

**Randolph Township Schools
Randolph High School
CCM Criminal Justice Systems Curriculum**

*“Injustice anywhere is a threat to justice everywhere.”
- Martin Luther King Jr.*

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**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible, and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The full-year seminar elective in Criminal Justice Systems for 10th, 11th, and 12th graders will allow students to use the lessons of history and modern-day issues to reflect upon the totality of our justice system as an extension of society. Students will explore a multitude of topics including crime and law, the organization and history of American law enforcement agencies, the court system and processes, the corrections and juvenile justice systems, the history and dispensation of the death penalty, and a critical review of the justice system as a whole through the study of current issues. Throughout the seminar, students will act as agents of change by developing actionable improvements that can be made to our justice system and its respective facets. Students will have the opportunity to listen to guest speakers and interact with law enforcement officials. Within the course, students will confront themes such as race, creed, and ethnicity which will result in the creation of more socially aware and just adults.

This course affords the student the opportunity to receive not only high school credit, but also credit for one college-level class from The County College of Morris (CCM) upon successful completion. The expectation is that students taking the course will register for these CCM credits and purchase or rent the college-level textbook for the year.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Crime and Law: Introductory Applications
4 weeks	II	History and Organization of Law Enforcement
5 weeks	III	The Courts System and Processes
6 weeks	IV	The History of Control, Deterrence, and Punishment
4 weeks	V	The Corrections System: Jails and Prisons on the State and Federal Levels
3 weeks	VI	Capital Punishment and Application
5 weeks	VII	Juvenile Justice
5 weeks	VIII	Criminal Justice Reform and Evolution

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Unit I: Crime and Law: Introductory Applications

TRANSFER: Students will be able to describe the criminal justice system of the United States and discuss how criminal law developed over the centuries into our current modern system.		
<p>STANDARDS / GOALS:</p> <p>6.1.12.A.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>6.1.12.A.2.b: Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Crime is the action of violating the law; the US criminal justice system is designed to identify, prosecute, and punish and/or rehabilitate those that break the law.	<ul style="list-style-type: none"> ● What is a crime? ● How do societies address crime?
	The crime rate can be measured in various ways.	<ul style="list-style-type: none"> ● What is the best way to measure crime?
	A crime victim is one who has suffered physical, emotional, or financial harm due to a crime.	<ul style="list-style-type: none"> ● What is a victim? ● How is harm defined when applied to a victim?
	Criminal law is a form of social control; it has an established idea of criminal responsibility and methodology of criminal defense.	<ul style="list-style-type: none"> ● Why does society “need” a criminal justice system?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	The definitions of crime and criminal justice and the various steps in the criminal justice process.	Define crime and the criminal justice system in the US.

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Unit I: Crime and Law: Introductory Applications

	<p>Why criminal justice systems exist in societies.</p> <p>There are different models of criminal justice.</p> <p>There are various types of crimes.</p> <p>Crime can be measured in various ways; there are difficulties encountered in the statistical measurement of crime.</p> <p>There are multiple subsets of victims that exist due to the varying nature of crimes.</p> <p>Criminal Law developed as a means for identifying and defining sources of crime.</p> <p>There are four issues that guide precedents associated with criminal law.</p>	<p>Explain in full why societies have criminal justice systems.</p> <p>Compare and contrast the various criminal justice models.</p> <p>Compare and contrast the various types of crime.</p> <p>Explain how crime is measured and the associated risks/flaws in measuring crime.</p> <p>Explain what “victim before the law” means.</p> <p>Discuss how criminal law developed and how to identify and define the sources of criminal law.</p> <p>Debate the idea of precedent and what guides it.</p>
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Unit I: Crime and Law: Introductory Applications

	<p>There are major differences between civil and criminal laws, as well as substantive and procedural laws.</p> <p>The terms felony and misdemeanor have their own definitions and are not always consistent.</p> <p>The elements of a criminal offense are complex.</p> <p>Six arguments are employed in the defense against a criminal indictment.</p> <p>KEY TERMS: adjudication, arrest, arson, burglary, corporate crime, crime, crime control model, criminal justice, discretion, due process model, felony, justice, larceny, mass murder, misdemeanor, parole, probation, rape, robbery, serial murder, sexual</p>	<p>Create a visual to identify the different types of law and explain the differences between substantive and procedural law.</p> <p>Create and perform a skit in small groups to demonstrate what the difference between a felony and a misdemeanor is and why inconsistencies exist.</p> <p>Explain the elements of a criminal offense to a peer in both written and verbal forms.</p> <p>In the form of a written reflection, apply specific arguments that may be employed in the defense of a criminal indictment.</p>
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Unit I: Crime and Law: Introductory Applications

