentation on Cyber Bullying * Chapter Concept Maps * Chapter quizzes * Unit exam (multiple choice & constructed response) <p>Key Assignments Using district DB prompts and documents, students will conduct a close read of the documents and write an essay responding to the question "How do we balance Both the Need to Maintain Law and Order and the Need to Preserve the Civil Rights and Civil Liberties of Individuals?"</p> <p>See Key Assignment section for more details</p>	<ul style="list-style-type: none"> • Chicago v. Morales (U.S. Supreme Court, 1999) • Gang Congregation Ordinance (Chicago ordinance, 1992) • United States v. Stevens (U.S. Supreme Court, 2010) • United States Code, Title 18, Section 48 (federal law, 1999) <p>EDC Law and Justice Website http://lawandjustice.edc.org: Teacher Guide for Unit 1: Unit Overview Detailed Activities Assessments Student Handouts Teacher Resources Standards Alignment Legal content and sources of Law References Media Resources</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Thinking About Crime by James Q. Wilson</p> <p>Constitutional Rights Foundation: www.crf-usa.org</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Civil law • Codes of law • Crime • Constitutionality • Cyber-bullying • Due process of law • Incarceration • Parole • Penal code • Substantive criminal law
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Unit 2: Law and Order - 7 Weeks

- How does law enforcement work with other government agencies and the community to promote public safety while securing justice?
- What role do professionals play?

In Unit 2, students learn that definitions of crime change over time, vary from place to place, and can affect how justice is achieved. They are able to explain the concept that in the United States, crimes are legally defined in state and federal statutes and local ordinances, and the judiciary interprets laws as they apply to particular cases. Students use critical thinking skills to evaluate how criminal justice systems can maintain law and order, as well as respond to perceived threats to society, while recognizing that they do not always do so in a way that upholds the individual rights guaranteed by the U.S. Constitution. Students evaluate how criminalizing behavior is one way of addressing a social problem, but it may also overburden the criminal justice system and have a disproportionate impact on different groups in the community. Finally, they use collaborative conversation skills and written communication skills to determine whether criminal justice professionals can ensure justice for victims and the accused while promoting public safety.

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> Theories of policing Approaches to crime prevention U.S. drug laws and policies Organization of law enforcement at the local, state, and federal levels Constitutional guidelines and limitations on criminal investigations Interviews and interrogations Tools and technology used in criminal investigations Ethical issues in criminal investigation <p>H/SS: 10.1.3, 11.11, 12.1, 12.1.3, 12.1.6, 12.2.1, 12.5.4</p>	<ul style="list-style-type: none"> Explain how the United States has a complex law enforcement structure, with agencies at the federal, state, and local levels. Evaluate the components of crime prevention and investigation involving a range of approaches, tools, and strategies based on principles of policing. Think critically about how the U.S. Constitution balances both the power of the police to enforce the law as well as the need to safeguard individual rights; yet does not always prevent abuses of power. Critically analyze the requirement for law enforcement to work collaboratively among many government agencies within and across states and various local communities. Evaluate careers in criminal justice that require professionals to make responses to crime that are well-reasoned, ethical and just. Develop and support a hypothesis 	<p>KEY ASSIGNMENTS: Potential threat or danger at a school site.</p> <p>Part 1: Approaches to Law Enforcement Activity 1A: Connecting Law and Law Enforcement. Activity 1B: Theories of Policing and Crime Prevention Activity 1C: Exploring U.S. Drug Policy Activity 1D: Law Enforcement Agencies</p> <p>Part 2: Investigations and the Protection of Rights Activity 2A: Reviewing the Case File Activity 2B: Ethical Investigation Activity 2C: Interviews, Interrogations, and the Constitution Activity 2D: Guidelines for Eyewitness Interviews Activity 2E: Advancing the Investigation Activity 2F: Applying the Law http://lawandjustice.edc.org/sites/lawandj</p> <p>Part 3: Race and the Law Activity 3A: Guidelines on Race for Law Enforcement Activity 3B: Race, Policing, and the Community</p> <p>Part 4: The Multi-Agency Task Force Activity 4A: Crime Analysis and Problem Solving Activity 4B: Refining Hypotheses</p>	<p>BASIC TEXT CORRELATION</p> <p>TEXT: <i>Criminal Justice In America</i>, 5th Ed. Hayes and Croddy, Chapter 5-9</p> <p>EDC Law and Justice Website http://lawandjustice.edc.org: Teacher Guide for Unit 2: Unit Overview Detailed Activities Assessments Student Handouts Teacher Resources Standards Alignment Legal content and sources of Law References</p> <p>Media Resources EDC, Unit 2, Part 3: Theories of Prevention and Punishment Handouts 12, 20-23, 32,36 & 38</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p><u>Crime Scene Investigation: Integrated Curriculum Unit on Forensics resource:</u> <u>http://lawandjustice.edc.org/sites/lawandj</u> <u>ustice.edc.org/files/LJ_Crime_Scene_Inv</u> <u>estigation_Complete_Unit_</u></p> <p>•“Crime-Scene Search,” FBI Handbook of Forensic Services http://www.fbi.gov/hq/lab/handbook/forensics.pdf</p> <p><u>http://lawandjustice.edc.org/sites/lawandj</u> <u>ustice.edc.org/files?CJ_UNIT_1_ResearchRecord.pdf</u></p>

	<p>importance</p> <ul style="list-style-type: none"> • Collaborate to gather and share information • Understand and apply requirements for ethical and legal behavior in the Workplace <p>H/SS - Historical Research, Evidence, and Point of View: 1, 2 Historical Interpretations 1, 3, 4</p> <p>CCSS/ELA: Grades 11-12 SLS 1, 4, 6 LS 1, 2, 3, 4, 6</p> <p>CCSS/LIT: Grades 11-12 RHSS: 1-9 WHSST: 1, 2, 4, 7, 8</p> <p>CR: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12</p>	<p>Activity 4C: Making Arrest Decisions</p> <p>Part 5: A Just Response Activity 5A: The U.S. and International Drug Control Activity 5B: Current Issues and Recommendations Activity 5C: Writing a Recommendation Activity 5D: Recommendations and Reflections Activity 5E: Unit Exam (multiple choice & constructed response)</p> <p>Formative & Summative/ Key Assignments</p> <ul style="list-style-type: none"> * Public issues discussions * Written talking points * Journal writes and Reflections * Findings presentation * Chapter Concept Maps * Formative assessment using Thinking Maps – Bubble map on ethical police officer, bubble map on un-ethical police officer, Double bubble comparing and contrasting the two types of officers. * Document Based Questions throughout unit * DBQ Writing project “Search and Seizure: Did the Government Go Too Far?” * Chapter quizzes * Unit exam (multiple choice & constructed response) <p>Culminating Activity: Working in groups, students create a campus security plan for an active shooter on campus emergency. (To be filed in portfolios)</p> <p>Extension Activity: Using forensic science techniques learned in the unit, have students apply the various skills to solve a case of their own choosing.</p> <p>See Key Assignment section for more details</p>	<p>http://lawandjustice.edc.org/sites/lawandjustice.edc.org/files?CJ_UNIT_1_Credibility-of-Web-Sites.pdf</p> <p>Constitutional Rights Foundation: www.crf-usa.org</p> <p>KEY VOCABULARY</p> <p>Affidavit Criminal Procedure Crime-control model Due process model Entrapment Exclusionary rule Exigent circumstances In loco parentis Parens patriae Interrogation Interview Field show-up Probable cause Stop and frisk Search and seizure Plain view Open-field Consent searches Consensual encounter “Broken windows” theory Community-oriented policing Crime control Intelligence-led policing Jurisdiction Legalization Order-maintenance policing Prevention Problem-oriented policing Task force Theories of policing</p>
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Unit 3: JURY TRIALS AND THE PURSUIT OF JUSTICE - 6 Weeks

Sample Essential Questions:

- What protections does the Constitution provide for people who have been charged with a crime?
- What are the limitations of Constitutional protections in criminal trials?
- What purpose do jury trials serve in the criminal justice process?
- To what degree do the rules of evidence contribute to ensuring a fair trial?
- How do different professionals support the criminal trial process?

In this unit, students learn about federal and state court systems, types of trials, components of criminal procedure, and the criminal trial process. In addition, students explore the option of plea bargaining. They review the Constitutional protections for the accused and discover the differences between criminal law and criminal procedure. They understand how appellate courts create criminal procedure, the two conflicting goals of criminal procedure, and the rights incorporated by the 14th Amendment. Students focus on the concept of US search and seizure, including the application of search and seizure and the related exceptions, as well as the arrest and search warrant process, to various scenarios. Students learn more in-depth about trial advocacy, the jury system, and the rules of evidence.

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> Plea bargaining Federal and state court systems Types of trials Criminal trial process Constitutional protections for the accused Components of criminal procedure The difference between criminal law and criminal procedure How appellate courts create criminal procedure The two conflicting goals of criminal procedure The concept of US search and seizure The application of search and seizure and the related exceptions The arrest and search warrant process The rights incorporated by the 14th Amendment Trial advocacy Jury system 	<ul style="list-style-type: none"> Clarify and defend positions with precise and relevant evidence Use critical thinking and legal reasoning to develop and assess logical arguments Narrate a sequence of events and communicate their significance to an audience Identify the potential for implicit bias in the criminal justice process and devise strategies to remedy it <p>H/SS - Historical Research, Evidence, and Point of View: 1, 2 Historical Interpretations 1, 3, 4</p> <p>CCSS/ELA: Grades 11-12 SLS 1 -6 LS 1, 2, 3, 4, 6</p> <p>CCSS/LIT: Grades 11-12</p> <p>RHSS: 1-9 WHSS: 1, 2, 4, 7, 8</p> <p>CR: 1, 2, 4, 5, 8, 9, 11, 12</p>	<p>KEY ASSIGNMENTS/ ASSESSMENTS: Criminal trial Reading case files Writing case theories/arguments</p> <p>Part 1: Sense of Purpose Activity 1A: The Rights of the Accused Activity 1B: Trial by Jury Activity 1C: The Unit Project Activity 1D: Joining the Team Activity 1E: Considering Perspectives</p> <p>Part 2: Building a Case Activity 2A: A Logical Theory Activity 2B: Applying the Law to the Facts Activity 2C: A Strong Start Activity 2D: Working on Opening Statements Activity 2E: Direct and Cross-Examination</p> <p>Part 3: Preparing for Trial Activity 3A, 3B, 3D, 3F: Trial Preparation, Day 1-4 Activity 3C: Playing By the Rules Activity 3E: The Plea Bargaining Option. Activity 3G: The Role of the Jury</p> <p>Part 4: A Fair Trial Activity 4A - 4C: Trial 1, Day 1-2 Jury Deliberations (Day 2) Activity 4D - 4F: Trial 2, Day 1-2. Jury Deliberations (Day 2) Activity 4G: Justice for All? (writing activity) Activity 4H: Unit Exam</p> <p>Formative & Summative Assessments /Key</p>	<p>BASIC TEXT CORRELATION TEXT: <i>Criminal Justice In America</i>, 5th Ed. Hayes and Croddy, Chapter 10-13</p> <p>Handouts 1-26 as needed</p> <p>EDC Law and Justice Website http://lawandjustice.edc.org: Teacher Guide for Unit 3: Unit Overview Detailed Activities Assessments Student Handouts Teacher Resources Standards Alignment Legal content and sources of Law References Media Resources</p> <p>KEY VOCABULARY</p> <p>Adversarial system Bench trial Counsel Defense Jury Plea bargain Prosecution Street crime Suite crime</p>

<ul style="list-style-type: none"> Rules of evidence <p>H/SS: 10.1.3, 12.1, 12.1.6, 12.2.1, 12.2.3, 12.2.5</p>		<p>Assignments</p> <ul style="list-style-type: none"> * Public issues discussions * Written case theory * Mock Trial - <i>Ordonez vs. California & Douglas vs. United States</i> findings & documents to be included in portfolios * Reflection papers * Justice for All (writing prompt) * Socratic Seminar "Is the American adversarial system still the best way to ensure justice?" * (DBQ project) "Is the American Jury System Still a Good Idea?" (to be filed/included in portfolio). * Formative assessment using Thinking Maps -Multi-flow map - Plea-Bargaining vs. Jury trial * Findings presentation * Chapter Concept Maps Document Based Questions Chapter quizzes Unit exam (multiple choice and constructed response) <p>Following this unit, students will take a comprehensive semester final exam.</p> <p>See Key Assignment section for more details</p>	
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Unit 4: Juvenile Justice System - 5 Weeks

Sample Essential Questions:

- What are the goals of the juvenile justice system?
- What is juvenile delinquency?
- How effectively does the juvenile justice system meet the stated goals of prevention and rehabilitation for youth?
- What strategies have an impact on reducing rates of juvenile arrests, incarceration, and recidivism?
- What careers exist at different stages of the juvenile justice system?

In this unit, students learn about the history and goals of juvenile justice systems in the United States, including juvenile court structure, steps in the juvenile delinquency process, and due process protections for juveniles. They study the risk and protective factors for juvenile delinquency and the concept of "parens patriae" (the power of the state to act as the parent of a child in need of protection). They learn about diversionary programs, youth courts, and restorative approaches as they evaluate research on the ability of youth offenders to understand right and wrong and to change their behavior as a result of the juvenile justice system that emphasizes the goal of rehabilitation over punishment. Students suggest strategies that build youth resilience and address individual and systemic factors help prevent and reduce juvenile incarceration. Finally, students identify careers in the juvenile justice system that involve working with youth in the areas of delinquency prevention, intervention, detention, youth empowerment, and justice reform.

