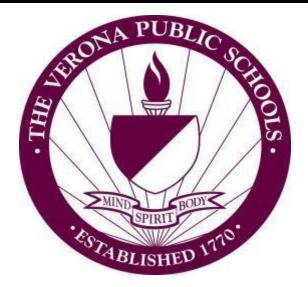# Verona Public School District
Curriculum Overview

<u>LAW & CRIMINAL JUSTICE IN AMERICA</u>

Curriculum Committee:
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Detective Joel Martin

Supervisor:
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This is a one-semester course designed to introduce students to the basic concepts and vocabulary of the modern American Criminal Justice System. Topics include constitutional rights, criminal procedure, policing, criminal investigations, courts, corrections, and the juvenile justice system. Students will participate in numerous debates regarding the most salient issues and challenges facing the criminal justice system. The course will be greatly supplemented by the use of guest speakers from all aforementioned fields. Students will participate in a series of simulated activities designed to provide insight into criminal justice procedures.

Prerequisite(s):

None

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Standard 8: Technology Standards

8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*
A. Technology Operations and Concepts **X** B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation **X** B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*	**Career Readiness, Life Literacies, and Key Skills Practices:** *Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.*
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	**CLKS6** Model integrity, ethical leadership, and effective management. **CLKS7** Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	**CLKS2** Attend to financial well-being. **X** **CLKS4** Demonstrate creativity and innovation. **CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them. **CLKS8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	**X** **CLKS1** Act as a responsible and contributing community member and employee. **CLKS6** Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	**CLKS6** Model integrity, ethical leadership, and effective management. **CLKS9** Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	**X** **CLKS3** Consider the environmental, social, and economic impact of decisions. **CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them. **CLKS6** Model integrity, ethical leadership, and effective management.

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Course Materials	
Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	**Differentiated Resources**: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
Croddy, Marshall, et. als. *Criminal Justice in America.* Fourth Ed. Los Angeles: Constitutional Rights Foundation, 2005.	- Textbooks - Magazine articles - Newspaper clippings - Video/Youtube clips - StreetLaw activities - Supreme Court Case Briefs - Supreme Court Opinions - Feature Film (*Gideon's Trumpet*) "Police Call Scenarios" - Police and Teens Together curricular materials - Guest speakers - Mock trial fact patterns - Individual and group research questions - United States and New Jersey Supreme Court Opinions - Police reports examples - Police report writing guides - Police evidence photographs - Crime scene scenarios - Police tactics training/simulations - Dramatized law television shows - Documentaries - Police procedure documents and Attorney General Directives - Jury charge sheets - New Jersey Rules of Evidence - New Jersey Statutes Annotated - New Jersey Administrative Code - United States Constitution - Verona Police Department Organizational Charts / Presentation - Crime Scene Photos / presentation - Federalism Articles - Crime scene analysis kits - Crime scene photography equipment

Unit Title / Topic: Introduction to the American Legal System	Unit Duration: 12 Class Periods

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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.

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.d Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

NJSLS

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

    A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

    B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

    A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Interdisciplinary Companion Standards (NJSLS):

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support
analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of
the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary
source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of
the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*
  A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
Technology Integration (NJSLS 8): 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally. 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
21st Century Skills Integration (NJSLS 9) & Career Ready Practices: CLKS1 Act as a responsible and contributing community member and employee. CLKS3 Consider the environmental, social and economic impacts of decisions. CLKS4 Demonstrate creativity and innovation. CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership and effective management. CLKS7 Plan education and career paths aligned to personal goals. CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively. CLKS9 Work productively in teams while using cultural / global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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Transfer Goal:
Students will be able to independently use their learning to determine the constitutionality of the actions of law enforcement, government agencies, and individuals through practical and theoretical scenario exercises.

Students will understand that:	Essential Questions:
- The law is a set of guidelines representative of historical precedent and contemporary norms. - The purpose of law is to uphold the social contract in order to maintain equality and stability. - The concept of justice is debatable depending on one's place in the system. - The American justice system is both successful and unsuccessful in upholding law and resolving conflict. - Justice evolves as individual, social, and political norms change; however, it is rooted in common law.	- What is law? - What is the purpose of law? - What is justice? - How fair is the American justice system? - Why has the justice system both remained consistent and developed over time?
Students will know:	**Students will be able to:**
- The criminal justice system is composed of police, courts, and corrections. - Laws are made when issues of public policy are predicted or have occurred. - Law often based on (advocated by) special interests. - Local laws often deal with quality of life issues, while state laws outline criminal and civil processes. - Federal laws generally concern interstate issues, but may also reflect state laws. - Law enforcement, courts, and corrections roles overlap during various stages of the trial process. - Components of the criminal justice system have exclusive responsibilities in order to protect the rights of individuals. - Society and the justice system develop new standards of decency as the world and country develop. - The justice system must balance the rights of the individual with those of the government and the whole. - The Constitution provides and prohibits specific government powers in order to secure individual rights. - The first Amendment provides civil liberties in order for individuals to be protected against government overreach. - First Amendment scenarios cause controversy as a result of the speech or action in question.	- Identify the components of the criminal justice system - Describe the processes by which laws are made and adjudicated - Differentiate between federal, state, and local legal systems - Explain the unique and overlapping the roles of law enforcement, courts, and corrections - Identify which area(s) of the criminal justice system would deal with a provided scenario - Analyze the concept of evolving standards of decency as it relates to criminal law and consequences - Describe how the Constitution provides for a framework for rights for individual citizens **Amistad Law:** N.J.S.A. 18A 52:16A-88 - Analyze the impact of First Amendment protections on the United States - Debate the virtues of the Second Amendment as it applies to individual freedoms and policing in the U.S. - Justify whether or not a scenario calls for Fourth Amendment Protections - Apply the Fifth Amendment to investigations and courtroom procedures - Debate whether the Sixth Amendment right to counsel helps or hurts the application of justice - Debate the theories of punishment as they apply to the Eighth Amendment - Debate the current bail reform initiative in New Jersey - Analyze the role of selective incorporation in the criminal justice system