	assault, social control, sociological imagination, street crime, terrorism, crime rate, hierarchy rule, National Crime Victimization Survey, National Incident-Based Reporting System, self-report study, Uniform Crime Reports, victim, victim-impact statement, victim precipitation actus reus, affirmative defense, alibi, attendant circumstances, beyond a reasonable doubt, Bill of Rights, case law, civil law, Code of Hammurabi, Common law, concurrence, corpus delicate, criminal law, double jeopardy, entrapment, felony, habeas corpus, inchoate offense, infancy, insanity defense, Magna Carta, mens rea, misdemeanor, penal code, precedent, preponderance of the evidence, procedural law, rule of law, stare decisis, statute, statutory law, statutory rape, strict liability, substantive law, tort law	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing case analyses in relation to the concepts in the above unit.
- Completing fact patterns in relation to the concepts in the above unit.
- Writing an opening statement for a real case.
- Writing a paper on the difference between civil and criminal courts through the evaluation of the O.J. Simpson case.
- Completing end of unit tests and/or performance based tasks to be administered upon unit completion.

KEY LEARNING EVENTS AND INSTRUCTION:

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Unit I: Crime and Law: Introductory Applications

<ul style="list-style-type: none"> ● Students will engage critically with primary and secondary sources to enhance their understanding of introductory crime and law. ● Students will watch scenes from the documentary <i>Enron: The Smartest Guys in the Room</i> (2005) which gives a detailed look at white-collar crime. ● Students will discuss the evolution of codified law and the reasons for its application. ● Students will apply psychological and sociological theories as rationale for law. ● Students will explore how race, ethnicity, and creed impact the application of the law. 	
SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<i>NY Times</i> Article Bank <i>The Harvard Law Review</i> Bill of Rights Institute FBI Crime Database <i>Enron: The Smartest Guys in the Room</i> (2005), <i>Hot Coffee</i> (2011), Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition.</i>

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Unit II: History and Organization of Law Enforcement

TRANSFER: Students will understand the history of law enforcement and be able to link that knowledge to the way police agencies are organized today.		
STANDARDS / GOALS: 6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights. 6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today. 6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties. 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. 6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices. 6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The manner in which that all law enforcement agencies are organized has been an on-going process.	<ul style="list-style-type: none"> How does the history of law enforcement inform how contemporary law enforcement agencies are organized today?
	The police are constrained in their efforts to provide order, serve citizens, and control crime.	<ul style="list-style-type: none"> Do police officers have “free-rein” in order to keep order, provide services to citizens, and control crime in society?
	The militarization of the police, stress of officers, gender and racial issues, and technology continue to change law enforcement in regard to its scope and mission.	<ul style="list-style-type: none"> How have 21st century sensibilities served as impetuses for change in law enforcement issues?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able:
	The three enduring features of US policing are influenced by English policing.	Describe and explain the three enduring features of US policing which were influenced by English policing.

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Unit II: History and Organization of Law Enforcement

<p>national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.</p> <p>6.1.12.B.14.b: Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>	<p>The events of 9/11/2001 affected law enforcement in multiple ways.</p> <p>The roles of the federal, state, and local levels of law enforcement, and their respective agencies, share some common responsibilities, but also oversee specific domains of law enforcement.</p> <p>There are both advantages and disadvantages to Wilson’s three styles of policing.</p> <p>Many methods of policing exist.</p> <p>The power of the police is not limitless and has various constraints in an effort to provide balance.</p>	<p>In a group, prepare and execute a presentation about the following topic: how the attacks of 9/11 have affected US law enforcement.</p> <p>Compare and contrast the roles of the various levels of policing (federal, state, and local) and their respective agencies.</p> <p>Explain and categorize the advantages and disadvantages of Wilson’s three styles of policing.</p> <p>Define problem-oriented policing and zero-tolerance policing; explain their relationship to the broken-windows perspective.</p> <p>Debate if the power of the police should be constrained.</p>
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Unit II: History and Organization of Law Enforcement

	<p>While modern police departments are based on a military model, there are distinct differences between the two.</p> <p>The role of the police is multi-faceted; there are pros and cons to police discretion.</p> <p>The Constitution, especially the Fourth Amendment, holds importance in regulating law enforcement.</p> <p>While the use of force is sometimes necessary, the wrongful use of force by the police can cause legal and public relations issues.</p> <p>The police have become more militarized since the events of 9/11/2001.</p>	<p>Reflect in writing about how supervising the police differs from supervising the military.</p> <p>In the form of an essay, summarize the three primary goals of police patrol, provide examples of extraordinary police duties, and evaluate both the positive and negative aspects of police discretion.</p> <p>Explain the relevance and importance of the Fourth Amendment as it pertains to regulating law enforcement.</p> <p>In the form of a Socratic Seminar, use multiple scholarly articles to identify problems associated with the use of excessive force by police officers</p> <p>Identify the inherent issues stemming from the militarization of the police.</p>
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Unit II: History and Organization of Law Enforcement