Content Standards		Performance Standard Measures		Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL		
<ul style="list-style-type: none"> History and goals of 	<ul style="list-style-type: none"> Evaluate research on the 	<p>KEY ASSIGNMENTS/</p>		<p>BASIC TEXT CORRELATION</p>

<p>juvenile justice systems in the United States</p> <ul style="list-style-type: none"> Juvenile court structure Steps in the juvenile delinquency process Professional roles in the juvenile justice system Risk and protective factors for juvenile delinquency Due process protections for juveniles Disproportionate minority contact Parens patriae (the power of the state to act as the parent of a child who is in need of protection) Resilience theory Diversory programs, youth courts, and restorative approaches <p>H/SS: 10.1.2, 12.1, 12.2.5, 12.7.7</p>	<p>ability of youth offenders to understand right and wrong and to change their behavior as a result of the juvenile justice system that emphasizes the goal of rehabilitation over punishment.</p> <ul style="list-style-type: none"> Discuss and critically think about the definition of juvenile delinquency and how it is based on socially defined values regarding the expectations of juveniles and how this definition has changed over time. Evaluate the tensions that exist between the stated goals of prevention and rehabilitation and the laws, policies, and practices that emphasize detention and punishment. Suggest strategies that build youth resilience and address individual and systemic factors help prevent and reduce juvenile incarceration. Identify the careers in the juvenile justice system involve working with youth in the areas of delinquency prevention, intervention, detention, youth empowerment, and justice reform. Make inferences based on observations Identify important information in an expository text Integrate information from different sources and formats to solve a problem Evaluate different points of view and perspectives on a complex topic Develop arguments that demonstrate an 	<p>ASSESSMENTS: Research Assignment</p> <p>Part 1: Entry Points: Equity, Justice, and Fairness Activity 1A: Snapshots Activity 1B: Still a Child? Activity 1C: Evolution of the Juvenile Justice System Activity 1D: The Power of Laws and Policies Activity 1E: Law Enforcement and Youth Activity 1F: Youth Voices</p> <p>Part 2: Protection or Punishment? Activity 2A: Intake to intake officers Activity 2B: Assessing Risk Activity 2C: Making Decisions Activity 2D: Comparing Perspectives to youth</p> <p>Part 3: Adjudication and Disposition Activity 3A: Advocacy in Juvenile Court Activity 3B: Due Process Protections Activity 3C: Appropriate Goals Activity 3D: Making a Case. Activity 3E: Interventions and Placement Decisions Activity 3F: Finishing Disposition Recommendations Activity 3G: Submitting Disposition</p> <p>Part 4: Youth Resilience and Empowerment Activity 4A: Juvenile Justice and Social Justice Activity 4B: Unit Reflections Activity 4C: Unit Exam</p> <p>Formative & Summative Assessments/Key Assignments</p> <p>Public issues discussions Reflection papers: "School to Prison Pipeline: Does Misbehavior in School Usher Kids into the Juvenile Justice System?" (mini prompt 1-2 pages) "Under What Circumstances should a Child be Tried as an Adult?" (1-2) pages Research assignment - Topics</p>	<p>TEXT: <i>Criminal Justice In America</i>, 5th Ed. Hayes and Croddy, Chapter 18-21</p> <p>EDC Law and Justice Website http://lawandjustice.edc.org: Teacher Guide for Unit 4: Unit Overview Detailed Activities Assessments Student Handouts Teacher Resources Standards Alignment Legal content and sources of Law References Media Resources</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Constitutional Rights Foundation: www.crf-usa.org</p> <p>http://wps.pearsoncustom.com/wps/media/objects/4173/4273671/Ch01.pdf</p> <p>Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society</p> <p>KEY VOCABULARY Adjudicate Delinquency Delinquency court Dependency Detention Discretion Juvenile Systemic factors</p>
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	<p>understanding of existing laws and policies</p> <p>H/SS - Historical Research, Evidence, and Point of View: 1, 2 Historical Interpretations 1, 3, 4</p> <p>CCSS/ELA: Grades 11-12 SLS 1 -6 LS 1, 2, 3, 4, 6</p> <p>CCSS/LIT: Grades 11-12 RHSS: 1-9 WHSST: 1, 4, 7, 8</p> <p>CR: 1, 2, 3, 4, 5, 8,11</p>	<p>impacting today's juvenile justice system. Discussion Forum - students will present the findings of their research questions with the class. Chapter Concept Maps Document Based Questions Chapter quizzes Unit exam (multiple choice & constructed response)</p> <p>See Key Assignment section for more details</p>	
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Unit 5: PUNISHMENT AND REHABILITATION - 5 Weeks

Essential Questions:

- How do theories of punishment and rehabilitation inform the U.S. correctional system?
- How do strategies used within the corrections system reflect different value systems and approaches to crime?
- What impact do different sectors of the legal landscape have on the correctional system?
- What roles can youth and professionals play in promoting justice in the field of corrections?

In this unit, students evaluate and discuss the goals of punishing and rehabilitating criminals and maintaining the social order inform the U.S. corrections system, the balance between them shifts according to changing political, social, and economic priorities. They differentiate the correctional strategies, such as incarceration, probation, parole, health treatment, victim-offender dialogue, and capital punishment. Students discuss how legal, legislative, public, and bureaucratic advocacy are all used to drive corrections reform efforts, but that perspectives and priorities vary among different stakeholders. Finally, students suggest ways that youth and professionals can engage in advocacy to make sentencing, probation, incarceration, parole, and re-entry more just.

Content Standards		Performance Standard Measures	
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	Instructional Support
<ul style="list-style-type: none"> • Purpose and components of corrections • Reform and advocacy in corrections • Sentencing laws and options • Theories of punishment • Incarceration policies and programs • Community corrections and intermediate sanctions 	<ul style="list-style-type: none"> • Evaluate and discuss the goals of punishing and rehabilitating criminals and maintaining the social order inform the U.S. corrections system, the balance between them shifts according to changing political, social, and economic priorities. • Differentiate the correctional strategies, such as incarceration, probation, parole, health treatment, victim-offender dialogue, and capital punishment; reflect different values and approaches to wrongdoing. 	<p>KEY ASSIGNMENTS/ ASSESSMENTS:</p> <p>Part 1: The Corrections System</p> <p>Activity 1A: What's the Goal? Activity 1B: Corrections Over Time Activity 1C: A Complex System Activity 1D: Learning the Basics Activity 1E: Setting a Baseline</p> <p>Part 2: Discretion in Sentencing</p> <p>Activity 2A: Public Policy and Sentencing Activity 2B: The Impact of "Three Strikes" Activity 2C: Reviewing Sentencing Reform Initiatives Activity 2D: Researching Sentencing</p>	<p>BASIC TEXT CORRELATION</p> <p>Text: <i>Criminal Justice In America</i>, 5th Ed. Hayes and Croddy, Chapter 14-17</p> <p>EDC Law and Justice Website http://lawandjustice.edc.org: Teacher Guide for Unit 5: Unit Overview Detailed Activities Assessments Student Handouts Teacher Resources Standards Alignment Legal content and sources of Law References Media Resources</p>

<ul style="list-style-type: none"> • Probation, parole, and re-entry • Recidivism • Eighth Amendment ban on “cruel and unusual punishment” <p>H/SS: 11.11, 12.1, 12.1.3, 12.2.1, 12.3, 12.7.7</p>	<ul style="list-style-type: none"> • Discuss the legal, legislative, public, and bureaucratic advocacy are all used to drive corrections reform efforts, but perspectives and priorities may vary among different stakeholders. • Suggest ways youth and professionals can engage in advocacy to make sentencing, probation, incarceration, parole, and re-entry more just. <p>H/SS - Historical Research, Evidence, and Point of View: 1, 2 Historical Interpretations 1, 3, 4</p> <p>CCSS/ELA: Grades 11-12 SLS 1 -6 LS 1, 2, 3, 4, 6</p> <p>CCSS/LIT: Grades 11-12 RHSS: 1-9 WHSST: 1, 2, 4, 8</p> <p>CR: 1, 2, 4, 5, 6, 7, 8,11, 12</p>	<p>Reform Initiatives Activity 2E: Sharing Sentencing Reform Initiatives</p> <p>Part 3: Life Inside</p> <p>Activity 3A: Purposes and Challenges of Prison Activity 3B: Public Policy and Prison Population Activity 3C: Reviewing Prison Reform Initiatives Activity 3D: Researching Prison Reform Initiatives Activity 3E: Sharing Prison Reform Initiatives</p> <p>Part 4: Parole and Re-Entry</p> <p>Activity 4A: Coming Home Activity 4B: Public Policy and Life After Prison Students consider facts Activity 4C: Reviewing Parole and Re-Entry Reform Initiatives Activity 4D: Researching Parole and Re-Entry Reform Initiatives Activity 4E: Sharing Parole and Re-Entry Reform Initiatives</p> <p>Formative & Summative Assessments/Key Assignments</p> <p>Public issues discussions Reflections: "What is Restorative Justice and what is its function in the civil and criminal systems/" (1-2 pgs.) "Does Rehabilitation System Really work in today's Jail System" (1-3 pgs.) Data Based Questions & written responses Thinking Map: Double-Bubble Restorative Justice in the Civil and Criminal justice systems Chapter Concept Maps Chapter quizzes Unit exam (multiple choice & constructed response)</p> <p>See Key Assignment section for more details</p>	<p>SUPPLEMENTAL RESOURCES/ MATERIALS</p> <p>Handout 7: Components of the U.S. Correctional System Handout 26: Priority Recommendations for the Corrections Committee Handout 21: Theories of Punishment in the Legal System Handout 22: Comparing Criminal Law, Civil Law, and Restorative Justice</p> <p>"Corrections and Conditional Release Act (S.C. 1992, c.20)". Department of Justice Canada. 2012-01-24. Retrieved 2012-07.</p> <p>KEY VOCABULARY AND TERMS</p> <ul style="list-style-type: none"> • Capital punishment • Corrections • Deterrence • Incapacitation • Incarceration • Parole • Probation • Re-entry • Recidivism • Rehabilitation • Reparation • Retribution • Sentencing
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Unit 6: CURRENT ISSUES IN CRIMINAL JUSTICE - 7 Weeks

Essential Questions:

- Who is responsible for assessing and responding to issues or problems in the criminal justice system?
- How can a focus on social justice influence strategies for improving the criminal justice system?
- What skills help youth and professionals develop innovative solutions to address problems in the criminal justice system?

In this unit, students communicate with policymakers, practitioners, advocacy groups, and individuals that have a role in developing and enacting reforms that make the criminal justice system more effective and just. They envision and communicate a focus on social justice designed to influence the policies and programs by addressing both causes and consequences of problems in the criminal justice system. Finally, students suggest strategies that youth and professionals can develop and innovative solutions to criminal justice problems by conducting thorough research, listening to community members, and designing and implementing an action plan that would ultimately affect the criminal justice system.

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> Advocacy and reform in the criminal justice system Criminal laws and policies Criminal court cases and decisions <p>H/SS: 11.11, 12.1, 12.2.4, 12.2.5, 12.3</p>	<ul style="list-style-type: none"> Communicate with policymakers, practitioners, advocacy groups, and individuals that have a role in developing and enacting reforms that make the criminal justice system more effective and just. Envision and communicate a focus on social justice designed to influence the policies and programs by addressing both causes and consequences of problems in the criminal justice system. Suggest strategies that youth and professionals can develop and innovative solutions to criminal justice problems by conducting thorough research, listening to community members, and designing and implementing an action plan that would ultimately affect the criminal justice system. <p>H/SS - Historical Research, Evidence, and Point of View: 1, 2 Historical Interpretations 1, 3, 4</p> <p>CCSS/ELA: Grades 11-12 SLS 1 -6 LS 1, 2, 3, 4, 6</p> <p>CCSS/LIT: Grades 11-12 RHSS: 1-9 WHSST: 1, 2, 4, 7,8</p> <p>CR: 1, 2, 4, 5, 7, 8,11, 12</p>	<p>KEY ASSIGNMENTS/ ASSESSMENTS:</p> <p>Part 1: Entry Points: Equity, Justice, and Fairness Activity 1A: Snapshots Activity 1B: Still a Child? Activity 1C: Evolution of the Juvenile Justice System Activity 1D: The Power of Laws and Policies Activity 1E: Law Activity 1F: Youth Voices</p> <p>Part 2: Protection or Punishment? Activity 2A: Intake Activity 2B: Assessing Risk Activity 2C: Making Decisions Activity 2D: Comparing Perspectives</p> <p>Part 3: Adjudication and Disposition Activity 3A: Advocacy in Juvenile Court Activity 3B: Due Process Activity 3C: Appropriate Activity 3D: Making a Case Activity 3E: Interventions and Placement Decisions. Activity 3F: Finishing Disposition Activity 3G: Submitting Disposition</p> <p>Part 4: Looking Forward: Youth Resilience and Empowerment Activity 4A: Juvenile Justice and Social Justice Activity 4B: Unit Reflections Activity 4C: Unit Exam</p> <p>Formative & Summative Assessments/Key Assignments Public issues discussions Recommendations and Reflections: "How Can Teen's Become Involved in Improving the Criminal Justice System?" (1-2 pgs) "Problems and Solutions in the Probationary</p>	<p>BASIC TEXT CORRELATION:</p> <p>TEXT: <i>Criminal Justice In America</i>, 5th Ed. Hayes and Croddy, Chapter 22-23</p> <p>EDC Law and Justice Website http://lawandjustice.edc.org: Teacher Guide for Unit 6: Unit Overview Detailed Activities Assessments Student Handouts Teacher Resources Standards Alignment Legal content and sources of Law References Media Resources</p>

		System" (1-3 pgs.) Findings presentation Chapter Concept Maps Chapter quizzes Unit exam Following this unit, students will take a comprehensive final exam See Key Assignment section for more details	
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KEY ASSIGNMENTS/ASSESSMENTS:

General overview

Major Written Assignments	<p>Students engage in informative/explanatory and argumentative writing as well as business letters and technical documents. The writing assignments are appropriate to task, purpose, and audience. They have opportunities to strengthen their writing through the writing process and use technology to produce and publish their writing assignments. In addition, students conduct short research projects.</p>
Assessments	<p>Unit activities can serve as formative assessment tools. Examples of formative assessment tools include: journal entries, handouts, graphic organizers, self-assessments, and class discussions. The curriculum provides student skill self-assessments for six key skills:</p> <ul style="list-style-type: none"> • Reading • Writing • Teamwork • Research • Critical Thinking • Speaking and Presenting <p>Students can include their self-assessments and reflections in their Career Portfolio. The unit exam asks students to apply their understanding of key concepts through short answers and essays. Teachers can use the textbook test generator to assess students' knowledge of particular content after completing a unit.</p>
Comprehensive Semester Finals	<p>The final consists of a textbook publisher designed assessment consisting of 50 multiple choice questions and utilize functional text, a variety of primary sources and the historical and analysis skills. It will also include at least two longer essay questions) and end-of-course reflections on learning.</p>
<i>Projects – especially Quad D</i>	<p>The curriculum takes an inquiry- and project-based approach to teaching and learning. Unit projects are created to connect activities with the underlying and conceptual knowledge. Furthermore, unit projects allow students to demonstrate their learning through authentic and relevant applications.</p> <p>CRIMINAL JUSTICE POSTER TALK: EVERYONE TEACHES, EVERYONE LEARNS: This poster talk can occur in any unit and be used as a formative assessment and/or a culminating project. Individual Students or Pairs of Students are assigned/chose one key criminal justice concept and assume responsibility for teaching the concept to others. Presentations should include a poster/graphic representation of the concept and/or other multimedia. All presentations will involve a demonstration of the concept. Cornell Note-taking. Student- generated quizzes on essential concepts. As a follow-up, there will be an interactive presentation facilitated by the teacher to review and reinforce all essential criminal justice concepts.</p>
<i>Work-Based Learning</i>	<p>Service Learning activities involve research, preparation, action/demonstration, and reflection of</p>

<p><i>Experiences (may include Service Learning)</i></p>	<p>experiential applications of the content and will be credited toward the district's high school Service Learning requirement. Students are expected to complete a Service Learning activity prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor as one of the performance based assessments; the service itself will not be graded or judged.</p> <p>Career Connections is central to this course. Throughout the course, students gain knowledge and skills that are relevant to a range of careers in the legal and criminal justice systems. Students learn about the roles and responsibilities and career paths of specific professions through unit activities and People and Career Profiles. Career Connections also includes ideas for involvement with professionals working in the field such as job shadows and internships. For example: Students, with guidance from a lawyer advocate in the community, will role-play litigants and attorneys participating in settlement negotiations and a civil mock trial. The learning (any products developed, reflection on the service) will be graded by the instructor with assistance from the lawyer advocate as one of the performance based assessments.</p> <p>Opportunities for Integration are another component of this course. This section identifies how the activities and content in the units connect with other academic subjects.</p>
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Specific Description of Specific Assignments:

Continuous Key Assignments:

Written Assignments

NOTE: Students will read and write extensively. What follows is a sampling of the writing assignments. Others are included in the course description above. In addition, students will regularly write in their journals/blogs as well as complete e-homework assignments that frequently include short essay responses.

Reading Assignments

Students will complete a concept map of each chapter; respond to select questions related to the chapter and essential questions, using these concepts and information in learning activities, essays, presentations, and in the culminating crime and justice comparison report

Reaction Papers: Each student will be required to write six word-processed reaction papers to subjects identified by the instructor. (One reaction essay each marking period). The papers will be graded on content as well as exposition. Each reaction paper should contain a well-developed thesis statement and should be approximately 2-4 pages in length. Sample topics include:

- Should law enforcement officials enforce national immigration laws?
- According to one legal expert, men and women have different perceptions of sexual aggression. Is this expert correct? If so, why? If not, why?
- After reading Shusta's description of seven steps that the criminal justice system can take in order to reduce the incidence of racial profiling, decide which of the seven you think might be the most effective and which might be the least effective? Provide an explanation/s for your reasoning.

Sample E-HOMEWORK ASSIGNMENT for UNIT I (most units will include an E- HOMEWORK ASSIGNMENT THAT INVOLVES SEVERAL SHORT ESSAY RESPONSES)

After reading Chapter One in Criminal Justice Today, each student writes short essay answers to 5 of the following questions. Students may either email their answers to the teacher prior to class on Friday or bring a printed copy of responses to class. 1) Describe the difference between individual rights and public order advocates? Describe in some detail the main tensions between these two perspectives. 2) Describe the consensus and conflict models of the criminal justice system. Which model do you think accurately represents the criminal justice system today? 3) What is justice? What is social justice? How are the concepts of justice and social justice linked to the everyday practices of criminal justice? 4) Provide an expanded definition of probably cause? At which stage/s of the criminal justice process does this legal criterion play a central role? 5)

Compare and contrast “criminal justice” and “criminology” as academic disciplines. Based on your analysis, are these academic disciplines complementary or in conflict? 6) Define the distinction between consecutive rather than concurrent sentences? 7) Describe the crime control and due process models. Which perspective are you personally most in favor of? Why? 8) What stage of the criminal justice process do you think has the most interesting career opportunities? Give reasons for your choice. What are the different qualifications and education are required?

ISSUE ESSAYS: Each student will complete at least six different issue essays during the school year. These assignments should be approximately five pages in length and will focus on key issues discussed in class. Students are expected to think critically about the course content and present a well-developed discussion of the issues. Papers will be assessed on the quality of arguments and supporting evidence, grammar, and overall writing style. A list of suggested criminal justice topics will be posted. Exemplars as well a writing guide and essay rubric will be provided.

Effectiveness of Criminal Justice Outcomes Essay

What follows is a short list of criminal justice strategic outcomes that have been implemented in the past to respond to crime. Students will write a short essay in which they discuss the effectiveness of employed criminal justice outcomes. For each of the outcomes discussed, students should answer the question of whether the particular strategy reflects the interests of public order or individual rights advocates. The students will identify the origin of the argument, its legal path and precedent, and legislative reach.

As part of an overall conclusion, each student should indicate whether or not they as a stakeholder (private citizen, advocate, or practitioner) supports these types of outcomes; whether or not these strategies continue to be effective or necessary for reducing crime in society? Each student should give a reason for her/his stance and identify the rhetorical argument to support their stance.

Partial list of criminal justice outcomes: mandatory life prison sentences without the possibility of parole for “drug lords.” * Drunk-driving checkpoints * Habitual offender statutes (i.e., once convicted of 3 felonies, sentenced to life in prison) * Aggressive police patrol in high-crime neighborhoods * Increasing the number of offenses that are eligible for a death sentence.

Career Portfolio

The Career Portfolio enables students to gather information about a range of careers, collect examples of their work that demonstrates their knowledge and skills relevant to careers, and reflect on their learning and career interests. Through the course, students have opportunities to work on their Career Portfolio.

Journal Writing

Students will maintain a reflective journal based on responses to the unit essential question(s).

Learning Logs: Sample Questions for a Unit:

- Historically, how have advances in technology impacted law and society?
- Describe the role of technology in crime in America (and beyond).
- How has technology affected the practice of criminal justice in America? How has it affected criminal law?
- In what ways do criminal laws need to change to keep up with changes in technology?
- What threats to individual rights might future advances in technology create?

To what degree might our standards of what constitutes admissible evidence AND what is reasonable privacy, undergo a significant reevaluation as a result of emerging technologies?

Achieving College and Career Readiness Indicators:

Each student will self-assess on college and career readiness knowledge and skills as well as a set of legal profession skills. (ABA’s Lawyering Skills and Values). Based on her/his self- assessment, each student will develop a personal action plan to achieve mastery and/or achieve significant growth on at least five college and career readiness indicators and on at least three of these essential legal profession skills. Students will set and monitor benchmarks related to academic knowledge and skill development as well as personal professional skill development.

LANGUAGE OF LAW – Each student will set a personal goal of mastering at least 300 new legal/criminal justice terms for the year. Each student will maintain a legal/criminal justice terminology glossary in her/his digital portfolio.

Unit 1: There Ought to Be a Law! Defining Crime and Justice

Activities leading up to the Key Assignments and can serve as formative assessment tools:

Part 1: What Is Criminal Justice?

Students consider their perceptions and understandings of the criminal justice system. They learn about the framing questions for the unit and the big ideas they will explore. Students identify and explore the different reasons that societies have criminalized behavior and how the definition of crime can change over time. They respond to a story that illustrates a current issue, cyber bullying, that some people argue should be addressed through the criminal justice system.

Activity 1A: Perceptions of the Criminal Justice System

Students consider their perceptions and understandings of the criminal justice system by responding to images and engaging in an agree-or-disagree exercise. They learn about the unit and the big ideas and concepts they will explore.

Activity 1B: The Relationship Between Crime and Justice

Students build on their perceptions of the criminal justice system by discussing what conditions determine the criminality of an action or inaction. They decide whether actions described in several fictional scenarios should be considered criminal, and what response would be the most just. Using their responses to the scenarios to guide them, students create a concept map, making connections and comparisons between the terms crime and justice.

Activity 1C: Changing Concepts of Crime and Justice

Students explore criminal laws from other time periods and consider whether the laws are consistent with the concepts of crime and justice discussed in the previous activity. They identify the varied reasons that societies choose to criminalize different types of behavior.

Activity 1D: Current Issues in Criminal Law

Students discuss a variety of issues in criminal law, and consider whether certain behaviors should be criminalized. They are introduced to the cyber bullying case they will work on throughout the unit, and learn about the use of incident reports in police work.

Activity 1E: A Case of Cyber bullying

Students focus on the issue of criminalizing cyber bullying by considering a fictional story about a teen who is the victim of cyber bullying. They write a narrative from the perspective of one of the characters in the fictional story, and consider whether the incident should be treated as a criminal matter. Students learn about the unit project.

Part 2: Criminal Law and the Constitution

In this part of the unit, students learn about how crime is defined and how to apply existing criminal laws to different situations. After assessing whether current criminal laws are sufficient to address the need for justice in the cyber bullying case, students consider whether a proposed cyber bullying law is enforceable and constitutional by comparing it to existing criminal laws. Students weigh arguments for and against the proposed law, explore the advantages and drawbacks of creating new criminal laws, and identify some potential unintended consequences of criminalizing behavior.

Activity 2A: Criminal Laws

Students learn the importance of having clear definitions of crimes in place. They learn about the different elements of crime as defined in criminal laws, analyze examples of criminal laws, and apply those laws to specific scenarios.

Activity 2B: Assessing Current Laws

Students decide whether existing laws are sufficient to protect the safety of the community by applying the required elements of stalking, harassment, and crime threats under the California Penal Code to the facts in the cyber bullying case.

Activity 2C: Criminalizing Behavior

Students analyze a fictional bill that would criminalize cyber bullying in California, and apply the law to the facts

of their case. Students consider the law's intended and possible unintended consequences.

Activity 2D: Criminal Law and the Constitution

Students assess the constitutionality of the proposed state cyber bullying law by analyzing how the Supreme Court has decided related cases under judicial review.

Activity 2E: Applying Legal Precedent

Students continue analyzing the *United States v. Stevens* case brief to determine how legal precedent might affect the constitutionality of the proposed cyber bullying law.

Part 3: Theories of Prevention and Punishment

Working in the context of the cyber bullying case, students look at how crimes can be prevented, how they are punished, and whether criminalization is the best approach to all situations. They begin by considering different perspectives on crime prevention, and look at prevention strategies for cyber bullying. Students then identify some of the different purposes for punishment, learn about approaches to punishment in criminal and civil law, and consider the benefits and drawbacks of criminalizing behavior.

Activity 3A: An Ounce of Prevention

Students consider the roles played by different stakeholders in preventing crime, and explore specific ways in which groups can work to prevent cyber bullying before it happens.

Activity 3B: Responses to Crime

Students learn about theories of punishment. They compare the different approaches of criminal and civil law regarding punishment, examine the restorative justice theory, and decide which approach would be most effective in addressing cyber bullying. Students consider what the consequences might be if cyber bullying were addressed through the civil and criminal justice systems.

Activity 3C: Perspectives on Criminalization

In preparation for deciding whether to support the proposed cyber bullying law, students analyze contrasting opinions on criminalization.

Part 4: The Path to Justice

After sharing the perspectives of all the stakeholders in the cyber bullying case, students work in teams to choose the best policy approach for addressing cyber bullying. Teams create and prepare talking points arguing for or against the proposed cyber bullying law and participate in a legislative hearing. Finally, they revisit the unit's framing questions and reflect on what they learned during the unit.

Activity 4A: Making a Choice

Students learn to use tools for coming to a consensus on decisions and for facilitating teamwork. They meet in teams to determine whether they should support the proposed cyber bullying law, taking on the role of different stakeholders in the case.

Activity 4B: Making a Point

Students identify reasons for using talking points and analyze one example from an advocacy group opposing the criminalization of marijuana use. They work in teams to identify talking points on the justice of the proposed cyber bullying law as well as its constitutionality, enforceability, and potential impact on the community.

Activity 4C: Preparing for the Presentation

Legislative hearing team's finish their talking points and practice their presentations.

Activity 4D: Taking it Public

Teams present their talking points at a mock legislative hearing on the passage of a proposed state law criminalizing cyber bullying.

