

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Criminology

Board Meeting Date: June 18, 2025	Course Length: 1 semester
Proposed Grade Level(s): 9-12	Subject Area: Elective Elective Area (if applicable):
Grading: A-F	Credits: 5
Prerequisite(s): None	Corequisite(s):
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415 1965 Birkmont Drive Rancho Cordova, CA 95742	

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. The mental state of a criminal can be affected by many different aspects of life: psychological, biological, sociological, all of which have different perspectives and influences. Investigate not only how these variables affect the criminal mind but also how crimes are investigated and handled in the criminal justice system.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
1. The World of Criminology	What is crime? Exploring criminology Deviance and crime Criminal intent Criminology research methods Criminology data	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
2. Biological and Psychological Theories of Crime	The making of a criminal Biological theories of crime Psychological theories of crime Insanity and psychological profiling	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
3. Labeling, Conflict, Environmental, and Radical Theories	Outside influences Social disorganization and strain theory Criminology theories of place and opportunity Social learning theories of crime Power discrepancies and other inequalities	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
4. Violent Crimes and Crimes Against Property	The world of crime Crimes against persons Crimes against property	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
5. White-Collar, Corporate, and Public Order Crimes	What do criminals look like? White-collar crime Occupational crime vs. corporate crime Types of corporate crimes Organized crime Public order crimes	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
6. Criminal Case Process	Finding justice Goals of the criminal justice system	*Online or paper-based worksheets and practice sets	*Exams (unit, semester and final) *Essays, research papers,

	Stages of the criminal case process Final steps of the criminal case process	*Quizzes *Threaded discussions	and other writing assignments *Presentations
7. Enforcing the Law and the Nature of the Courts	Society vs. the individual Enforcing the law: the role of the police Enforcing the law: the role of the community The nature of courts	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
8. Overview of Punishment and Corrections	Considerations while sentencing Evolution and cost of the correction system Life on the inside Alternative Punishments to Incarceration	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>OTH039E2 Criminology</i>	<i>Stride K12</i>	Stride K12– online		