	<p>Police officers often have high levels of stress and burnout; as a result, there has developed a police personality subculture.</p> <p>With the rise of technology there now exist less-than-lethal weapons that have both support and criticism among law enforcement.</p> <p>Members of minority groups are integral members of the active law enforcement community.</p> <p>KEY TERMS: bobbies, broken-windows perspective, Bow Street Runners, community policing, constable, Dept. of Homeland Security (DHS), Dept. of Justice (DOJ), Dept. of the Treasury, Federal Bureau of Investigation (FBI), frankpledge system, hue and cry, legalistic style, Metropolitan Police Act, Neighborhood Watch,</p>	<p>Through the creation of a group skit, identify the major concerns associated with police stress and burnout; outline the four key elements of a police officer’s personality.</p> <p>Argue, pros and con, for the use of less-than-lethal weapons.</p> <p>List the historical arguments used to exclude women from policing and the criticisms of those arguments; define the idea of double marginality.</p>
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Unit II: History and Organization of Law Enforcement

	<p>Pendleton Civil Service Reform Act of 1883, problem-oriented policing, service style, Thames River Police, watch-and-ward system, watchman style, white-collar crime, Wickersham Commission report, zero-tolerance policing, actual-seizure stop, authority, discretion, grabbable area, probable cause, procedural law, racial profiling, reasonable stop standard, reasonable suspicion, search, seizure, show-of-authority, stop, stop-and-frisk, visibility, double marginality, gender, policeman's working personality, posse comitatus, use of force</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing case analyses in relation to the concepts in the above unit.
- Completing fact patterns in relation to the concepts in the above unit.
- Writing a paper on the history of law enforcement and its evolution making specific notes of modern improvements and areas in need of continuous work.
- Completing end of unit tests and/or performance based tasks to be administered upon unit completion.

KEY LEARNING EVENTS AND INSTRUCTION:

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Unit II: History and Organization of Law Enforcement

- Students will engage critically with primary and secondary sources to enhance their understanding of the history and evolution of law enforcement in America.
- Students will watch scenes from documentaries, such as *Bleeding Blue* (2020), *Flint Town* (2018), and *Fallen Project* (2017), that give an objective view of law enforcement and its evolution.
- Students will apply psychological and sociological theories to various aspects of law enforcement.
- Students will explore how race, ethnicity, and creed impact the organization of law enforcement agencies.

SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><i>NY Times</i> Article Bank</p> <p><i>The Harvard Law Review</i></p> <p>Bill of Rights Institute</p> <p>FBI Crime Database</p> <p><i>Enron: The Smartest Guys in the Room</i> (2005),</p> <p><i>Hot Coffee</i> (2011), Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition.</i></p> <p>Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition.</i></p> <p><i>Bleeding Blue</i> (2020).</p>

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Unit II: History and Organization of Law Enforcement

	<p><i>Flint Town (2018).</i></p> <p><i>Fallen Project (2017).</i></p>
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Unit III: The Court System and Processes

TRANSFER: Students will understand the history and organization of the levels of the US court system and apply this knowledge to current events and personal experiences.		
<p>STANDARDS / GOALS:</p> <p>6.1.12.A.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>6.1.12.A.2.b: Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.d: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p>6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest group politics, and the</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The organization of the United States court system considers the historical, social, and cultural ideas of a society.	<ul style="list-style-type: none"> How did the US court systems come to be organized and created?
	The outcome of a case, the final decision or verdict, is dependent upon the interactions of various players in the courtroom.	<ul style="list-style-type: none"> Who are the participants in the courts system and whose interaction determines the outcome of the case?
	The criminal court process has several decision points that determine how justice is measured.	<ul style="list-style-type: none"> How do courts manage the cases that come before them?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	The US court system reflects the greater culture at large and, as such, faces challenges as society and culture change.	Identify the current challenges facing the US court system.

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Unit III: The Court System and Processes

<p>rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.A.4.c: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.A.13.a: Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.</p>	<p>The idea of trial by jury is very old and is based on ordinances passed in England in the twelfth century.</p> <p>The idea of the trial by ordeal required a miracle provided by God to show a defendant’s innocence.</p> <p>The 13 colonies were separate entities with different cultures and motivations and, as a result, developed different forms of self-governance; their courts developed independent of one another based on the local economic, political, and social concerns of each colony.</p> <p>The authority for a court to hear a specific case depends on the particulars of the case.</p> <p>The US federal and state court systems are made up of a hierarchy.</p>	<p>Outline the importance of Assize of Clarendon to the establishment of the jury.</p> <p>Describe the trial by ordeal and its relationship to the jury trial.</p> <p>Present the challenges faced by the courts in colonial North America.</p> <p>Classify the three types of jurisdiction in a visual format.</p> <p>Outline the structures of the federal and state courts.</p>
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Unit III: The Court System and Processes