Activity 4E: Reflections

Students revisit the framing questions for the unit and discuss ways in which their thinking has changed or stayed the same since the first activity. Students identify questions they hope will be answered throughout the remainder of the course, and collect examples of their work and handouts to include in their Career Portfolio.

Activity 4F: Unit Exam

Students complete the unit exam, which assesses their understanding of the framing questions and unit content.

Perspectives on Criminalization

Working in pairs or trios, students will review and analyze a set of quotations related to Criminalization and Decriminalization. Students will then respond to the following queries:

* What arguments for criminalization are expressed in the quotations? * What arguments against criminalization are expressed in the quotations? What quotation best reflects your own thinking and why? Students will then participate in a problem-based learning scenario that involves the issue of whether or not cyber-bullying (or another current social issue) should be criminalized. Students will then share each of their individual perspectives and use “reaching consensus” strategies to see if everyone in the group can agree to support a particular quotation as best reflective the view of the group.

Source for one set of quotations on criminalization: Foundations of Criminal Justice materials, Unit 1, Handout 23, EDC. Additional quotations added on a continuous basis.

Assignment (optional): Choose a famous crime and/or criminal. Read the Crime Library article about this particular crime/criminal. Write a one-two page summary of the article you read. Include information on the length of the article, author, source, etc. in your summary.

Causes of Crime Essay

In a short essay of 750 words or more, respond to either prompt I or II:

Essay Prompt I. One type of offense that is frequently presented in the news is child molestation. The public is often outraged by the crimes committed by a child offender, and is also frustrated by the criminal justice system’s inability to prevent these crimes. Of the theories described in Chapter 22 of Criminal Justice In America, which theory do you think is the most useful for explaining why child molesters commit these offenses? (You will likely do some additional research in answering this question.) How can the criminal justice system respond more effectively to this type of crime? Why do you think the crime prevention strategies you propose would be effective? What research, evidence, promising practices, etc. support your opinion?)

OR

Essay Prompt II: Advances in technology have allowed researchers to more thoroughly explore the relationship between biology and crime. These advances have allowed us to move beyond the early biological explanations of body type, to include other biological factors. While biological factors are not necessarily causes of criminal behavior, they are thought to initiate a predisposition to criminal behavior through interactions with the social world. Explore a topic in the field at: <http://www.crimetimes.org>. Choose a biological factor of interest to you and summarize some of the major findings (for example ADD, serotonin levels). Based on your research, how do you think this biological factor put someone at risk for criminal behavior? How might the biological predisposition affect social interactions?

OR

Essay Prompt III: Government and private institutions study immigration policy and rates of criminality among immigrant populations (legal and undocumented) to determine if there are legitimate public safety reasons for local law enforcement to assist and enforce federal authorities enforcing federal immigration laws. Are immigrant populations more criminal or are they blamed unfairly and conveniently for failed social programs that affect the entire population? How does targeting immigrant populations for enforcement, impact them? Does transitioning undocumented detained immigrants into commercial for-profit prisons undermine immigrant group, human and civil rights?

Criminal Law in the Headlines:

Working in Teams, students will research a particular crime or criminal issue that is currently or recently in the news and make a multimedia, interactive presentation regarding their chosen criminal justice issue. Possible Legal and Societal issues addressed include: Immigration, Teen Curfew, Corporate Manslaughter, Truancy, Marijuana, Prostitution, Sexting, Homelessness, Racial Profiling National Defense (Resource source for some of the topics: EDC Foundations of Criminal Justice, Unit 1, Teacher Resource 3 (1D))

Unit 2 Responses to Crime

Activities leading up to the Key Assignments and can serve as formative assessment tools:

Part 1: Approaches to Law Enforcement

Students explore theories of policing and develop their understanding of how law enforcement responds to, prevents, and investigates crime. As a case study, they examine the history of and issues related to drug policy in the United States from multiple perspectives. Students learn about the unit project and take on roles in a

multi-agency law enforcement task force. They critically examine how drug laws and policies can affect law enforcement strategies. Students begin to do research on their assigned agency role.

Activity 1A: Connecting Law and Law Enforcement

Students engage in discussion about drug-related crime, explore ways of defining the problem, and consider whether it's a social, legal, or criminal issue. Students learn about the history of U.S. drug policy, including how laws related to criminalization and prohibition of drug possession and use came about. They critically examine the term "war on drugs" and consider how laws, policies, and experiences of the past inform current drug policy.

Activity 1B: Theories of Policing and Crime Prevention

Students explore theories of policing and think about which models best promote justice. They learn about strategies for responding to crime, consider which ones would be most appropriate when responding to drug-related crime and make connections to the types of problems they identified earlier.

Activity 1C: Exploring U.S. Drug Policy

Students analyze political cartoons depicting different perspectives on U.S. drug policy, and explore how politicians and scholars view the effectiveness of drug control in the 20th and early 21st centuries. Students learn about the current objectives of the Office of National Drug Control Policy, and compare these objectives with past goals and policies.

Activity 1D: Law Enforcement Agencies

Students read about and discuss with their agency team their assigned role in a municipal patrol operations unit, a municipal community policing unit, the county sheriff's department, or the state Bureau of Narcotic Enforcement. They report on the objectives of their agency, and discuss the purpose of a multi-agency task force.

Part 2: Investigations and the Protection of Rights

Students work in agency teams to begin their investigation by reviewing a case file for drug-related crime and analyzing evidence. Students learn about investigative tools, strategies, protocols, and procedures. They learn about Miranda warnings, and consider how constitutional limits apply to law enforcement professionals. Students explore Supreme Court decisions and discuss implications for the rights of suspects as well as the work of law enforcement officials. Students critically examine issues that may arise during investigation, such as false confessions, and consider guidelines for ethical reasoning and conduct. Agency teams review and apply criminal laws to the facts of their case.

Activity 2A: Reviewing the Case File

Agency teams begin their investigations by reviewing a case file for a drug-related crime. They create a timeline of events and an association chart that illustrates individuals and activities that may be contributing to drug crime, and then identify individuals for follow-up interviews.

Activity 2B: Ethical Investigation

Agency teams learn about investigative strategies used by law enforcement, identify the advantages and disadvantages of each, and make connections to theories of policing. They discuss the importance of ethics as part of law enforcement training.

Activity 2C: Interviews, Interrogations, and the Constitution

Students learn about Miranda warnings, consider how and when constitutional limits apply in police interviews of witnesses and interrogations of suspects, and apply Miranda warnings to a series of fictional scenarios. Students explore Supreme Court decisions and discuss the implications for suspects and law enforcement.

Activity 2D: Guidelines for Eyewitness Interviews

Students continue to learn investigative processes, procedures, and skills by reviewing guidelines for eyewitness interviews. They explore the issues of false confessions and memory distortion, and discuss the implications for crime investigations.

Activity 2E: Advancing the Investigation

Agency teams revisit their case file and timeline as well as the investigative strategies they learned about. Based on the evidence, teams brainstorm what next steps or strategies they would take to advance the investigation. Teams learn new evidence about their case and update their case files accordingly.

Activity 2F: Applying the Law

Agency teams review criminal laws and apply the elements of the laws to the facts of the case. Students discuss criminal laws and the criminalization of behavior or actions

Part 3: Race and the Law

In their role as criminal investigators, students explore the issue of racial profiling and discuss its implications for their investigation. They learn about federal guidelines on the use of race and apply the guidelines to fictional scenarios. Students critically examine the impact of drug laws and law enforcement policies on communities and the inequities that have emerged. They read guidelines for protecting civil rights and strategies for addressing implicit bias, and consider how these approaches can be integrated into law enforcement training and operations.

Activity 3A: Guidelines on Race for Law Enforcement

Students receive information about allegations of racial profiling and discuss implications for their investigation. Students explore two law enforcement perspectives on racial profiling issues. They learn about and apply federal guidelines on the use of race to several scenarios.

Activity 3B: Race, Policing, and the Community

Students read about the impact of drug laws and enforcement policies on communities. They discuss the issue of implicit bias, as well as strategies that may be taken to reduce bias among law enforcement professionals. Students read law enforcement guidelines for protecting civil rights and consider the impact of these guidelines on criminal investigations.

Part 4: The Multi-Agency Task Force

Students across agency teams pool resources and information as they work in a multi-agency task force. Students share information from their case files, identify connections between their cases, synthesize evidence, and formulate a hypothesis and rationale that will inform their decision as to whether there is probable cause to make an arrest.

Activity 4A: Crime Analysis and Problem Solving

Agency teams join forces as members of the multi-agency task force to share and analyze the evidence they have gathered. Students synthesize key information and begin to develop a hypothesis.

Activity 4B: Refining Hypotheses

After considering how human brains process information and evidence, students compare different forms of logical reasoning and practice forming hypotheses based on inductive reasoning. Task force members finish sharing information and begin developing a working hypothesis about what crimes have been committed, if any, and individuals for whom there may be probable cause to make an arrest.

Activity 4C: Making Arrest Decisions

Task force groups complete their team's hypothesis and rationale and finalize their decision whether to pursue or not to pursue any arrests. Task force groups display their rationales and conduct a Gallery Walk. They discuss reasons for any similarities and differences in decisions made by different task force groups, and how to make investigations more consistent.

Part 5: A Just Response

Students gain an international perspective by exploring how other countries respond to drug-related crime and how U.S. drug policy has affected countries worldwide. Students revisit the issues they explored throughout the unit, reflect on their role as investigators, and develop a recommendation for improving law enforcement policy or operations and advancing justice in the United States.

Activity 5A: The U.S. and International Drug Control

Students learn about the United States' role in international drug control efforts and critically examine the effect that enforcement of U.S. drug policy has had on other countries. Students broaden their understanding of approaches to the drug problem from around the world and consider how drugs may be approached as a health issue versus a criminal justice issue.

Activity 5B: Current Issues and Recommendations

Drawing on their role as criminal investigators, students reflect on approaches to policing, the ethics of the investigation process, race and the law, and disparities in the impact of drug policy enforcement. In the role of consultant to the Bureau of Justice Assistance, students plan and begin drafting a recommendation for improving drug law enforcement policy or operations.

Activity 5C: Writing a Recommendation

Students begin writing their recommendation to the BJA.

Activity 5D: Recommendations and Reflections

Students share their policy recommendation with each other. They reflect on the unit understandings, how their learning's in this unit are relevant to careers in law and law enforcement, and how their thinking about these issues may have changed over the course of the unit.

Activity 5E: Unit Exam

Students complete the unit exam, which assesses their understanding of the framing questions and unit content.

Extended Multidisciplinary Assignment: Crime Scene Investigation: Integrated Curriculum Unit on Forensics

In this unit, students take on the role of crime scene investigators to solve a murder that has occurred at the school. They will integrate math, science, and language arts into the study of forensic science and associated legal careers such as district attorneys, law enforcement, pathology, forensic science, and medical examination.

In Subunit 1, students are introduced to the unit and the task of crime scene investigation. They will read and analyze a classic mystery, *The Blue Carbuncle*. Students will also learn about the techniques of various branches of forensic science and how advances in biotechnology have helped to solve crimes.

In Subunit 2, students will learn and apply the various techniques used during a crime scene investigation, including what types of evidence to collect and how that evidence can be used to deduce information about the crime and/or perpetrator. In this unit, students will learn such investigative strategies as measuring stride length from footprints left at the scene to calculate height; using the victim's temperature to estimate the time of death; and collecting blood and other DNA samples from the scene in order to conduct a variety of biological tests—including blood typing and DNA fingerprinting that can match a suspect to the crime. In English Language Arts, students will interview the witnesses and write a narrative police report using the active voice. In Subunit 3, students examine the results of forensic science. In World History, they examine how forensic science has been used not only to solve individual crimes, but also to shed light on crimes against humanity. In English Language Arts, students interview will marshal the evidence from their own investigations into a case against the primary suspect. Students will write up their arguments, as well as present them orally.

Culminating Event

The culminating assessment will be a presentation to the supervising police lieutenant of the written report, and an oral report with a multimedia PowerPoint of the evidence. The goal is to authentically persuade the supervising lieutenant of the guilty suspect, and the charges to be brought against the suspect. Students summarize the strengths and weaknesses of the case and the evidence.

CASE STUDY: DRUG LAWS AND POLICY IN THE UNITED STATES

Working in teams, students will use actual criminal drug laws and national drug policy as a case study and will explore a variety of tools and strategies used by professionals to enforce the law. Students will assess how different approaches to policing affect the relationship between law enforcement and communities. Students will consider the ramifications of decriminalization, legalization and prohibition as a state sovereignty issue and conflict with federal law. Students will consider the ways in which Constitutional rules govern the actions of law enforcement, and weigh the need to balance community safety and the rights of individuals.

Student teams will answer the following questions: * How are criminal laws enforced in the United States? * What approaches, tools, and strategies do police use to prevent and investigate crime? * How can we balance both the need to maintain law and order and the need to preserve the civil rights and civil liberties of individuals? * How does law enforcement work with other government agencies and the community to promote public safety while securing justice? * What role do professionals play in promoting a fair and equitable criminal justice system?

Blog/Journal Entries: * Do you think that criminalizing drug use, possession, and sales effectively addresses the problems related to drugs? Why or why not? * Do you think it is ever appropriate for law enforcement professions to jeopardize the protection of civil liberties and individual rights for the sake of public safety when investigating a crime? Explain.

* “Drug use should be treated as a health issue instead of a criminal justice issue.” – Bill piper, Drug Policy Alliance Do you agree or disagree with the quote? Do you think that U.S. Drug Policy needs to be revised? Explain your response.

