

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 1: The Foundations of Crime and Justice Marking Period 2: The Structure and Function of Policing Marking Period 3: The Structure and Function of the American Courts Marking Period 4: The Structure and Function of American Corrections	<p>Unit 1:</p> <ul style="list-style-type: none"> -Understand Criminal Justice in America -Explain the Nature and Definition of a Crime -The Criminal Justice Process -Due Process Amendments -Models of Criminal Justice -Identifying and Measuring Crime in the US -Crime Control vs. Due Process -9/11 and Terrorism -Crime Prevention Strategies <p>Unit 2:</p> <ul style="list-style-type: none"> -History of Policing in America -The American Police Department -Making a Lawful Arrest -Officer Communication -Police Organization and Management -Reasonable Expectation of Privacy -Search and Seizure -The Police Interview -Traffic Stops -Ethics in Criminal Justice/Cultural Diversity -Suspects Rights in the CJ System -Chain of Command -Emergency Response -3 Levels of Law Enforcement -Illegal Narcotics <p>Unit 3:</p> <ul style="list-style-type: none"> -Intro. to Criminal Courts -Plea Bargains -Opening Statements -Questioning/Objections in Criminal Court -Interview and Interrogation -Closing Arguments -The Innocence Project <p>Unit 4:</p>	MP1 - 45 days, Chapters 1-4 MP2 - 45 days, Chapters 5-7 MP3 - 45 days, Chapters 8-10 MP4 - 45 days, Chapters 11-13

	<ul style="list-style-type: none"> -The Federal Corrections System -State Correctional Facilities -Jails and Detention Centers -Probation and Parole -Incarceration and Institutional Rights -Prison Riots 	
Personal Finance Disciplinary Concept: <i>Core Idea</i>	Performance Expectation/s:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit
Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen	PFL.9.1.12.CFR.6: Identify and explain the consequences of breaking federal/ state employment laws or financial laws.	
Life Literacy & Key Skills Disciplinary Concept: <i>Core Idea</i>	Performance Expectation/s:	
Creativity and Innovation Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	TECH.9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. TECH.9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.	
Career Awareness, Exploration, Preparation, & Training Disciplinary Concept: <i>Core Idea</i>	Performance Expectation/s:	
Career Awareness and Planning There are strategies to improve one's professional value and marketability.	WRK.9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning	Essential Question/s: How can we compare and contrast the meaning of the terms <i>criminal justice</i> , <i>criminology</i> , <i>criminal law</i> , and <i>criminal procedure</i> ? What are the major themes in modern criminal justice? What is a crime and what are the meanings of each of its elements? How can we measure crime in the United States? What is due process and how does it apply to criminal justice? What are the various defenses to criminal liability? How is due process implemented through the Amendments? What role does policing have in the history of our nation? How is the American police Department structured? What is the expectation of police conduct and integrity? How do you make a lawful arrest? How is the US court system structured? What are the stages of the criminal court process? What are the various types of sentencing that a convicted offender receives?

<p>Career Awareness and Planning Career planning requires purposeful planning, based on research, self-knowledge, and informed choices.</p>	<p>experiences, apprenticeships, and dual enrollment programs.</p> <p>WRK.9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>WRK.9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>	<p>What is the structure of correction in the United States? What is life like inside a prison?</p> <p>Activity Description:</p> <p>Students will complete a “Do Now”, Daily Current Events Discussion, complete lecture notes, learn key terminology (interactive practice), complete Summary and Review in text, and discuss issues for critical thinking and discussion. Exit ticket to ensure understanding. Other interactive activities will be used to make real-life connections to concepts. In addition, students will explore various web destinations to apply content to the real world.</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>MP1: Create Your Own Crime Scene: research 3 actual crimes that occurred. Distinguish 1 element from each crime to construct their own criminal act.</p>
<p>-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making</p>	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem 	<p>MP2: Create A Police Department: Research 3 Police Departments and create a model Department to include all facilities (i.e. record storage, interview and interrogation room)</p> <p>MP3: Mock Trial: Simulation of an actual trial that would take place in a trial court for a civil or criminal case. Students will assume the roles of lawyers, witnesses, and other court personnel.</p> <p>MP4: Create A Prison: Research actual prison systems and apply what we've learned in class and on our field trip visits. Identify the facilities, rules, and key for your model prison.</p> <p>Field Trips:</p> <ul style="list-style-type: none"> - John J. College of Criminal Justice - Monmouth County Police and Training & Communications Center - Hudson County Correctional Facility

	solving and critical thinking skills.		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"> ● Quizzes ● Tests ● Do Now ● Thumbs up/down ● Think Pair Share ● Exit tickets 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assigned ● Rubric evaluations <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● District Assessments ● Create a Mock Crime Scene Project ● Create Your Own Police Department ● Mock Trial Simulation ● Design A Prison 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
	<ul style="list-style-type: none"> ● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. ● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on 	<ul style="list-style-type: none"> ● Allow access to supplemental materials, including use of online bilingual dictionaries. ● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> ● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	<p>task.</p> <ul style="list-style-type: none"> ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists. 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. <p>Other:</p> <ul style="list-style-type: none"> ● Textbook: Experience Criminal Justice by Hendrix ● Online resources 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Offer resources to students in a variety of ways to accommodate for multiple learning styles. 	<ul style="list-style-type: none"> ● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed 	<ul style="list-style-type: none"> ● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> ● Offer pre-assessments to better understand students' strengths, and create an enhanced set of

<ul style="list-style-type: none"> ● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<p>during instruction to better engage all learners.</p> <ul style="list-style-type: none"> ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 	<ul style="list-style-type: none"> ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>introductory activities accordingly.</p> <ul style="list-style-type: none"> ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.
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(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Standard 9

9 Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Attend to financial well-being.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP4. Demonstrate creativity and innovation.
- CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6. Model integrity, ethical leadership and effective management.
- CRP7. Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural global competence.