	<p>All who work together to move a case through the court system are referred to as a courtroom work group.</p> <p>A prosecutor possesses a tremendous amount of power and utilizes five categories of activities to try a case.</p> <p>The defense attorney works on behalf of the defendant to provide the best defense possible.</p> <p>Courts tend to handle cases in very much the same way they have handled similar cases in the past.</p> <p>Judges are entrusted with a variety of duties on behalf of the justice system and are selected via three methods.</p> <p>Probation officers play an important role in the court proceedings in addition to supervising offenders on probation.</p>	<p>Role-play the responsibilities of various members of a courtroom work group.</p> <p>Recognize why the prosecutor is so powerful and be able to outline the five categories of activities that divide the prosecutor’s energies.</p> <p>Summarize the role of the defense attorney.</p> <p>Describe the concept of “normal crimes” to a partner or small group.</p> <p>List several examples of the duties of judges and the three methods of selecting judges.</p> <p>Outline the two primary court functions that probation officers perform.</p>
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Unit III: The Court System and Processes

	<p>Law enforcement officers, court support staff, corrections personnel, and the public all play important roles in the criminal justice system.</p> <p>Defendants, victims, and witnesses can, regardless of the court’s decision, feel powerless in court.</p> <p>Victims are entitled to different service programs to help with emotional, economic, and other strains that result from the act of the crime and the court process.</p> <p>Disparities in sentencing elicit a sense that justice does not get applied uniformly.</p> <p>Alternatives exist to keep a suspect out of jail while awaiting trial.</p> <p>The decision to grant a pre-trial release must be decided against the state’s responsibility to protect society.</p>	<p>Characterize the tasks of law enforcement, court support staff, corrections personnel, and the public in the form of a chart.</p> <p>Describe the experiences of defendants, victims, and witnesses in the context of the courtroom work group.</p> <p>Name services that victim-witness programs provide.</p> <p>Summarize in writing how sentencing disparities may negatively impact public opinion regarding the criminal justice system.</p> <p>Identify alternatives to keeping a suspect in jail.</p> <p>Through class debate, contrast the conflicting ideas of the presumption of innocence and</p>
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Unit III: The Court System and Processes

	<p>Plea bargaining is a tool used, when appropriate, in an effort to move cases through the criminal justice system that otherwise might take a long time to process and try in court; plea bargaining is controversial and has both defenders and detractors.</p> <p>The process to press charges and get to trial is a multi-step process and can be time consuming.</p> <p>The idea of “beyond a reasonable doubt” when determining guilt measures the sufficiency of the evidence.</p> <p>Time served for a crime may be for a fixed (determinate) or unfixed (indeterminate) period of time; time to be served may be a minimum amount of time (mandatory) or based on a set of rules (sentencing guidelines).</p>	<p>preventative detention within the context of pretrial release.</p> <p>Define the idea of the plea bargain, compare and contrast the various types of plea-bargaining arrangements, and argue for and against the abolition of plea bargaining.</p> <p>Outline the steps of the pre-trial phase.</p> <p>Analyze the role that the standard of reasonable doubt plays in the presentation of witnesses and evidence during the trial process.</p> <p>Distinguish between indeterminate and determinate sentencing and provide examples of each in written and/or visual form.</p>
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Unit III: The Court System and Processes

	<p>KEY TERMS: adversarial process, amicus curiae, Assize of Clarendon, bench trial, blood feud, charge, circuit court, Court of the Star Chamber, docket, general-jurisdiction court, geographic jurisdiction, hierarchical jurisdiction, inquest jurisdiction, limited jurisdiction court, lower courts, racketeering, rule of four, state courts, subject-matter jurisdiction, trial by ordeal, US Court of Appeals, US District Courts, US Supreme Court, writ of certiorari, bail agent, bailiff, child advocate, clerk of the court, court administrator, court reporter, courtroom work group, Criminal Division, disposition, going rate, Missouri Bar Plan, normal crimes, plea bargain, US Attorneys, US Solicitor General, appeal, arraignment, bench trial, beyond a reasonable doubt, bill of indictment, cash bond, determinate sentence, directed verdict of acquittal, hung jury, impeach, indeterminate sentence, indictment, information, mandatory minimum sentence, no-bill, nolo contendere, peremptory challenges, presumptive</p>	
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Unit III: The Court System and Processes