Each student team will make a formal recommendation for improving the criminal justice system. (Slightly adapted from EDC Foundations of Criminal Justice curriculum. NOTE: A full Case Study that involves a criminal investigation of a drug crime is included in Unit 2.) <http://lawandjustice.edc.org>

Resources Include:

Unit 2, Handout 1: History of U.S. Drug Policy (jig-saw activity) Unit 2, Handout 4: Drug Control Strategies
Unit 2, Handout 8: Perspectives on the Enforcement of U.S. Drug Policy

RESEARCH WRITE-UP

HISTORY OF THE MIRANDA WARNINGS –

Assignment: Research the history of Miranda warnings, including recent U.S. Supreme Court cases related to Miranda warning requirements. Write a short essay in which you describe both the history of the Miranda warnings and the importance of the Miranda warnings. (1-2 pages) (Unit 5)

CHANGING CONCEPTS OF CRIME AND JUSTICE; COMPARING AND CONTRASTING LAWS FROM ERAS IN AMERICAN HISTORY

Working in small groups, students will examine criminal laws from a particular era in American history. They will also use their American history textbooks and other resources to further research the historical context in which these laws existed. They will compare and contrast the criminal laws from their assigned era with current law in America. They will also make an oral presentation to their peers regarding their findings.

Resources from EDC Foundations of Criminal Justice materials: <http://lawandjustice.edc.org>

Unit 1, Handout 4: Overview of the Criminal Justice System

Unit 1, Handout 5: Criminal Law During the Colonial Era

Unit 1, Handout 6: Criminal Law During the Jim Crow Era

Unit 1: Handout 7: Criminal Law During the Prohibition Era

Unit 1: Handout 8: Analyzing Criminal Laws from the Past

CRIME VICTIM SURVEY: How has crime affected the people who live in your community?

Using samples of professional surveys and information on effective survey techniques, each team of students will design and prepare copies of a Crime Victim Survey. Possible questions include: Have you ever been a victim of a crime such as theft, burglary, assault, etc.) ? Have any members of your family been victim of a crime? Have any nearby neighbors ever been victims of crime? Do you feel safe alone at night in your own neighborhood? Do you believe a crime problem exists in our schools/community? Have you or others in your family been forced to change any parts of your/their lives because of crime?

Students will obtain crime statistics and related data from the City Police Department and City or County government. Students will then work in teams to analyze and synthesize research findings. Students will compare and contrast findings from one set of results with another and consider how their findings support or possibly change their perceptions of crime in their community.

Each student will CHOOSE TWO OF THE FOLLOWING PROMPTS. Students will use the internet, classroom and library resources, and other resources to research information needed, organize their thinking, and write up findings and ideas. (Approximately 1-2 pages per prompt for a total of 3 – 4 pages)

1) Assume that you have just been assigned to be an attorney for the Computer Crime and Intellectual Property Section of the Criminal Division of the United States Department of Justice. What types of cases would you handle? What would be your primary responsibilities? What types of issues would you be most concerned about? For information that will help you respond to these questions, see the Department of Justice's Cybercrime website at: www.cybercrime.gov.

2) The increased reliance on criminalistics and computers as investigative tools may eventually change the educational pursuits of criminal justice system employees. How do you think a high school and/or college student can become better prepared as a criminal justice worker in this changing environment? What types of classes should be required in their educational pursuits?

throughout history. They consider the purposes of jury trials and how they promote justice.

Activity 1C: The Unit Project – Students learn about the unit project and consider the different roles of prosecutors and defenders in federal and state courts. After considering how the responsibilities and powers of courts at different branches and levels are interrelated, they determine whether they would like to work on a team as a prosecutor or defender, using mission statements and video interviews to inform their choices.

Activity 1D: Joining the Team – Students explore the code of conduct and ethical guidelines that lawyers must follow and how this code might guide their work in the role of criminal lawyers. Students are assigned to one of four legal teams and receive a case file containing documents related to one of two crimes—the street crime of armed robbery, or the suite crime of securities fraud.

Activity 1E: Considering Perspectives – After sharing information gathered from case file documents with their teammates, students explore their own perceptions of street crime and suite crime and consider how personal experiences and biases may influence professional decisions and practices.

Part 2: Building a Case

After reviewing their case file and witness affidavits, legal teams begin to develop a legal strategy. They prepare a theory of the case, in the process learning about syllogisms and legal reasoning, and apply the law to the facts of their case. After learning about the qualities of effective opening statements, teams develop an opening statement for their trial. Students learn about effective direct and cross-examination, and identify general and leading questions.

Activity 2A: A Logical Theory

Teams develop a theory of the case. After identifying valid and invalid arguments, students practice writing theories of the case that are logically valid.

Activity 2B: Applying the Law to the Facts

Teams begin identifying facts in the case file that support their theory of the case.

Activity 2C: A Strong Start

Students view an example of an opening statement in a criminal case and identify the criteria for effective opening statements. Students begin drafting individual opening statements for review by their team in the next session.

Activity 2D: Working on Opening Statements

Teams review each team member's draft opening statement. They decide which components of each statement to use for the trial, and identify the arguments they want to make in their opening statement.

Activity 2E: Direct and Cross-Examination

Students compare the purposes for and goals of direct and cross-examination. They work to identify the difference between leading and open-ended questions, and discuss the role of witnesses in the trial process.

Part 3: Preparing for Trial

Legal teams prepare their arguments and questions for trial. They participate in workshops based on significant issues related to their case. After considering how the rules of evidence shape the evidence that a jury may see and hear, teams practice using them to enhance their case. Students consider different perspectives on the role of a jury and are assigned to play either jurors or courtroom staff for the other teams' case.

Activity 3A: Trial Preparation, Day 1

Teams focusing on the armed robbery case begin preparing for trial, including drafting questions for witnesses. Teams prosecuting and defending the fraud case participate in a workshop on Ponzi schemes and proving mens rea in cases of financial wrongdoing.

Activity 3B: Trial Preparation, Day 2

Students connect issues in eyewitness identification to what they know about implicit bias, and brainstorm strategies for reducing bias in eyewitness identification. Teams focusing on the fraud case begin preparing for trial, including drafting questions for witnesses. Teams prosecuting and defending the armed robbery case participate in a workshop on eyewitness evidence and its admissibility in court.

Activity 3C: Playing By the Rules

Students reflect on what information a jury should be allowed to consider, and practice applying the rules of evidence in an online interactive courtroom game. Teams meet to decide whether they can use any of the rules of evidence to their advantage.

Activity 3D: Trial Preparation, Day 3

Teams continue drafting opening statements, closing arguments, and witness questions, making revisions to comply with the rules of evidence.

Activity 3E: The Plea Bargaining Option

Students learn about the role of plea bargaining in the criminal justice system, discuss its advantages and disadvantages, and consider whether a plea bargain is the best option in their case.

Activity 3F: Trial Preparation, Day 4

Teams conduct a run-through of their trial.

Activity 3G: The Role of the Jury

Students consider the role of jurors in the criminal justice process, and learn about their role as jurors or courtroom staff during the mock trial.

Part 4: A Fair Trial

Students conduct both trials with a judge presiding. After jury deliberations, students step outside their roles and reflect on ways in which access to resources, the role of the jury, and the difficulty of prosecuting certain corporate crimes shape the equity of the criminal justice system.

Activity 4A: Trial 1, Day 1

The fraud trial begins with the presentation of opening statements for the prosecution and defense. The prosecution then calls its witnesses for direct and cross-examination.

Activity 4B: Trial 1, Day 2

The defense team for the fraud trial calls its witnesses for direct and cross-examination. The prosecution and defense present closing arguments.

Activity 4C: Trial 1 Jury Deliberations

The jury for the fraud trial conducts deliberations aloud for the rest of the class to hear.

Activity 4D: Trial 2, Day 1

The armed robbery trial begins with the presentation of opening statements for the prosecution and defense. The prosecution calls its witnesses for direct and cross-examination.

Activity 4E: Trial 2, Day 2

The defense team for the armed robbery trial calls its witnesses for direct and cross-examination. The prosecution and defense present closing arguments.

Activity 4F: Trial 2 Jury Deliberations

The jury for the armed robbery trial conducts deliberations aloud for the rest of the class to hear.

Activity 4G: Justice for All?

Students step back from their roles on their teams to reflect on the jury verdicts in each case, and identify some of the similarities and differences in how the two cases were prosecuted and defended. Students discuss the factors that may have an impact on the equity of criminal trials.

Activity 4H: Unit Exam

Students complete the unit exam.

ESSAY: COMPARING CRIMINAL LAW, CIVIL LAW, AND RESTORATIVE JUSTICE

Students will use the example of the 1995 O.J. Simpson criminal trial and subsequent civil trial to compare and contrast criminal law and civil law. They will also look at examples of Restorative Justice practices. Each student will then write an essay in which s/he compares and contrasts Criminal Law, Civil Law, and Restorative Justice approaches, using specific examples of each. (2-3 pages.)

Unit 4: YOUTH JUSTICE: EXPLORING THE JUVENILE JUSTICE SYSTEM

Activities leading up to the Key Assignments and can serve as formative assessment tools:

Part 1: Entry Points: Equity, Justice, and Fairness

Students begin their exploration of the juvenile justice system by exploring how and why juveniles first enter the juvenile court system. Using video clips of real cases and decision-making role plays, students analyze entry points to the juvenile courts, including foster care, commission of status offenses, and acts that would be criminal if engaged in by an adult. Students begin exploring the role that discretion plays in the juvenile justice system and consider how skills, ethics, training, and a social justice approach could inform positive interactions between youth and law enforcement.

Activity 1A: Snapshots

After responding to writing prompts and considering art created by youth, students analyze documentary video clips depicting court-involved youth and share their initial perceptions of juvenile justice. Students compare individual and systemic factors that influence when and why youth become court-involved. Students are introduced to the unit overview and unit project.

Activity 1B: Still a Child?

After reviewing the unit project, students consider when and why juveniles might be treated differently from adults under the law. Students compare the purposes for juvenile courts and begin to identify systemic factors that can affect how and why youth enter the juvenile court system.

Activity 1C: Evolution of the Juvenile Justice System

Students analyze sections of a timeline to identify key changes to the juvenile justice system as well as the people and groups that have been influential in making those changes.

Activity 1D: The Power of Laws and Policies

Students identify points of discretion in the juvenile justice system and work in small groups to identify how laws and policies may work to both protect and punish youth.

Activity 1E: Law Enforcement and Youth

Students explore the impact of interactions between law enforcement and youth. Students examine juvenile arrest data and how decisions made by both law enforcement and youth can have long-term consequences for young people. Students identify skills and approaches that would help youth and professionals have positive and respectful interactions.

Activity 1F: Youth Voices

Students make connections between juvenile justice and social justice and identify ways in which a social justice approach could inform the work of law enforcement when working with youth before they enter the juvenile justice system. Students explore how young people have worked to reduce the juvenile arrest rate and keep youth out of the juvenile justice system.

Part 2: Protection or Punishment?

Students take on the role of probation officers and work in project teams to decide when detaining a juvenile is or is not appropriate. Students watch and analyze a video clip of juveniles who have been referred to the probation department by law enforcement. Students learn why, when, and how Risk Assessment Instruments are used in different contexts, and identify evidence of risk and protective factors in one youth's case. Students decide whether secure detention is appropriate for the youth in the video clip, then identify possible detention alternatives. Students step back from the probation officer's role and reflect on how youth's voices are currently represented in efforts to promote equity and fairness in the context of youth detention.

Activity 2A: Intake

Students take on the role of probation officers and consider why empathy is important, socially and professionally. Students watch a video profile of Kyle, a 15-year old who has been referred to probation. Students learn the guidelines for detaining juveniles who are awaiting adjudication and the options available to intake officers.

Activity 2B: Assessing Risk

Students explore the purpose and varied uses for Risk Assessment Instruments and draw on observations from the video to identify possible risk and protective factors. Students reflect on their personal experiences and consider how the juvenile justice system might be improved to reduce risk factors and strengthen protective factors for young people.

Activity 2C: Making Decisions

Students consider when and why diversionary programs might be appropriate for young people facing detention and ongoing court involvement, and discuss how these alternative programs can empower young people. Students view the intake video a second time and work with their project team to decide what decision they would make in the role of a probation officer. They then step out of their role as a professional and share their perspectives as youth about the decisions made.

Activity 2D: Comparing Perspectives

Students compare the decisions they made as probation officers to the decision made in the actual case. After looking at state probation data, students reflect on how their own perspective as a young person compared to their perspective as a probation officer. They consider how a social justice approach can be applied to the intake process, and explore the concept of resiliency and how it applies to youth

Part 3: Adjudication and Disposition

Students take on the roles of defense and prosecution attorneys in a juvenile court. They learn about the Constitutional rights of juveniles and landmark juvenile due process cases. Students watch a video profile of an actual case of a youth facing incarceration. Drawing on their understanding of risk and protective factors for youth, due process, and the stated goals of the juvenile justice system, they prepare arguments for or against a finding of delinquency while researching a recommendation for disposition. After making recommendations, students reflect on the impact that such decisions have on the lives of young people and explore the challenges of state intervention on behalf of young people.

Activity 3A: Advocacy in Juvenile Court

As the juveniles in the case files await adjudication, students identify the purpose and function of both defense and prosecuting attorneys in juvenile court and consider each attorney's goals for court involved youth.

Activity 3B: Due Process Protections

Students draw on summaries of landmark juvenile due process cases to learn how protections for juveniles in the courts are similar to or different from those granted to adults.

Activity 3C: Appropriate Goals

Students identify the goals of the juvenile courts during adjudication and consider the positive and negative impacts of having the courts impose intervention strategies.

Activity 3D: Making a Case

Teams use federally defined sanction levels to identify the kind of intervention that might be imposed if the youth in the profile were to be adjudicated delinquent. Students begin researching model intervention programs to find the most appropriate one for the profiled youth.

