

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES
CRIMINAL JUSTICE

Criminal Justice Pacing Chart

Pacing Guide:

Criminal Justice is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Introduction to Criminal Justice: An Overview (1-2 weeks)

Entry into Criminal Justice Systems- Crimes, Offenders, and Victims (1-2 weeks)

Entry into Criminal Justice System: Policing – The Emergence and Structure of Police Systems (1-2 weeks)

Entry into Criminal Justice Systems: Policing in a Modern Society (1-2 weeks)

Entry into Criminal Justice Systems: Problems and Issues in Policing (1-2 weeks)

Processing A Criminal Case: Criminal Court Systems (1-2 weeks)

Processing A Criminal Case: Prosecution, Defense, and Pretrial Procedures (1-2 weeks)

Processing A Criminal Case: Trial, Sentencing, and Appeal (1-2 weeks)

Confinement and Corrections: The History and Structure of Confinement (1-2 weeks)

Confinement and Corrections: Life in Prison (1-2 weeks)

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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking- Programming</p>	<p>8.1.12.A.3: Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technology and their impact on educational, career, personal, and or social needs.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world.</p>
<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p>	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles 9.1.12.E.8: Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.</p>
<p>Career Ready Practices:</p>	<p>CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions. CRP8- Utilize critical thinking to make sense of problems and persevere in solving them. CRP11- Use technology to enhance productivity</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom;</p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work Assist student with planning of assignments

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	<p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Repetition and practice • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments
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CONTENT: Introduction to Criminal Justice			
Theme: Criminal Justice: An Overview			
Essential Questions: What is the nature and philosophical bases of punishment? What is the role of discretion in punishment? What are the components of the criminal justice system? How are <i>criminal law</i> and <i>civil law</i> distinguished?		Differentiate between the <i>inquisitory</i> and <i>adversary</i> systems? What are the constitutional limitations on criminal law? What are the sources of criminal law? What is the definition of a crime?	
Content: (As a result of this learning segment, students will know...)	Skills: (As a result of this learning segment, students will be able to...)	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSL)
<ul style="list-style-type: none"> • Identify key terms and definitions • Define and illustrate punishments philosophes • Examine the importance and impact of discretion in criminal justice systems. • Analyze the major components of criminal justice systems. • Differentiate between <i>civil law</i> and <i>criminal law</i>. • Differentiate between the <i>inquisitory</i> and the <i>adversary</i> systems. • Define what is meant by constitutional limits on criminal law. • Analyze the sources of criminal law • Define crime and how they are classified • Explore the general elements of crime • Explain criminal defenses • Explore the meaning and current legal status of physician assisted suicide 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions • Website resources • Video links • Flashcards • State and Federal links 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c 6.3.12.A.2 6.3.12.D.1-2 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 <p><u>21st Century Themes and Skills</u></p> <ul style="list-style-type: none"> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1

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			<u>Career Ready Practice</u> CRP4 CRP5 CRP8 CRP11
			<u>Time Frame:</u> 10 days
			<u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Website

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CONTENT: Law: Rights and Responsibilities			
Theme: Constitutional Rights			
Essential Questions: What are the documents used to form the U.S. government? What are the amendments to the constitution called and what each mean? What are the articles of the constitution?		How does the system of checks and balances work in government? What are some Supreme Court landmark decisions? What are the three branches of government and the job of each?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSL)
<ul style="list-style-type: none"> • Define legal vocabulary • Identify the documents that helped form the U.S. government • Analyze the constitutional amendments 1 through 10. • Describe the system of checks and balances in the U.S. government • Identify landmark Supreme Court decisions • Explain the balance of power among the three branches of government 	<ul style="list-style-type: none"> • Read and discuss the <i>Hot Debate</i> scenario at the beginning of each chapter. • Review the <i>Legal Vocabulary</i> at the beginning of each chapter to find definitions. • Review and answer the <i>Checkpoint</i> question at the end of each chapter. • Complete the exercises in <i>Think About Legal Concepts</i> and <i>Think Critically About Evidence</i>. • Make notes of important points. <i>The Student Activities and Study Guide</i> supplement contains outlines of every lesson for note taking. • Answer the question of each main topic heading - What's Your Verdict? Scenario • Develop Leadership Skills through varied activities • Develop Interpersonal Skills through varied activities 	<ul style="list-style-type: none"> • Do Now Exercises • Textbook readings and assignments • PowerPoint Presentations • Debates • Cumulative Tests • Lecture and Note Taking • Case Studies • Current Events • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field Trips • Guest Speakers • Mock Trials • Review Supreme Court Decisions 	<ul style="list-style-type: none"> 6.1.12.A.2a-e 6.1.12.A.13.a 6.1.12.A.14.b 6.3.12.D.1 RH.9-10.1-10 RH.11-12.1-10 WHST.9-10.1-10 WHST.11-12.1-10 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 <p><u>21st Century Themes and Skills</u></p> <ul style="list-style-type: none"> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1 <p><u>Career Ready Practice</u></p> <ul style="list-style-type: none"> CRP4 CRP5 CRP8 CRP11