	sentence, pre-trial motion, property bond, redirect examination, release on recognizance (ROR)	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Completing case analyses in relation to the concepts in the above unit. ● Completing fact patterns in relation to the concepts in the above unit. ● Writing a short research/synthesis paper based on <i>Just Mercy: A Story of Justice and Redemption</i> by Bryan Stevenson, where students will research the Equal Justice Initiative. ● Completing end of unit tests and/or performance based tasks to be administered upon unit completion. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will read <i>Just Mercy: A Story of Justice and Redemption</i> by Bryan Stevenson, which explores the Equal Justice Initiative and the concept of wrongful convictions. ● Students will engage with primary and secondary sources to enhance their understanding of the state and federal courts system. ● Students will view scenes from the documentary <i>Crime and Punishment</i> and the film <i>Just Mercy</i>. ● Students will explore how race, ethnicity, and creed impact the court system. 		
SUGGESTED TIME ALLOTMENT	5 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p><i>NY Times</i> Article Bank</p> <p><i>The Harvard Law Review</i></p> <p>Bill of Rights Institute</p>	

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Unit III: The Court System and Processes

	<p>FBI Crime Database</p> <p><i>Crime and Punishment</i> (2018).</p> <p><i>Just Mercy</i> (2019).</p> <p>Stevenson, Bryan. 2014. <i>Just Mercy: A Story of Justice and Redemption</i>.</p> <p>Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition</i>.</p>
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Unit IV: The History of Control, Deterrence, and Punishment

TRANSFER: Students will understand the history and purpose of the various means of controlling offenders, allowing them to build their own informed opinions of current events.		
STANDARDS / GOALS: 6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world. 6.1.12.A.2.b: Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government. 6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today. 6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties. 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.A.3.d: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. 6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance)	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Today’s Criminal Justice System is descended from a variety of justice systems, including Colonial America’s ideas of justice as well as ideas brought over from the British Isles.	<ul style="list-style-type: none"> How did the various local criminal justice systems coalesce into the modern Criminal Justice system of the United States?
	Capital punishment is an ancient method of societal control.	<ul style="list-style-type: none"> Is capital punishment an acceptable form of societal control in a modern, just society?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	During the early evolution of the US, there developed two prison systems that attracted the attention of prison reformers. There were early attempts to reform the penal system in the US with the idea of rehabilitating, and not just punishing, offenders.	Compare and contrast the two prison systems that emerged in the United States during the first half of the 19th century. Describe the three most well-known examples of the Irish system of reform.

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Unit IV: The History of Control, Deterrence, and Punishment

<p>reform movements in New Jersey and the nation during the Antebellum period.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.A.4.c: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.C.6.c: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p>	<p>Forced labor was deemed beneficial to both the offender and to the society at-large.</p> <p>In the early to mid-20th century, rehabilitation became a primary goal of incarceration; toward the end of the 20th century, punishment reverted to being retributive.</p> <p>Capital punishment as the ultimate deterrence to criminal action is older than incarceration, but it is extremely controversial.</p> <p>KEY TERMS: Federal Bureau of Prisons, general deterrence, just desserts, marks-of-commendation, retribution model, separate-and-silent system, specific deterrence, three strikes</p>	<p>Present the three ways in which work was deemed beneficial during the early 20th century.</p> <p>Outline the circumstances that led to the advocacy of rehabilitation as a desirable goal for the field of corrections, as well as its subsequent demise.</p> <p>Debate for and against capital punishment.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Completing case analyses in relation to the concepts in the above unit. ● Completing fact patterns in relation to the concepts in the above unit. 		

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Unit IV: The History of Control, Deterrence, and Punishment

- Completing end of unit tests and/or performance based tasks to be administered upon unit completion.
- Writing a reflective paper on how deterrence and punishment have evolved over time in the American justice system.
- Evaluating, in presentation form, whether our punishments are effective deterrents for crime in American society.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will explore various psychological and sociological crime theories and apply them to the American justice system.
- Students will engage critically with primary and secondary sources to enhance their understanding of the history and evolution of crime, deterrence, and punishment.
- Students will interact with the FBI crime database to enhance their understanding of crime statistics and predictive policing protocols.
- Students will explore how race, ethnicity, and creed impact deterrence and punishment.

SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><i>NY Times</i> Article Bank</p> <p><i>The Harvard Law Review</i></p> <p>Bill of Rights Institute</p> <p>FBI Crime Database</p> <p>Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition.</i></p>

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Unit V: The Corrections System: Jails and Prisons on the State and Federal Levels

TRANSFER: Students will be able to evaluate the history of the corrections system in the United States and determine areas in need of improvement.		
STANDARDS / GOALS: 6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights. 6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today. 6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties. 6.1.12.B.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. 6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest group politics, and the	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Incarceration has long-term impacts that transcend the corrections system.	<ul style="list-style-type: none"> ● How can one mistake impact the rest of your life?
	Inmate rights are secured and strengthened by the 8th and 14th amendments to the Constitution.	<ul style="list-style-type: none"> ● Why is it necessary for the courts to get involved in issues concerning the legal rights of the incarcerated?
	The United States makes up 5% of the world's population, but accounts for 25% of the world's prisoners; there are multiple routes available as punishment for crime, such as: parole and probation.	<ul style="list-style-type: none"> ● How do we address and solve the issue of overcrowded prisons on the state and federal levels? ● What criteria should be used when determining whether to incarcerate an individual?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
Sykes's five pains of imprisonment consider the long-term impacts of incarceration.	Analyze the long-term impacts of incarceration upon one's psyche.	