Activity 3E: Interventions and Placement Decisions

Students share their program summary with their teammates, explore a landmark class action suit that helped alter juvenile justice residential facilities, and consider whether knowledge of these issues would (or should) affect their disposition recommendation. In their project teams, students discuss their knowledge of the facts in Roderick's case, the possible sanction levels, and appropriate court-ordered interventions, and decide what their individual disposition recommendation will be.

Activity 3F: Finishing Disposition Recommendations

Students finish writing their disposition recommendation. They reflect on how youth voices can become a better part of the adjudication and disposition process.

Activity 3G: Submitting Disposition Recommendations

Students finish preparing their recommendation disposition. Students compare their results to state adjudication data and reflect on how a social justice perspective can inform the work of attorneys who deal with court-involved youth.

Part 4: Looking Forward: Youth Resilience and Empowerment

Students step back from their roles as professionals within the juvenile justice system and reflect on how youth are empowered to shape the juvenile justice system. After identifying specific steps that youth can take to build their own resilience and enact change, students write a personal letter to one of the young people profiled in the unit's video clips. Students share what they have learned from the youth's stories and the strategies they will take to make their own voices heard.

Activity 4A: Juvenile Justice and Social Justice

Students participate in a Talking Circle to share their thoughts and responses to issues of power and fairness in the juvenile justice system. Students revisit connections between social justice and juvenile justice and consider how a social justice framework could be applied to the broader criminal justice field.

Activity 4B: Unit Reflections

Students discuss ways that youth have had a voice in changing the juvenile justice system and how youth-led strategies can build resilience. Students reflect on the unit understandings and begin writing a letter to one of the young people profiled in the unit.

Activity 4C: Unit Exam

Students take the unit exam.

JUVENILE JUSTICE RESEARCH AND ESSAYS

Essay Assignment: According to the President's Commission on Law Enforcement and Administration of Justice, "America's best hope for reducing crime is to reduce juvenile delinquency and youth crime." Based on what you have learned about juvenile justice, write a short essay (2-3 pages) in which you describe the recommendations you would make for effective strategies to reduce juvenile delinquency and youth crime? When possible, support your opinions with data and evidence. Why do you think these particular strategies would be the most effective?

Essay assignment: Research and describe the history and evolution of the juvenile justice system in the Western world (and beyond). (3-4 pages)

ESSAY: REFLECTIVE RESPONSE TO A QUOTATION ON JUVENILE JUSTICE

Using one of the following two quotations as a springboard or prompt, develop an essay on juvenile justice in which you pose a juvenile justice issue and propose a solution.

"The way in which a society treats its children – its young people – says something about the future of that society, its beliefs, and the viability of those beliefs. The way in which a society treats those of its children who breaks its laws says something about its humanity, its morality, its resilience, and its capacity for self-correction." -- National Center for Juvenile Justice

"Youth of color are overrepresented at nearly every point of contact within the juvenile justice system – and the finding is disturbingly persistent over time. Youth of color are more likely to be incarcerated and to serve more time than white youth, even when they are charged with the same category of offense. Whether these often-stark differences are the result of biases in decision-making, social or economic differences that are merely correlated with race and ethnicity, or more complex structural factors, they are unacceptable in a democratic society." -- "Racial and ethnic fairness/DMC," Models for Change, John T. and Catherine T. MacArthur Foundation

Unit 5: PUNISHMENT AND REHABILITATION IN THE CRIMINAL JUSTICE SYSTEM

Activities leading up to the Key Assignments and can serve as formative assessment tools:

Part 1: The Corrections System

Students consider how theories of punishment inform the goals of corrections. They explore the history of the corrections system, and compare incarceration rates in the United States with those of other countries. Students learn about the goals and responsibilities of corrections committees and conduct preliminary research on the three main components of the corrections system: sentencing, prison life, and parole and re-entry. Students explore different forms of advocacy and reform.

Activity 1A: What's the Goal?

Students respond to news stories about criminal acts, and consider theories of punishment. They compare their own views on punishment and incarceration with those of the general public. Students are introduced to the unit project.

Activity 1B: Corrections Over Time

Students discuss the purpose for corrections committees and the people who serve on them, analyze historical examples of prisons, and identify how goals for the U.S. corrections system have shifted over time.

Activity 1C: A Complex System

Students analyze data on incarceration rates and financial costs in the United States and make hypotheses about why these rates are different from other countries'. Students receive their committee assignments, and gather in their corrections committees to assign tasks for and begin their preliminary research on one component of the U.S. corrections system.

Activity 1D: Learning the Basics

Students complete their research on their assigned component of the correctional system and create visual aids to assist in teaching the other committees about their findings.

Activity 1E: Setting a Baseline

Each committee presents its research, using visuals to convey key information. Students begin to explore questions of power, authority, and ethics in corrections. They learn about and discuss different forms of advocacy and the role of advocacy in reform efforts.

Part 2: Discretion in Sentencing

Students deepen their understanding of sentencing by considering how and why legislation shapes sentencing practices, and the intended and unintended consequences of sentencing decisions on convicted offenders and the community. Students examine the issue of mandatory minimum sentencing, and explore the relationship between sentencing laws and judicial discretion. They work in committees to research sentencing reform initiatives and consider how the initiatives would impact the rights of convicted offenders, the community, and the corrections system. Committees share their research findings on their assigned initiative.

Activity 2A: Public Policy and Sentencing

Students watch a video showing the impact of California's "three strikes" law from the perspective of different stakeholders, including prisoners, lawyers advocating for the law's repeal, a district attorney, and a parent of a crime victim. Students explore the context for the passage of mandatory minimum legislation and the impact it has on judicial discretion.

Activity 2B: The Impact of "Three Strikes"

Students assess the impact that mandatory minimums have had on public safety, taxpayer cost, convicted offenders, and the criminal justice system.

Activity 2C: Reviewing Sentencing Reform Initiatives

Students work in committees to analyze specific sentencing reform initiatives. After individually reading a summary of the issue, committee members make research assignments and work independently to investigate their assigned reform initiative.

Activity 2D: Researching Sentencing Reform Initiatives

Students continue researching their sentencing reform initiative. Committee members share their research findings with one another and complete their summary. Committees prepare to share their findings with the class.

Activity 2E: Sharing Sentencing Reform Initiatives

Committees summarize their sentencing reform initiative for the class and answer questions from other committees. Students reflect on the areas they believe are the highest priority for reform and which reform initiative would have the greatest impact.

Part 3: Life Inside

Students deepen their understanding of the goals and practices of prisons and jails from multiple perspectives. They explore the issue of prison overcrowding, and consider the effectiveness and impact of initiatives aimed at reducing prison populations. Students work in their corrections committee to research prison reform initiatives and consider how the initiatives would impact the rights of convicted offenders, the corrections system, and society. Committees share their research findings on their assigned initiative.

Activity 3A: Purposes and Challenges of Prison

Students explore the goals and mission statements from a sample of prisons and jails, and juxtapose them with the real experiences of prisoners. They examine incarceration data, and identify areas in which greater progress toward stated goals may be needed.

Activity 3B: Public Policy and Prison Population

To explore the issue of prison overcrowding, students participate in a simulation, then compare responses to prison overcrowding from different stakeholders within and outside the corrections system.

Activity 3C: Reviewing Prison Reform Initiatives

Students are assigned a prison reform initiative to analyze. After individually reading a summary of the issue, committee members make research assignments and work independently to investigate their assigned reform initiative.

Activity 3D: Researching Prison Reform Initiatives

Students continue researching their prison reform initiative. Committee members share their research with one another and complete their summary. Committees prepare to share their findings with the class.

Activity 3E: Sharing Prison Reform Initiatives

Committees summarize their prison reform initiative for the class and answer questions from other committees. Students reflect on the areas they believe are the highest priority for reform and which reform initiative would have the greatest impact.

Part 4: Parole and Re-Entry

Students deepen their understanding of parole and re-entry by hearing personal stories. They examine obstacles and challenges to successful re-entry into the community for those who have been released from a correctional setting, and analyze the processes by which release decisions are made. Students work in their corrections committee to research reform initiatives regarding parole and re-entry and consider how the initiatives would impact the rights of convicted offenders, the corrections system, and society. Committees share their research findings on their assigned initiative.

Activity 4A: Coming Home

Students respond to excerpts from guidelines developed by the United Nations Congress on the Prevention of Crime and the Treatment of Offenders. They explore a personal snapshot of a former prisoner returning to his community after being incarcerated. Students examine national data on parole and re-entry, and identify obstacles to and criteria for successful re-entry into society.

Activity 4B: Public Policy and Life After Prison

Students consider facts about parole and different types of conditional release.

Activity 4C: Reviewing Parole and Re-Entry Reform Initiatives

Students are assigned a parole and re-entry reform initiative to analyze. After individually reading a summary of the issue, committee members make research assignments and work independently to investigate their assigned reform initiative.

Activity 4D: Researching Parole and Re-Entry Reform Initiatives

Students continue researching their parole and re-entry reform initiative. Committee members share their research with one another and complete their summary. Committees prepare to share their findings with the class.

Activity 4E: Sharing Parole and Re-Entry Reform Initiatives

Committees summarize their parole and re-entry reform initiative for the class and answer questions from other committees. Students reflect on the areas they believe are the highest priority for reform and which reform initiative would have the greatest impact.

Part 5: Correcting Corrections

Students review their reflections about reform initiatives for each step of the corrections process— sentencing, prison life, and parole and re-entry. Students write a priority recommendation and present it to their corrections committee. Students share their ideas and consider the impact of reform efforts on the corrections system as a whole. Students reflect on the unit and on their role as members of a corrections committee. Students complete the unit exam.

Activity 5A: Prioritizing Reforms in Corrections

Students consider data on U.S. corrections spending, review their written reflections on three reform issues, and begin writing up to three priority recommendations to present to their corrections committee.

Activity 5B: Corrections Committee Meeting

Students share their priority recommendations with their corrections committee and discuss any common ideas that emerged. They reflect on their role as a member of a committee that is involved in reforming the corrections system.

Activity 5C: Unit Exam

Students take the unit exam, supporting their responses with evidence from unit activities.

Position Papers: Capital Punishment- For or Against Plus One Related Research Paper

Each student will write two different position papers on Capital Punishment: For or against. One will be written near the beginning of the course and one near the end of the course. The students will use resources such as the National Archive of Criminal Justice Data (NACJD), Bureau of Justice Statistics (<http://bjs.ojp.usdoj.gov>), National Criminal Justice Reference Service (<http://www.ncjrs.gov>), etc. in order to include accurate data and will be expected to write analytical essays in which their arguments are supported. In the second essay, students will also reflect on ways in which their opinions regarding capital punishment have changed or remained the same over the course of the year.

In addition to the two Capital Punishment: For or Against position papers, each student will research the history of capital punishment and the historic arguments and rhetoric employed by all sides of the capital punishment issue. Each student will write up her/his findings. (Approximately 3-4 pages) This research paper will further inform the final position paper.

PUBLIC ISSUES DISCUSSION: USING READING SCORES TO PREDICT FUTURE INMATE POPULATIONS

Students will read and discuss an article from Oregon Live entitled, “Prisons don’t use Reading Scores to Predict Future Inmate Populations,” that also examines the “more fundamental truth that there is a powerful connection between school failure and crime. Several early childhood studies have shown that disadvantaged children who enter strong preschool programs are far less likely to get mixed up in crime when they get older.” Students will research similar crime and education statistics for California and will write a problem and solutions essay in which they propose ways in which their own community could emphasize increased access to education and an increased emphasis on early childhood education. How might they personally – as high school students – support all elementary students in the District becoming strong readers by third grade?

Resource: http://www.oregonlive.com/education/index.ssf/2010/03/prisons_dont_use_reading_score.html

ESSAY: PERSPECTIVES ON CRIME PREVENTION

Each student will choose one of the following views on crime prevention with which s/he most agrees (or develops an alternate perspective on crime prevention statement of her/his own) and writes a short argumentative essay or letter to the editor or speech to the city council in which s/he advocates for her/his chosen perspective. Students should use information acquired in class as well as information acquired through research to support her/his view. (Approximately 2 pages)

Perspectives on Crime Prevention Quotes:

“The larger the police presence, the less crime there will be.”

“If police are a positive presence in the community, they will be more effective at preventing crime.”

“Removing and incarcerating prisoners will prevent crime.”

“Crime is best prevented through social programs that address root causes, such as poverty and substance abuse.”

“Educating youth and adults is the best way to prevent crime.”

“Rehabilitating criminals is the best way to prevent crime.”

(Source of quotes: EDC Foundations of Law curriculum, Unit 1)

Unit 6: ENGAGING YOUTH IN THE LAW: CURRENT ISSUES IN CRIMINAL JUSTICE

Activities leading up to the Key Assignments and can serve as formative assessment tools:

Part 1: The Criminal Justice System—Problems and Possibilities

Students consider what’s working effectively in the U.S. criminal justice system and revisit the issues they have considered throughout the Foundations in Criminal Justice course. They choose one issue or problem of personal interest and develop a problem tree. Students are introduced to the unit project and the components required. To prepare for their research, students work in “expert teams” to provide a refresher tutorial to the class on research tools and strategies.

Activity 1A: Exploring Criminal Justice Problems

Students revisit the issues they explored in the course by participating in a Gallery Walk, viewing documents, images, graphs, quotations, and stories from previous units. They respond to the documents and discuss

which issues resonate the most for them. They begin to explore the role of problem-solvers and innovators in the criminal justice system.

Activity 1B: Creating a Problem Tree

Students share their chosen criminal justice issue or problem for the unit project and explain its importance. Student review a sample problem tree, and use that as a guide to develop a problem tree for their chosen problem.

