

**Union County Educational Services Commission
High School Course Syllabus**

Title: Criminal Justice

Timeline: Half Year; 2.5 Credits

Course Description:

This course will examine the criminal justice system in the United States from a variety of different angles and perspectives. Students will analyze the causes and effects of crime in our country. Then, students will evaluate the effectiveness of the justice system in mitigating the impact of crime, both for society as a whole and within specific demographics. Case studies and current events will be examined through the lens of criminal justice throughout the course.

Scope and Sequence:

- I. The Varied Aspects Of Crime & Causes of and Solutions to Crime
- II. The American Judicial System & the Role of Police in the Judicial System

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - Social Studies

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

**Union County Educational Services Commission
Curriculum Mapping – Criminal Justice**

Unit/Topics	Unit I: The Varied Aspects Of Crime & Causes of and Solutions to Crime	Unit II: The American Judicial System & the Role of Police in the Judicial System
Length of Unit	approx. 10 weeks	approx. 10 weeks
Essential Question(s)	What responsibilities does a government have to its people? What rights do all humans deserve?	
Topics / Reading Focus / Writing Focus	History of Crime in America Victims & Perpetrators of Crime Essential Components of a Crime Evaluate Various Defenses of Crime History of Criminal Prevention Measures in America Sociological and Psychological Causes of Crime Retributive and Restorative justice	Bill of Rights and Rights of the American People The American Judicial System and the Mechanics of Criminal Courts History of Policing in America The Role of Police in Our Society Law Enforcement and Investigation Techniques
Target Standards (a)	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

	<p>6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain 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.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</p>	<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</p> <p>6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.</p> <p>6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).</p> <p>6.1.12.CivicsDP.6.b: 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.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</p>
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<p>Skills</p>	<p>Understand the origins of crime in our society</p> <p>Identify motives for committing crimes</p> <p>Assess various defenses for committing crimes</p> <p>Compare criminal types to criminal activity</p> <p>Evaluate methods for victim assistance</p> <p>Identify the essential components of a crime</p> <p>Identify root causes of criminal activity</p> <p>Debate the nature vs. nurture causes to crime</p> <p>Analyze actions taken to reduce crime in America</p>	<p>Outline of Rights as an American Citizen</p> <p>Assess the difference between jurisdictions</p> <p>Examine roles of judges and attorneys in criminal courts</p> <p>Examine public attitudes to law enforcement (discussion of current events)</p> <p>Understand the development of law enforcement (why do we have police?)</p> <p>Examine different units and positions in local police departments</p> <p>Describe the investigation process</p> <p>Explore the use of force in policy activities</p>

	Compare and Contrast retributive and restorative justice	Identify obstacles police face Evaluate the limits of police power
Assessment	Why do people commit crimes? Essay Evaluate the Sociological and Psychological Causes of a crime of your choice Summative Assessments	Citizens Rights Project Law Enforcement Current Event Presentation Summative Assessments
Amistad and Holocaust Connections	Assess Race-Crime Relationship in America	Analyze how the rights of minority groups in America differed from those guaranteed to majority groups Compare and contrast the treatment of different racial groups by law enforcement (racial profiling, stop and frisk, etc.)