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Unit V: The Corrections System: Jails and Prisons on the State and Federal Levels

<p>rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.A.4.c: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.C.6.c: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.A.8.c: Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.</p> <p>6.1.12.A.14.d: Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.A.14.f: Determine the extent to which nongovernmental organizations, special interest groups,</p>	<p>Prison violence and overcrowding issues are dealt with at the state and federal levels.</p> <p>Sociological differences between male and female prisons exist.</p> <p>The 8th and 14th amendments impact inmate rights.</p> <p>The general functions of corrections officers differ from other law enforcement officers.</p> <p>Private prisons have a long and complex history.</p> <p>Probation and parole are two different processes.</p> <p>There are many differences between intensive supervision probation (ISP) and regular probation.</p>	<p>Formulate potential solutions to the issues of overcrowded prisons at the state and federal levels.</p> <p>In the form of a Socratic Seminar, deduce why there are such stark differences between male and female prisons.</p> <p>Analyze the implications that federal laws have upon state and local level corrections.</p> <p>Describe the duties of corrections officers and differentiate between them and those of other law enforcement officers.</p> <p>Analyze the motives and historical context behind the rise of private prisons in the United States.</p> <p>Differentiate between probation and parole.</p> <p>Analyze the purpose behind ISP and how it differs from regular probation.</p>
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Unit V: The Corrections System: Jails and Prisons on the State and Federal Levels

<p>third party political groups, and the media affect public policy.</p>	<p>KEY TERMS: collective behavior, pains of imprisonment, pseudo-families, hands-off doctrine, Prison Litigation Reform Act (PLRA), supermax prisons, jail, total institution, community corrections, intensive supervision probation (ISP), probation, parole, recidivism, shock probation, plea bargaining, pre-sentence investigation (PSI), meritorious time, net-widening, labeling theory, master status, intermediate sanctions</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Writing a short research paper on aspects of our federal and state corrections systems. ● Writing and speaking regarding current events related to the corrections system. ● Completing case analyses in relation to the concepts in the above unit. ● Completing fact patterns in relation to the concepts in the above unit. ● Completing end of unit tests and/or performance based tasks to be administered upon unit completion. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will view scenes from documentaries, such as <i>The Farm: Angola, USA</i>, <i>Rikers</i>, and <i>13th</i>, on the various aspects of the corrections system. ● Students will engage with primary and secondary sources to critically analyze the United States corrections system. ● Students will engage with and apply psychological and sociological theories to the American corrections system. ● Students will develop a comprehensive list of improvements that can be made to the American corrections system. ● Students will explore how race, ethnicity, and creed impact the American corrections system. 		

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Unit V: The Corrections System: Jails and Prisons on the State and Federal Levels

SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><i>NY Times</i> Article Bank</p> <p><i>The Harvard Law Review</i></p> <p>Bill of Rights Institute</p> <p>FBI Crime Database</p> <p><i>The Farm: Angola, USA</i> (1998).</p> <p><i>Rikers</i> (2017).</p> <p><i>13th</i> (2016).</p> <p>Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition.</i></p>

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Unit VI: Capital Punishment

TRANSFER: Students will be able to discuss the controversial history of the death penalty and analyze its troubled application across America’s justice system.		
<p>STANDARDS / GOALS:</p> <p>6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.</p> <p>6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.</p> <p>6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The death penalty is used only for the most violent and heinous of offenses.	<ul style="list-style-type: none"> ● Is it ever appropriate to put someone to death?
	The death penalty was brought to the American colonies by Europeans.	<ul style="list-style-type: none"> ● How does the history of the death penalty impact its dispensation?
	With all the controversy around the death penalty, many have called for it to be banned across the nation.	<ul style="list-style-type: none"> ● Should there be a federal mandate banning the death penalty or should it be decided by states?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	That the death penalty can be traced as far back as the 18th century B.C.E. in Hammurabi’s Code.	Trace the history of the death penalty and analyze how its origins impact its administration in the American justice system.
	The first usage of the death penalty in the United States came in the trial of Captain George Kendall in 1608 for being a spy for Spain.	Identify the crimes that were originally punishable by death and how that has evolved over time.