Activity 1C: Sharing Ideas

Students share their problem trees in small groups, and provide feedback to classmates. Building on knowledge they gained from previous units, they brainstorm possible general solutions to problems in the criminal justice system. Students learn about the requirements for the unit project. They are assigned to work in “expert teams” focused on a particular research tool or instrument, and prepare to provide a “refresher” tutorial to the class.

Activity 1D: Work in Expert Teams

Students work in their expert teams and continue to prepare for their presentation. They share a relevant news article from their Eye on the Law homework.

Activity 1E: Research Tutorials

Students view a short tutorial about citing sources. Expert teams present a tutorial on their assigned research tools and strategies to the class.

Part 2: Conducting Research

Students review and discuss the purpose of and guidelines for developing surveys. They examine examples of surveys on criminal justice and implement a survey for their research project. Students continue to conduct research on their chosen problem by examining laws, policies, programs, and court cases.

Activity 2A: Designing and Implementing Surveys

Students explore the purpose of and guidelines for developing surveys. They examine sample surveys about criminal justice. As part of their unit project, students begin developing a survey based on their preliminary research on their chosen problem.

Activity 2B: Researching Laws, Policies, Programs, and Court Cases

Students discuss the relevant laws, policies, court cases, and programs they learned about in previous units, and continue to conduct research on their chosen problem.

Activity 2C: Examining Data

Students revisit data they explored earlier in the course and reflect on what the expert team presented in Part 1. They continue to conduct research by searching for and analyzing data relevant to their chosen problem.

Activity 2D: Research Day, Part I

Students prepare to implement their survey and continue conducting research for their unit project.

Activity 2E: Research Day, Part II

Students continue conducting research in the three main areas: laws, policies, programs, and court cases; data; and surveys of community perspectives.

Activity 2F: Sharing highlights from the Research

Students finish conducting their research, share highlights from their research findings in small groups, and submit their survey responses.

Part 3: Analyzing and Synthesizing Research Findings

Students critically examine and synthesize their research by comparing and contrasting findings from one set of results with another, and considering how the research supports the ideas illustrated in their problem tree or advances their thinking about their chosen problem.

Activity 3A: What Does the Research Tell Me?

Students discuss their prior experience with analyzing research and begin to analyze their own research findings.

Activity 3B: Analyzing and Synthesizing Information

Students explore strategies for synthesizing information and continue analyzing and synthesizing their research findings.

Activity 3C: Making Connections

Students continue working on their analysis and synthesis of their research findings across the three areas: laws, policies, programs, and court cases; data; and surveys of community perspectives.

Activity 3D: Final Analysis and Synthesis

Students complete their analysis and synthesis, and discuss the process of doing research.

Part 4: Developing an Innovative Action Plan

As problem-solvers and innovators, students explore how a social justice perspective can inform how to develop innovative solutions to problems in the criminal justice system. They research current advocacy organizations, professionals, community members, and other groups who are working to address the problem they identified. Students explore types of innovations and review an example of an innovative strategy in the criminal justice system. Building on all the research they conducted, students create an innovative action plan.

Activity 4A: Social Justice and Criminal Justice

Students revisit the relationship between social justice and criminal justice, and consider how each perspective might inform their proposed action plan. Students continue exploring how advocacy organizations, professionals, community members, and individuals are currently engaged in addressing the problem they identified.

Activity 4B: Designing an Innovative Action Plan

Students discuss organizations that are working to address similar problems in the criminal justice system. They explore different types of innovations, learn about the requirements for the action plan, and begin to design an innovation to address their chosen problem.

Activity 4C: Working on Action Plans

Students continue working on their action plan.

Activity 4D: Sharing and Feedback

Students share the draft of their actions plan, receive feedback from their classmates, and begin revising their final plan.

Activity 4E: Completing Action Plans

Students complete and submit their action plan.

Part 5: Youth Summit in Criminal Justice

In this part of the unit, students conduct a local youth summit that involves the school, local institutions, criminal justice professionals, and community members; take part in an online, state, national, or international youth summit; or do both. In the final activity, students review their Career Portfolio and reflect on the course.

Note: What students do in Part 5 depends on which event(s) you and your class decide to take part in, as the preparation for each event varies. Activities 5A through 5D will be structured according to your class's plans. The materials in Part 5 include guidelines that will be useful for students regardless of what format or event you choose.

Activity 5A–5D: Youth Summit

Students prepare for a youth summit, either local, online, or both. They review materials and guidelines that will help them shape their presentation for their application to an online, state, national, or international youth summit and/or their presentation for their own youth summit.

Activity 5E: End-of-Course Reflections

Students review their Career Portfolio and reflect on the knowledge and skills they learned in this course. They discuss how the course has advanced their understanding of criminal law and the components of the criminal and juvenile justice systems. Students consider the careers that interest them and how they can achieve a just and fair criminal justice system, as youth now and as professionals tomorrow.

EXTENDED LEARNING REFLECTIVE JOURNAL ENTRIES:

Thinking about your own life experiences, what can youth do to reduce their risk factors and strengthen their protective factors and how might the juvenile justice system need to be changed to help with this asset-building process?

What can you and other youth do to contribute to and influence the juvenile justice system to become one that reflects justice and fairness? "(W) e refer to those under the age of 18 as 'minors' and 'juveniles' – because, in so many ways, they are less than adult." – American Bar Association, January 2004 After reading this

quotation, each student writes about what it means to be an adult, what it means to be “less than adult,” and whether or not s/he agrees with this quotation. (Slightly adapted from Foundations of Criminal Justice curriculum, EDC) HISTORY AND EVOLUTION OF TERRORISM

Research and write a paper on the history and evolution of terrorism. Include your analysis of the possible causes of terrorism and possible strategies to effectively address terrorism. (4-5 pages)

EXTENDED LEARNING OPTION 1: WOMEN, CRIME, AND THE CRIMINAL JUSTICE SYSTEM

Students will research one or more issues surrounding women and the criminal justice system. Students will analyze changing social views of women in the criminal and criminal justice contexts, the impact of feminism and affirmative action policies on the criminal justice system; the implications of social class and race in female offending; patterns of female victimization and criminal behavior; and/or the roles of women in law enforcement, criminal justice systems, and corrections. Each student will write a paper of 4-6 pages describing her/his findings and developing a thesis regarding Women and Crime (or Criminal Justice).

EXTENDED LEARNING OPTION 2: Police Patrol-Cops & Kids

In 1994, Constitutional Rights Foundation began holding Cops & Kids conferences in Los Angeles. The conference was developed in response to teachers’ concerns about youth and police relations following the Rodney King verdict and civil unrest. Middle school teachers shared their observations that many students were expressing negative views about the police, and with a police station only blocks away, altercations between their students and officers were steadily rising. The teachers asked if CRF could assist them in addressing these issues.

Research indicates that the most significant predictor of negative attitudes about the police is previous negative interaction. Not surprisingly, positive interactions with the police serve as the most common factor in the development of positive attitudes. Research in the areas of delinquency prevention and the development of pro-social values among youth offers guidance about what kinds of police-youth contacts are most effective. They include those that help young people develop significant relations with officers that are integrated into a child’s educational development; and those that provide students with a realistic and balanced presentation of the role officers play in society and in their communities. Drawing on these findings, CRF developed the Cops & Kids conference model and the Youth and the Police 10-lesson curriculum.

The conference is built around a CRF activity called Police Patrol. This simulation activity puts students in the roles of citizens needing police assistance and as officers responding to their calls. Law enforcement officers act as resource people and coaches to the students playing the roles of police. This simple, yet powerful simulation provides a structured, safe environment for youth and police to begin to discuss issues including reasonable force, profiling, stereotypes, and the role of police in society.

A typical conference provides students and officers with two workshop sessions. In Session One they participate in Police Patrol, in Session Two, the officers facilitate a guided discussion that provides students an opportunity to express their views about issues of police/community relations and public safety in their own neighborhoods. The session ends with a brainstorm activity asking students and officers to explore activities and service-learning projects for youth to do to improve public safety in their own schools and communities.

Conference Goals

Establish positive, open lines of communication between the youth and law enforcement officers.

Provide students and officers with a forum to discuss their differences and begin to address negative perceptions and stereotypes.

Allow students and officers the opportunity to work together to identify attitudinal, behavioral, and action goals they can work toward to improve police-community relations.

Develop relationships between schools and their local police divisions with the goal of working together on future community-oriented projects.

Over 10,000 middle grades students have participated in Cops & Kids events in Los Angeles, Philadelphia, Rhode Island, Chicago, and Arizona. In Los Angeles, special sessions for parents have been added to the conference. In a separate breakout room parents participate in the Police Patrol simulation with officers, using

the same methods as the students. Parents are then invited to join student sessions to observe the discussions between students and officers. This parent component has provided schools with a police department with an outreach to involve parents in their children's education and to involve them as citizens in the community.

All participants surveyed before and after the conference to gauge attitudinal changes and knowledge gained. Past survey results indicate that the conference provides students, parents, and officers with a unique experience to begin to establish positive lines of communication and develop a deeper understanding of each other. Results also demonstrate students and parents gain a more sophisticated knowledge about the role of police in society, the scope and limits of police authority, and an appreciation of the challenges officers face.

MINORITIES AND CRIMINAL JUSTICE POSITION PAPER: Students will be required to write a word—processed, 7-10 page analysis of a course related issue. Each student will have a choice of ten or more issues. At a minimum, it is expected that each student will produce an academically sound and properly formatted work (APA format is encouraged.). Papers will be graded on content as well as exposition.

Sample topics include:

- How does law enforcement balance the need to reduce crime and fight terrorism against the potential for accusations of discrimination, raced based policing and stereotyping?
- Explain and explore the difference between hate crimes and traditional crimes.
- Why has the implementation of anti-drug laws been viewed as unfair to minority groups?
- Why is police discretion to arrest domestic violence offenders considered by some to be a serious criminal justice issue?
- Define and explore the intergenerational cycle of incarceration.
- Discuss the issues that arise related to crime and racial profiling.
- Compared with other countries, the United States has the highest incarceration rate in the world. In 2006, for example, 7 million people were behind bars, on probation or on parole, of which 2.w million were incarcerated. By way of comparison, the People's Republic of China ranks second with 1.5 million. The United States has 5% of the world's population and 25% of the world's incarcerated population. Why is the U.S. incarceration rate so high? What might be the most effective strategies for reducing incarceration?
- Differentiate between the sentencing disparity issues of dealing with similarly situated men and women convicted of identical offenses. Focus on specific cases and outcomes.
- What role does the interaction of race and gender play in judicial discretion to dismiss charges against juveniles? Focus on specific cases and research.
- Describe cross-cultural communications. Explore verbal and non-verbal communication techniques that can improve the ability of first responders to communicate with victims, witnesses and offenders. Focus on specific techniques that are supported by your research.
- Describe the over-representation of African Americans in the penal system. Provide an analysis of the possible reasons for the over-representation and potential solutions.
- Describe the community orientated policing model and its development. Provide an analysis of the uses and limitations of the model in minority communities. If possible, interview a criminal justice professional involved in community policing. Provide specific examples.
- After reading an article by Shusta, et all that provides specific recommendations to law enforcement personnel about how to improve communication with minority communicates; provide an analysis of why law enforcement personnel should consider alternative means of communications. Provide specific examples.
- Describe the history of women in law enforcement. Provide an analysis of the barriers to women's full participation. Specifically, discuss police sub-culture, hiring practices, and a general societal view.
- Describe the history of men of color and their participation in law enforcement in the context. Provide an analysis of the barriers to their full participation. Specifically, discuss police sub-culture, hiring practices, and a general societal view.

I-SEARCH PAPER ON A LAW/PUBLIC SERVICE CAREER OF INTEREST

Each student will write an I-Search paper related to one particular professional career in the field of criminal justice/law/public service)

The student will be able to:

Identify the major elements of the job descriptions for a chosen profession in the criminal justice/law/public service field

Describe the day-to-day realities of the profession

Compare and contrast the job description for that profession with the day to day reality of the profession

Evaluate her/his level of interest in pursuing that profession in the future. Assignments involve web quest, independent research, writing of an I-Search paper, and presentations of findings. (Each I-Search paper will be 4-6 pages.)

HISTORY OF POLICING PAPER Research the history of policing (including both public and private policing/security) and write a short paper describing the historical development of policing in America. What were the original construct and proposed purpose of policing? In what ways have the purposes or mission of policing changed over time? Be sure to address the impact of historical events or technological advances on policing. For example, you might include the impact of drug or alcohol prohibitions on the development of American policing. (3-4 pages) (Unit 4)

EFFECTIVENESS OF CRIMINAL JUSTICE OUTCOMES ESSAY. What follows is a short list of criminal justice strategic outcomes that have been implemented in the past to respond to crime. Students will write a short essay in which they discuss the effectiveness of employed criminal justice outcomes. For each of the outcomes discussed, students should answer the question of whether the particular strategy reflects the interests of public order or individual rights advocates. The students will identify the origin of the argument, its legal path and precedent, and legislative reach.

As part of an overall conclusion, each student should indicate whether or not they as a stakeholder (private citizen, advocate, or practitioner) supports these types of outcomes; whether or not these strategies continue to be effective or necessary for reducing crime in society? Each student should give a reason for her/his stance and identify the rhetorical argument to support their stance.

Partial list of criminal justice outcomes: mandatory life prison sentences without the possibility of parole for "drug lords." * Drunk-driving checkpoints * Habitual offender statutes (i.e., once convicted of 3 felonies, sentenced to life in prison) * Aggressive police patrol in high-crime neighborhoods * Increasing the number of offenses that are eligible for a death sentence.