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	<ul style="list-style-type: none">• Learn to read case citations• Create projects through <i>community action, business law and entrepreneurship and the law.</i>		<p><u>Time Frame:</u> 1 week</p> <p><u>Materials:</u> Textbook: <u>Law for Business and Personal Use 19e</u> Internet Resources & Websites</p>
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CONTENT: Entry into Criminal Justice Systems			
Theme: Crime, Offenders, and Victims			
Essential Questions: What are the reasons for the non-reporting of crime by victims? What are the eight serious crimes as categorized by the FBI? What is the definition of hate crime? What are the demographic characteristics of offenders and victims?		What is victimology? What are the major sources of crime and victimization data? What is the relationship between victims and offenders? How has the justice system responded to the needs of victims?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSLs)
<ul style="list-style-type: none"> • Explain the reasons for the non-reporting of crime by victims • Define the eight serious crimes reported by the FBI • Analyze recent crime data • Define hate crime and give examples • Identify demographic traits of offenders and victims • Define <i>victimology</i> • Describe the sources used to analyze victimization data and explain the meaning of each • Discuss ways in which the criminal system has responded to victims • Focus on the number of crimes not included as the FBI's serious crimes 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions • Website resources • Video links • Flashcards • State and Federal links 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 <p><u>21st Century Themes and Skills</u></p> <ul style="list-style-type: none"> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1

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			<u>Career Ready Practice</u> CRP4 CRP5 CRP8
			<u>Time Frame:</u> 5 days
			<u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CONTENT: Entry into Criminal Justice Systems: Policing			
Theme: The Emergence and Structure of Police Systems			
Essential Questions: What is the history of U.S. policing? What is the meaning of decentralized policing in the United States? What are the roles of local, state, and federal policing systems? What is the role and function of the FBI?		What is the purpose of the Department of Homeland Security? What is the difference between private and public policing? What early reform efforts have taken place in the policing system? What are some policing models? What are problems and issues in policing?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSL)
<ul style="list-style-type: none"> • Identify key terms • Discuss the history of U.S. policing • Explain the meaning of decentralized policing in the United States • Evaluate the role and function of the FBI • Analyze the purpose of the Department of Homeland Security • Differentiate between private and public policing • Explore the reforms taken in the policing system • Review policing models • Discuss problems and issues in policing 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions • Website resources • Video links • State and Federal links 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c 6.3.12.D.1 RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1

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			<p><u>21st Century Themes and Skills</u> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1</p> <p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p>
			<p><u>Time Frame:</u> 5 days</p>
			<p><u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Website</p>

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CONTENT: Entry into Criminal Justice Systems: Policing			
Theme: Policing in a Modern Society			
Essential Questions: What is the importance of police recruitment and selection? What is the role of higher education in policing? What is the role of police training? What is the meaning and importance of discretion in policing? Where are the major areas of police functions? What U.S. constitutional provisions govern policing?		How has the U.S. Supreme Court decisions affected traffic stops and searches? Differentiate between investigatory stop and an arrest What is the definition and importance of racial profiling? What is probable cause? What can police do and cannot do in searching homes, vehicles, and people? Differentiate the police role of interrogation and investigation. What is the Miranda warning? Why is it important?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSL)
<ul style="list-style-type: none"> • Identify key terms • Describe the importance of police recruitment and selection • Explore the role of high education in policing • Analyze the importance of police training • Explain the meaning and importance of discretion in policing • Review the three major areas of police functions • Identify the major U.S. constitutional provisions that govern policing • Understand the implications of the USA Patriot Act • Analyze the U.S. Supreme Court decisions regarding traffic stops and searches • Differentiate between an 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions • Website resources • Video links 	<ul style="list-style-type: none"> 6.1.12.A.14.b, 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c 6.3.12.D.1 RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p>Technology Standards</p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1