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<p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.</p> <p>6.1.12.B.14.b: Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>	<p>The death penalty’s usage in the United States is highly controversial.</p> <p>The death penalty’s support reached its peak in 1994 at 80%, and as of 2015 sits at 47%.</p> <p>The dispensation of the death penalty has been heavily criticized for being racially based.</p> <p>Wrongful convictions are a major reason why many Americans feel that life without parole is a better alternative to the death penalty.</p> <p>NJ has a bill being reviewed by the judiciary committee that would reinstate the death penalty for certain crimes.</p> <p>Since 2000, the number of death sentences has plummeted while the murder rate has been stable.</p>	<p>Debate the controversial issues in relation to the death penalty’s usage and administration.</p> <p>Analyze the reasons why death penalty support has fluctuated throughout the years and why it peaked and valleyed at respective points in history.</p> <p>Analyze and discuss the statistics behind the death penalty.</p> <p>Discuss ways to prevent wrongful convictions.</p> <p>Identify local bills and laws at the state level that pertain to the death penalty.</p> <p>In the form of an individual presentation, discuss the necessity or lack thereof for the death penalty using statistics.</p>
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Unit VI: Capital Punishment

	<p>KEY TERMS: capital punishment, competency, insanity, forensic psychology, profilers, expert witnesses, lethal injection</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Debating whether the death penalty should be federally abolished in the United States. ● Writing a paper on the history of the death penalty and its application in the United States. ● Completing case analyses in relation to the concepts in the above unit. ● Completing fact patterns in relation to the concepts in the above unit. ● Completing end of unit tests and/or performance based tasks to be administered upon unit completion. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will engage in a death penalty debate. ● Students will research death penalty statistics across the United States and develop their stance on the controversial topic. ● Students will engage critically with primary and secondary sources on the death penalty. ● Students will listen to primary accounts of those involved in capital cases. ● Students will explore how race, ethnicity, and creed wrongly impact the application of the death penalty. 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>3 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p><i>NY Times</i> Article Bank</p> <p><i>The Harvard Law Review</i></p> <p>Bill of Rights Institute</p>	

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	<p>FBI Crime Database</p> <p><i>West of Memphis</i> (2012).</p> <p><i>Scottsboro: An American Tragedy</i> (2000).</p> <p>Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition</i>.</p>
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Unit VII: Juvenile Justice

TRANSFER: Students will be able to differentiate between the juvenile and adult justice systems, discuss the responsibilities of the juvenile system, and analyze the strengths/weaknesses of the system.		
<p>STANDARDS / GOALS:</p> <p>6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.</p> <p>6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.</p> <p>6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The juvenile justice system and adult justice system differ in terms of goals and operations.	<ul style="list-style-type: none"> Why are the adult and juvenile justice systems so different?
	The juvenile justice system is a system of last resort and, therefore, tends to be viewed as ineffective.	<ul style="list-style-type: none"> How do institutions outside of the juvenile justice system impact it?
	The juvenile justice system's responsibilities are widespread and include the care of many different types of juvenile offenders.	<ul style="list-style-type: none"> Does the juvenile justice system's philosophy of treatment and rehabilitation adequately protect the long-term interests of children?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
The modern juvenile justice system is multi-faceted.	Discuss the juvenile justice system's construction and evolution.	

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<p>national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.</p> <p>6.1.12.B.14.b: Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>	<p>The juvenile justice system is responsible for many different types of juvenile offenders.</p> <p>There are multiple stages of the juvenile justice system.</p> <p>Belonging to a youth gang is a predictor of chronic delinquency.</p> <p>Youth may be incarcerated in multiple types of public facilities.</p> <p>NJ has a bill being reviewed by the judiciary committee that would reinstate the death penalty for certain crimes.</p> <p>Since 2000, the number of death sentences has plummeted while the murder rate has been stable.</p>	<p>Identify who is under the jurisdiction of the juvenile courts and corrections.</p> <p>Visually represent the process of entering the juvenile justice system as a delinquent.</p> <p>Construct ways in which law enforcement can curb the recruitment of members by gangs.</p> <p>Compare and contrast the facilities in which youth can be incarcerated.</p> <p>Analyze the long-term impacts of incarceration upon youths.</p> <p>Identify local bills and laws at the state level that pertain to the death penalty.</p> <p>In the form of an individual presentation, discuss the necessity or lack thereof for the death penalty using statistics.</p>
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Unit VII: Juvenile Justice

	<p>The waiver process to criminal court is controversial.</p> <p>KEY TERMS: adjudicatory hearing, adversarial process, commitment, consent decree, direct filing, diversion, due-process rights, hearing, informal probation, judicial waiver, juvenile delinquent, labelling theory, net-widening, <i>parens patriae</i>, petitioner, referral, residential placement, respondent, status offense, statutory exclusion</p>	<p>Debate whether juveniles should be allowed to be tried as adults.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing case analyses in relation to the concepts in the above unit.
- Completing fact patterns in relation to the concepts in the above unit.
- Completing end of unit tests and/or performance based tasks to be administered upon unit completion.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will engage with primary and secondary sources in relation to juvenile justice.
- Students will complete an interview of an individual in the juvenile justice system to enhance their understanding of the machinations of the juvenile justice system.
- Students will engage with and apply psychological and sociological theory to the juvenile justice system.
- Students will explore how race, ethnicity, and creed impact the juvenile justice system.