CRIMES THAT SHAPED THE 20th CENTURY

The Crime Library (<http://www.crimelibrary.com>) is supported by Court TV and has hundreds of in depth true stories of the most notorious crimes of the Twentieth Century and of all time. Crimes include the St. Valentine's Day massacre, the Lindbergh baby kidnapping, the Rosenberg spy trial, the assassination of President John F. Kennedy, Martin Luther King, Jr.'s assassination, Ted Bundy's serial killings, the O. J. Simpson trial, the Oklahoma City bombing, and many others.

Assignment (optional): Choose a famous crime and/or criminal. Read the Crime Library article about this particular crime/criminal. Write a one-two page summary of the article you read. Include information on the length of the article, author, source, etc. in your summary.

RESEARCH AND ESSAY ON THE HISTORY OF VICTIMS' RIGHTS AND SERVICES IN AMERICA

Students research and describe the history of victims' rights and services in America. What role does the victim play in criminal justice proceedings today?

ROLE OF EMERGING TECHNOLOGIES IN GATHERING EVIDENCE AND FIGHTING CRIME

Students will have seen excerpts from CSI and Numb3rs and excerpts from non-fiction publications and web based sources. In this assignment, they are asked to research new and emerging Technologies used in gathering evidence and in fighting crime. Each student will write an essay of three to five pages that summarizes her/his research and makes a prediction about the future impact of technologies on criminal justice.

COMPUTER TERRORISM AND CRIMINAL JUSTICE

Assignment: Research the ways in which terrorists might use computer technology to mount an attack on the United States or on another country. Write a two to three page article – the kind that might be a feature story in a newspaper – based on your findings.

CRIMINALIZATION: EXAMINING PERSPECTIVES ON CRIMINALIZATION

Using Handout 23: Perspectives on Criminalization from the EDC Foundations of Criminal Justice materials, students will work in small groups to read and analyze a set of quotations related to criminalization and answer the following questions: * What arguments for criminalization are expressed in these quotations? What arguments against criminalization are expressed in these quotations? * Which quotation about criminalization best reflects your own point of view and why? Students will then share each of their individual perspectives and use “reaching consensus” strategies to see if everyone in the group can agree to support a particular quotation as best reflective the view of the group.

POINT OF VIEW: THREE-STRIKES LAW IN CALIFORNIA

Advocates of the three-strike law point to the fact that the crime rate in California Has dropped by 45% in the 10 years since the law was passed. Opponents argue that it is unclear whether the three strikes law is the reason for the drop or if other factors caused this change. Opponents also point to the fact that there are over 4,000 inmates who are serving life sentences in prison for a third non-violent or non-serious strike. In addition, there is concern that the three strikes disproportionately affect minority populations. Research the three-strike law and its impact in California.

Write a letter to the editor in which you argue for or against the three-strike law. Use evidence and rhetoric from your research to support your opinion. (1-2 pages)

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Foundations in Criminal Justice-Specific Methods:

- Direct instruction
- Teaching by task
- Guided inquiry
- Problem Solving
- Collaborative Learning
- Cooperative Learning
- Problem- and Project-based

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Alternatively, units and lessons that are specifically inquiry-based may also be designed according to the 5E Constructivist Learning Cycle. Instruction is student-centered. Elaboration involves extending concepts and skills into new contexts. Student self-evaluation should occur throughout.

<p>5E Model for Constructivist Lesson Design</p>	<p>Engagement Exploration Explanation Elaboration Evaluation</p>
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Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> Recall Imagine Observe Consider 	<ul style="list-style-type: none"> Think (Write)/Pair/Share Idea Wave Choral Response Give One, Get One Socratic Seminar Cooperative Discussion Groups 	<ul style="list-style-type: none"> Restate in Notes Response Boards Graphic Organizers Folded Paper Ticket Out of Class 	<ul style="list-style-type: none"> Hand Signals Model with Hand Motions Stand up/ Sit down Point to Examples

Baldrige Quality Tools: Students can become more positively involved in their education through goal setting, self-assessment, and data tracking and analysis by making use of the following strategies:

BALDRIGE TOOL	PURPOSES
Affinity Diagram	– finding consensus, organizing complex information
Flowchart	– describing a process, planning a project, identifying problem steps in a process
Force Field Diagram	– identifying obstacles, finding causes and solutions to problems
Issues / Ideas Bin	– handling individual questions/requests without stopping a group activity, providing anonymous input, obtaining diverse input in specific areas.
Data Folder	– tracking goals and actual results
Plus / Delta	– tracking improvement efforts, identifying opportunities for change, finding out what's working and what's not working in a process, procedure, activity, etc.
Class Data Graphs	– displaying trends for goal setting

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Hands-On Lab's | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Current Events |
| <input type="checkbox"/> Inquiry Activities | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Thematic Units | <input type="checkbox"/> Career Choices |
| <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Summarization | <input type="checkbox"/> Field Experiences | <input type="checkbox"/> Guest Speakers |

Literacy Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Before Reading <input type="checkbox"/> During Reading <input type="checkbox"/> After Reading <input type="checkbox"/> Text Structure <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Learning Logs <input type="checkbox"/> Nonfiction <input type="checkbox"/> Functional <input type="checkbox"/> Word Wall 	SDAIE Strategies for English Learners <ul style="list-style-type: none"> <input type="checkbox"/> Lower the Affective Filter (including Processing Time) <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) <input type="checkbox"/> Acquisition Levels <input type="checkbox"/> Language Sensitivity <input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Adapt the Text <input type="checkbox"/> Interactive Learning (Manipulatives & Visuals) <input type="checkbox"/> Home/School Connection (including Cultural Aspects) 	Strategies for Students with Disabilities <ul style="list-style-type: none"> <input type="checkbox"/> IEP Accommodations (refer to student's IEP document or IEP summary sheet) <input type="checkbox"/> Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals) <input type="checkbox"/> Think Aloud <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Learning Centers <input type="checkbox"/> Manipulatives & Visuals <input type="checkbox"/> Peer Assisted Learning 	Differentiation for Advanced Learners <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Acceleration <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Independent Study
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Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

Basic Textbook: Read in entirety Excerpts used

Criminal Justice in America, 5th Edition, Marshall Croddy, Bill Hayes, Constitutional Rights Foundation, 2012

Read in entirety Excerpts used

Law and Justice Curriculum:
LawandJustice.edc.org
Education Development Center

SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

Basic Textbook Supplemental Materials (see website below):

- Textbook Activities: Chapter Overview, Cases and Resources, Unit Web Activities, Student Self – Assessments, Quizzes
- Teacher's Corner
- Additional Resources

Criminal Justice Curriculum (see website below):

- Appendix A: Unit Materials List
- Appendix B: Assessments: Skills and Understandings
- Appendix C: Legal Content and Sources of Law
- Appendix D: Standards
- Media Resources
- Teacher Resources
- References

Los Angeles Times
New York Times
Newsweek
Time Magazine
Wall Street Journal
Washington Post
Media resources

RESOURCES:

Documents

- CTE Framework: <http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>
- CTE Standards: <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>
- CTE Online: <http://www.cteonline.org>
- Criminal Justice Curriculum <http://www.lawandjustice.edc.org>
- Constitutional Rights Foundation <http://www.crf-usa.org>

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Diagnostic (Diagnose)	Formative (Monitor)	Summative (Evaluate)
Publisher: <u>Text Title</u> <u>Criminal Justice in America</u> , 5th Edition: Constitutional Rights Foundation	Pre-quizzes	Chapter and Unit Tests Test Bank CD-ROM	Comprehensive Cumulative Exam
<u>www.lawandjustice.edc.org</u> Foundations in		Unit Activities Journal Entries Unit Handouts	Research Projects Essays Unit Projects

Criminal Justice Assessments		Graphic Organizers Self-assessments Class Discussions Homework	Unit Exams Service Learning Work-Based Learning Experiences
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PERFORMANCE STANDARDS CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

Classroom Performance Standards:

The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Graded Student Work	Rubric Avg. of 1 or less than 60%	Rubric Avg. of 2 or 60%-69%	Rubric avg. of 3 or 70%-84%	Rubric Avg. of 4 or 85-100%
Written Assignments, Performance Tasks, and Projects	(6 pt. rubric) 1-2 (4 pt. rubric) 1	(6 pt. rubric) 3 (4 pt. rubric) 2	(6 pt. rubric) 4 (4 pt. rubric) 3	(6 pt. rubric) 5-6 (4 pt. rubric) 4
Teacher developed Textbook Chapter & Unit Test	Less than 60%	60%-69%	70%-84%	85%-100%

Sample Mock Trial Rubric (100 points):

Criteria	Advanced Proficient	Proficient	Basic	Below Basic
Know the basic elements of all aspects of trial procedures PS B9.2 50 points	Students demonstrate a thorough knowledge of all roles in mock trial. Students complete all requirements of his/her role, able to handle unforeseen obstacles. Student demonstrates complete knowledge of all rules of evidence in trial procedure	Student demonstrates knowledge of his/her role and completes all tasks. Student demonstrates adequate knowledge of rules of evidence and trial procedures but cannot recover when confronted with unforeseen obstacles.	Student demonstrates some knowledge of his/her role but cannot work independently. Student understands enough of the rules of evidence and trial procedure to complete role but cannot respond to unforeseen obstacles and/or does not know how to respond adequately to cross-examination.	Student plays role but does not understand how role fits into development of case, lacks understanding of rules of evidence/procedures, cannot recover when confronted with unforeseen obstacles.
Write persuasive compositions Communications 2.2 Writing 2.4 10 points	Student structures ideas and arguments in a sustained and logical fashion. The written document associated with the student's role in mock trial uses appropriate vocabulary, tone, style, clearly highlighting his/her central ideas	Student writes clearly, adequately phrasing central points. The writing maintains the tone of the assigned role and advances the case of the team	Student adequately communicates the information the role demands in a manner that is plagued by inconsistencies and inaccuracies, hindering the team's case.	Student's writing is poorly structured, not presented in a logical fashion, or filled with inconsistencies. The document associated with the student's assigned role does not employ appropriate vocabulary or maintain a clear focus
Deliver persuasive arguments (including evaluation and analysis of problems and solutions; and causes and	Student delivers presentations that clearly communicate their significance to the audience, support a	Student delivers presentations that communicates clear picture to the audience and supports a	Student narrates a sequence of events with some inconsistency. Presentations support the	Student does not clearly narrate a sequence of events. Presents inadequate or

effects). Communications 2.4 Speaking Applications 2.5 (20 pts.)	thesis, accurately and coherently convey information. Anticipates the listener's potential misunderstandings, biases, and expectations and addresses them during presentations. Prepares and asks relevant questions that demonstrate thorough knowledge, with excellent descriptions based on extensive concrete and sensory detail.	thesis. Prepares and asks relevant questions demonstrating knowledge of the subject. Gives effective descriptions, using some concrete and sensory detail.	efforts of the team, but central points are not evident. Demonstrates a basic knowledge of the subject. Provides basic descriptions, with minimal concrete and sensory detail.	no evidence in support of the thesis. Questions are not relevant. Includes no sensory or concrete detail in descriptions.
Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. Problem Solving and Critical Thinking 5.1 (15 points)	Student uses logical reasoning, analytical thinking, and problem-solving techniques to develop the entire case. Problem solving incorporates input, process, outcome, and feedback components. Employs these critical thinking skills when presented with unforeseen obstacles that occur during direct or cross examination.	Student helps the team solve problems. Employs logical reasoning while developing a portion of the case. Employs logical reasoning skills when confronted with unforeseen obstacles during trial.	Student follows guidelines set forth for developing a portion of the case. End product presents the information in a logical fashion but demonstrates little or no creativity.	Student does not demonstrate understanding of how to create alternative solutions using critical thinking. Cannot recover when confronted by unexpected obstacles. Little evidence of problem-solving strategies in work.
Understand how to organize and structure work individually and in teams for effective performance and attainment of goals. Leadership and Teamwork 9.3 (5 points)	Student organizes work without direction and structures work individually and in teams for effective performance. Knows multiple approaches to conflict resolution and understands how to interact with others to achieve team and individual goals.	Student works well with others, is able to give and take direction, and helps organize the group.	Student follows the group plan and adequately structures or plans his or her individual work.	Student cannot follow the group work plan without assistance and cannot structure or plan his or her individual work.

STANDARD GRADING SCALE:

Advanced Proficient	A	90-100%
Proficient	B C	80-89% 70-79%
Partial Proficient	D	60-69%
Not Proficient	F	0-59%

Suggested Grade Weighting:

1. Tests and Quizzes	30%
<ul style="list-style-type: none"> ○ Assessments are used to determine if students are ready to move on or have attained proficiency. These can be Law and Justice Assessments, and/or teacher generated tests. ○ Quizzes are quick assessments to check understanding of the content. Teachers can use these to determine if students are ready to move on. These quizzes can be oral, multiple choice, short answer, essay format, or a possible project, like a poster. 	
2. Unit Projects	35%
<ul style="list-style-type: none"> ○ Projects teach students research and critical thinking skills. ○ Students should use primary and secondary sources and learn how to evaluate sources for reliability. 	
3. End of Course Exam	5%
<ul style="list-style-type: none"> ○ A Textbook 50 question multiple choice test based on content from all six units. 	
4. Career Portfolio	15%
<ul style="list-style-type: none"> ○ The Career Portfolio enables students to gather information about a range of careers, collect examples of their work that demonstrates their knowledge and skills relevant to careers, and reflect on their learning and career interests. 	
5. Class Participation	5%
<ul style="list-style-type: none"> ○ Individual, partner, and group participation 	
6. Homework	10%
<ul style="list-style-type: none"> ○ This practice reinforces the learning done in class. The work could be checked for completion but not graded. It is practice in a skill or to reinforce content. ○ Homework could be: reading assignments, vocabulary study, note taking, or long term project work. 	

Submitted by:	Ronnie Evans, Career Pathways Curriculum Leader
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