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<p>investigatory stop and an arrest</p> <ul style="list-style-type: none"> • Explore the meaning and importance of racial profiling • Analyze the meaning of probable cause, and explain the purpose of requiring a warrant for most searches • Explain what police can and cannot do in searching a home, a vehicle, and a person • Review the prohibition against unreasonable searches and seizures, even in public school settings • Understand the police role of interrogation and investigation • Evaluate the <i>Miranda</i> rule, its exceptions and updates 		<ul style="list-style-type: none"> • Flashcards • State and Federal links 	<p><u>21st Century Themes and Skills</u> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1</p> <p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p> <p><u>Time Frame:</u> 5 days</p> <p><u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Website</p>
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CONTENT: Entry into Criminal Justice Systems: Policing			
Theme: Problems and Issues in Policing			
Essential Questions: What are external political pressures of policing? How should police allocate their time? Define proactive and reactive policing in domestic violence. What are the major stressors in policing? How does the term subculture apply to policing? What is the extent of police corruption?		How is the use of police deadly force used in the context of fleeing felons and vehicle pursuits? Define police brutality and its implications. How can police department regulate themselves? How can civil lawsuits control policing? What is the purpose of <i>exclusionary rule</i> ? How can legal actions by citizens affect policing? What has been the result of efforts to recruit women and racial minorities?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSL)
<ul style="list-style-type: none"> • Identify key terms • Explain the meaning of dilemmas in policing • Review the external political pressures of policing • Explain time allocation in policing • Explore <i>proactive</i> and <i>reactive</i> policing in the area of domestic violence • Analyze police subcultures • Identify the nature and extent of police misconduct • Identify the use of deadly force in the context of fleeing felons and vehicle pursuits • Review the causes and problems of police brutality • Identify the causes of violence against the police 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions • Website resource • Video links 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c 6.3.12.D.1 RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A, WHST.9-10.2.B WHST.9-10.4, WHST.9-10.7 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1

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<ul style="list-style-type: none"> • Explain how police activities may be controlled by police departments • Define the exclusionary rule and its exceptions • Explore ways in which federal laws would improve policing • Review the control of policing by community relations and civil actions • Explain the legal actions citizens can take if they are mistreated by the police • Analyze the affirmative action programs and their impact on policing and the future 	<ul style="list-style-type: none"> • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Flashcards • State and Federal links 	<p><u>21st Century Themes and Skills</u> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1</p> <p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p> <p><u>Time Frame:</u> 5 days</p> <p><u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid</p> <p>Internet Resources & Website</p>
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CONTENT: Processing A Criminal Case: Criminal Court Systems			
Theme: Criminal Court Systems			
Essential Questions: What is the role of the judicial branch of government? What is meant by jurisdiction? Distinguish between trial and appellate courts. What is the connection between state and federal courts? What are the levels of courts in the federal system and the state system?		What is the history and function of the U.S. Supreme Court? Differentiate the role of an appellate judge with that of a trial judge. How are judges and justices selected? Explain the training, retention and control of judges? Does diversity in the judiciary make a difference? How can the current caseload crisis in trial and appellate courts be resolved?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSLs)
<ul style="list-style-type: none"> • Identify key terms • Review the judicial branch of government, • Define basic legal terminology regarding courts • Distinguish between trial and appellate courts • Explore the levels of state and federal court systems and their functions • Analyze the and history and purpose of the U.S. Supreme Court and its function • Identify the role of judges in criminal trials • Identify the sentencing role of trial judges • Differentiate between the role of the appellate judge and that of a trial judge • Explain the methods for selecting a judge • Explore the training, retention, 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions • Website resources • Video links State and Federal links 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 <p><u>21st Century Themes and Skills</u></p> <ul style="list-style-type: none"> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1