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Unit VII: Juvenile Justice

SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<i>NY Times</i> Article Bank <i>The Harvard Law Review</i> Bill of Rights Institute FBI Crime Database <i>Kids for Cash</i> Documentary Fuller, John R. 2019. <i>Introduction to criminal justice: a brief edition.</i>

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CCM Criminal Justice Systems Curriculum**

Unit VIII: Criminal Justice Reform and Evolution

TRANSFER: Students will be able to discuss and analyze the totality of our justice system, identify areas in need of improvements, and become agents of change in our society.		
STANDARDS / GOALS: 6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights. 6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing impact of the Supreme Court today. 6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties. 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. 6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices. 6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The “War on Drugs” was a failed initiative to rid American streets of narcotics.	<ul style="list-style-type: none"> How has the failure of the “War on Drugs” negatively impacted our justice system?
	Predictive policing is a statistics-based approach that allows for law enforcement agencies to map out areas in need of further assistance.	<ul style="list-style-type: none"> Is predictive policing an infringement upon the 4th amendment to the Constitution?
	New professionalism aims to address the concerns of citizens in relation to law enforcement agents.	<ul style="list-style-type: none"> How do we increase trust and respect between law enforcement agents and community members?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	There is a notable discrepancy between United States incarceration rates and global incarceration rates.	Identify causes for the large discrepancy between American incarceration rates and those of the rest of the world.

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<p>national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.</p> <p>6.1.12.B.14.b: Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.1.12.D.15.d: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions</p>	<p>There is a significant social cost of a high incarceration rate in terms of unintended consequences.</p> <p>Diction such as “war,” when applied outside of the intended context, can have negative consequences.</p> <p>Arguments exist in favor of and against the legalization of specific drugs.</p> <p>Predictive policing occurs in local communities.</p> <p>New professionalism will change the nature of police behavior.</p> <p>Technology has assisted the justice system, but simultaneously it has conflicted with privacy issues.</p> <p>The justice system is ever-changing based on the needs of citizens.</p>	<p>Analyze the unintended impacts of a high incarceration rate as seen in the United States.</p> <p>Analyze how terminology and metaphors subconsciously influence our expectations.</p> <p>Debate the potential benefits and detriments to the legalization of some drugs.</p> <p>Analyze the benefits of predictive policing at the local level.</p> <p>Discuss the benefits of New Professionalism’s call for further transparency between police departments and communities.</p> <p>Debate the legality of the Patriot Act and Freedom Act in regard to privacy rights.</p> <p>Discuss additional issues with our justice system and potential alternatives.</p>
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<p>taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.C.16.a: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.D.16.c: Determine past and present factors that led to the widening of the gap between the rich and poor and evaluate how this has affected individuals and society.</p> <p>6.2.12.A.6.c: Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>	<p>KEY TERMS: decriminalization, deinstitutionalization, embezzlement, legalization, predictive policing, prison-industrial complex, recidivism rate, three strikes, USA Freedom Act, USA PATRIOT Act</p>	
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Writing a paper “grading” our justice system and analyzing areas where improvements are being made, while also noting areas in need of further improvement. ● Writing and discussing concepts in relation to the above unit. ● Completing case analyses in relation to the concepts in the above unit. ● Completing fact patterns in relation to the concepts in the above unit. ● Engaging in a debate in relation to the concepts in the above unit. ● Completing end of unit tests and/or performance based tasks to be administered upon unit completion.

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KEY LEARNING EVENTS AND INSTRUCTION:

- Students will engage critically with primary and secondary sources in relation to current events within the American justice system.
- Students will engage with and apply psychological and sociological theory to the totality of the American justice system.
- Students will debate whether lawmakers should be primarily concerned with national security or individual liberties when drafting new legislation.
- Students will design models of justice reform.
- Students will explore how race, ethnicity, and creed impact the totality of the American justice system.

SUGGESTED TIME ALLOTMENT

5 weeks

SUPPLEMENTAL UNIT RESOURCES

NY Times Article Bank

The Harvard Law Review

Bill of Rights Institute

FBI Crime Database

Fuller, John R. 2019. *Introduction to criminal justice: a brief edition.*