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<p>and control of judges</p> <ul style="list-style-type: none"> Analyze the problems of court congestion 			<p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p> <p><u>Time Frame:</u> 5 days</p> <p><u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Website</p>
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CONTENT: Processing A Criminal Case: Criminal Court Systems			
Theme: Prosecution, Defense, and Pretrial Procedures			
Essential Questions: What is the historical perception of lawyers and the legal profession? Why did a system of public prosecution develop and what is the difference between public and private prosecution? What is <i>community prosecution</i> ? What is the role of a prosecutor? How can prosecutorial discretion be kept within reasonable limits? How can prosecutorial misconduct be controlled? What is the role of the defense attorney? What is meant by the right to counsel?		What are reasons for private defense counsel in contrast to public defense counsel? Explain the public defender programs, assigned counsel programs, and contract programs for providing defense counsel. What is the meaning of assistance of counsel and the right to refuse counsel? What are the steps in the criminal justice pretrial process? What is the importance of bail? What ways can a defendant be released pending trial? What is the process of entering a plea in a criminal case? What are the pros and cons of plea-bargaining?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSL)
<ul style="list-style-type: none"> • Identify key terms • Evaluate the history of the legal profession • Review the organization and structure of prosecution systems • Recognize the importance and problems of prosecutorial discretion deciding whether to prosecute • Review ways to control prosecutorial discretion and prosecutorial misconduct • Explain the role of the defense attorney • Analyze the right to be represented by defense counsel • Identify the reasons for private defense counsel in contrast to 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c 6.3.12.D.1 RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p>Technology Standards</p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1

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<p>public defense counsel</p> <ul style="list-style-type: none"> • Distinguish between public defender programs, assigned counsel programs, and contract programs for providing defense counsel • Explain the meaning of effective assistance of counsel and the right to refuse counsel • Review the major steps in the criminal justice pretrial process • Explore the importance of bail to defendants • Explain the ways a defendant may be released pending trial • Identify the process of entering a plea in a criminal case • Review the arguments for and against plea bargaining 	<p>collect data and investigate.</p> <ul style="list-style-type: none"> • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Study questions • Website resources • Video links • Flashcards • State and Federal links 	<p><u>21st Century Themes and Skills</u> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1</p> <p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p> <p><u>Time Frame:</u> 5 days</p> <p><u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Website</p>
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CONTENT: Processing A Criminal Case: Criminal Court Systems			
Theme: Trial, Sentencing, and Appeal			
Essential Questions: What is the importance of constitutional rights in a criminal trial? What is the role of the Speedy Trial Act of 1972? Why is the right to a public trial important to defendants? How do gender, race, ethnicity and disability play a role in jury selection? How are opening statements different from closing statements? How is evidence presented in a criminal trial? Differentiate between the prosecutions' case with that of the defense. What is the role of the jury in a criminal case?		Explain the importance of sentencing and sentencing strategies. What are the major types of sentencing? What is sentence disparity? What are the issues of gender and racial discrimination in sentencing? What issues have arisen with federal sentencing guidelines? What is the difference between <i>determinate</i> and <i>indeterminate sentences</i> ? What is the impact of three strikes and truth-in-sentencing legislation? What is the impact of a treatment approach to sentencing? What is the meaning of appeals and writs? What is wrongful conviction?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSLs)
<ul style="list-style-type: none"> • Identify key terms • Identify defendants' constitutional rights • Explain a defendant's right to a speedy, public trial by an impartial jury • Review the variables of gender, race, ethnicity, age, and disability in jury selection • Explain the stages in the trial and appeal of a criminal case in the United States • Explore how evidence is presented in a criminal trial, and the different types of evidence and objections to evidence • Differentiate between the prosecution's case and that of the defense 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions 	6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c 6.3.12.D.1 RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <u>Technology Standards</u> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1

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<ul style="list-style-type: none"> • Identify the role of the jury in deciding a criminal case • Analyze the process of sentencing and the strategies • Explain the sentencing hearing and decision • Define the major types of sentences • Describe the use of sentencing guidelines by states and the federal government • Differentiate between indeterminate and determinate sentencing • Explore the meaning, cause, and consequences of sentence disparity • Identify the meaning and impact of three strikes and truth-in-sentencing legislation • Review the impact of a treatment approach to sentencing • Define appeals and writs 	<ul style="list-style-type: none"> • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Website resources • Video links • Flashcards • State and Federal links 	<p><u>21st Century Themes and Skills</u> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1</p> <p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p> <p><u>Time Frame:</u> 5 days</p> <p><u>Materials:</u> Criminal Justice Essential – 9th edition Sue Titus Reid Internet Resources & Website</p>
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CONTENT: Confinement and Corrections			
Theme: The History and Structure of Confinement			
Essential Questions: What are the contributions of Europeans to the development of prisons? How did the Walnut Street Jail contribute to the development of prisons? Compare and contrast the Pennsylvania and the Auburn systems? What is a reformatory and why were they developed? Differentiate between jails, prisons, and community corrections?		What are the reasons for prison security levels? Differentiate between prisons for men and women. Differentiate between the state and federal prison systems What are the effects of overcrowding? What role does the private sector play in the financing and management of jails?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSL)
<ul style="list-style-type: none"> • Identify key terms • Explain the emergence of prisons for punishment • Review the importance of the Walnut Street Jail • Differentiate between the Pennsylvania system and the Auburn system • Explain the emergence of the reformatory model • Distinguish between jails, prisons, and community corrections • Explain the purposes of prison security levels • Distinguish between prisons for men and women • Distinguish between state and federal prison systems • Analyze the role of the federal government in local jails • Review jail overcrowding and its effects • Analyze the role of privatization in 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions • Website resources • Video links • Flashcards 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 <p><u>21st Century Themes and Skills</u></p> <ul style="list-style-type: none"> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1

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correctional facilities		<ul style="list-style-type: none"> State and Federal links 	<p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p>
			<p><u>Time Frame:</u> 5 days</p>
			<p><u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Website</p>

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CONTENT: Confinement and Corrections			
Theme: Life in Prison			
Essential Questions: What is the <i>hands-off doctrine</i> , and why has it been abandoned? What is a <i>hierarchy of rights</i> ? What is the role of the first and Eighth Amendment Prohibition for prisoners? What recruitment and training issues are used in regard to correctional officers? Are female and minority officers used as correctional administrators? What are some issues that new inmates have? What are daily routines for inmates? What is meant by prisonization and subculture and its development and prevalence in prison?		Explain the social control role of inmate social systems? What is the significance of prison gangs? What are the needs of female inmates? What problems do children of incarcerated parents face? Explain the Prison Rape Elimination Act of 2003 and its impact on prison life. What has been the impact of AIDS in prison? What issues have arisen from elderly, and physically and mentally challenged inmates? What prison programs are available? What is the impact of prison violence?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards: (NJSLs)
<ul style="list-style-type: none"> • Identify key elements • Explain the criteria the U.S. Supreme Court uses to determine whether inmates' rights, have been violated • Explain the functions of correctional officers then and now • Analyze correctional officer recruitment and training • Review gender and racial issues regarding correctional administrators • Identify issues that inmates face and daily prison life • Explore inmate subculture, and its affect on inmates • Analyze the social control role of the inmate system • Identify the influence of prison 	<ul style="list-style-type: none"> • Review key terms at the beginning of each chapter • Examine crime statistics, legislative processes and agencies • Summarize unit objectives, important questions and key terms. • Write in-depth analysis of the basic elements of the criminal justice system. • Utilize media sources that contain current information on criminal justice careers and agencies • Learn about websites for in-depth curriculum analysis • Provide exploratory research in various areas of criminal justice • Use appropriate technology to collect data and investigate. 	<ul style="list-style-type: none"> • Do Now exercise • Textbook readings and assignments • Cumulative Tests • Lecture and note taking • Internet research and activities • Cooperative/collaborative group evaluations • Teacher-prepared tests and quizzes • Publishers Test • Examinations • Homework • Field trips • Guest speakers • PowerPoint slides • Study questions 	<ul style="list-style-type: none"> 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.D.14.b 6.1.12.A.16.a 6.1.12.D.16.c RH. 9-10.1-10 RH.11-12.1-10 WHST.9-10.1.C WHST.9-10.1.E WHST.9-10.2.A WHST.9-10.2.B WHST.9-10.4 WHST.9-10.7 <p><u>Technology Standards</u></p> <ul style="list-style-type: none"> 8.1.12.A.3 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1

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<ul style="list-style-type: none"> gangs in prisons • Explore the needs of female inmates and those with special needs • Identify the problems of children whose parents are incarcerated • Define the impact on the Prison Rape Elimination Act of 2003 • Explain same-gender sexual behavior of female and male inmates • Review the impact of AIDS in prison • Explain the problems of the elderly and physically and mentally challenged inmates and their care. • Analyze the nature and availability of prison programs • Analyze the impact of prison violence 	<ul style="list-style-type: none"> • Provide narrative PowerPoint presentations 	<ul style="list-style-type: none"> • Website resources • Video links • Flashcards • State and Federal links 	<p><u>21st Century Themes and Skills</u> 9.1.12.A.3 9.1.12.D.2 9.1.12.E.8 9.2.12.C.1</p> <p><u>Career Ready Practice</u> CRP4 CRP5 CRP8</p> <hr/> <p><u>Time Frame:</u> 5 days</p> <hr/> <p><u>Materials:</u> <u>Criminal Justice Essential – 9th edition</u> Sue Titus Reid Internet Resources & Website</p>
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