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• There is a continuing debate on the meaning and application of the Second Amendment. • The Fourth Amendment is designed to require police to provide suspicion and/or cause for incidental and planned searches. • Many Fourth Amendment protections apply to students in educational settings • The Fifth Amendment helps to ensure due process under the law, and allows individuals to not incriminate themselves. • There is a debate on whether zealous legal representation supports individual rights or allows guilty people to go free. • Current legal sanctions are intended to rehabilitate; however, conditions in correctional institutions do not always allow for this to occur • Bail reform has been undertaken in New Jersey in order to equalize treatment for socioeconomic classes. • Selective incorporation under the Fourteenth Amendment has allowed the U.S. Supreme Court to mandate that states provide specific rights and protections. • Rights like grand jury indictment have not been incorporated to all states.	• Identify which Constitutional rights have not been incorporated to the states

Stage 2: Acceptable Evidence

Transfer Task

1. Students will complete a written scenario assessment which requires them to apply understanding of Constitutional rights to new situations.
2. Students will participate in a class activity during which they will play the roles of police, prosecutors, defendants, and defense attorneys in order to debate whether or not Constitutional rights were infringed based on a scenario acted out in class.

Reference Materials

Primary	Secondary
• Croddy, Marshall, et. als. *Criminal Justice in America.* Fourth Ed. Los Angeles: Constitutional Rights Foundation, 2005.	• Textbooks • Magazine articles • Newspaper clippings • Video/Youtube clips • StreetLaw activities • Supreme Court Case Briefs • Supreme Court Opinions

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	- Police and Teens Together curricular materials - Guest speakers - United States and New Jersey Supreme Court Opinions - Police procedure documents and Attorney General Directives - Jury charge sheets - New Jersey Rules of Evidence - New Jersey Statutes Annotated - New Jersey Administrative Code - United States Constitution - Federalism Articles

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. - Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently	**Teachers identify the modifications that they will use in the unit as related to the needs of their student population.** - Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is	**Teachers identify the modifications that they will use in the unit as related to the needs of their student population.** - Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be

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- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds

- working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic

- homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

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- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

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Unit Title / Topic: Practical Law (Criminal, Motor Vehicle, and Municipal)	**Unit Duration: 25 Class Periods**

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:
6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
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
6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

NJSLS

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support
analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of
the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary
source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of
the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1. Write arguments focused on *discipline-specific content.*
    A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
    B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Interdisciplinary Companion Standards (NJSLS):

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*
- C. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- D. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- C. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- D. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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Technology Integration (NJSLS 8):

8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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Transfer Goal:

Students will be able to <u>independently</u> use their learning to

1, make police-appropriate decision-making in PATT (Police and Teens Together) scenarios.

2. apply state and federal law to new scenarios (real life and artificial).

3. Determine whether the elements of a crime exist based on a fact pattern provided, and then determine an appropriate defense for the crime.

Students will understand that:	**Essential Questions:**
- There is a consistent struggle between the protection of people and the state. The state usually receives favor during times of unrest. - Criminal laws are created in order to codify social norms. - The design of the legal system guarantees a fair trial, but often there are differences with respect of quality of representation and sentencing. - People commit crimes when they are unable to abide by accepted norms. - While the federal and state constitutions grant rights, they are not absolute, and thus can be violated until one speaks up.	- Why/how do laws balance the needs of the individual and others or the state?· - Why are criminal laws created? - How do laws impact people of different socioeconomic classes or gender? - Why do people commit crimes? - Do people have the best protections from the state and others?

Students will know:	Students will be able to:
- Laws are made through legislative processes and executive approval - Regulations are created by bureaucratic agencies in order to deal with specific concerns - Criminal law concerns actions against individuals and the state in order to provide for an orderly society - Civil law is designed to regulate equitable interactions between individuals - The purpose of Title 39 is to minimize safety issues related to motor vehicle operation - Motor vehicle stops and domestic violence calls are statistically the most dangerous for law enforcement officers, and result in heightened awareness - Police and civilians often have divergent views on fairness and necessity of motor vehicle stops - Title 2C of the NJSA contains the New Jersey criminal code which contains crimes and elements necessary for proof - The prosecutor has the burden of proof in criminal cases - Most criminal defenses seek to make holes in the prosecutor cases; however, there are affirmative defenses which put the burden on defendant attorneys - Juries of peers have been found to be inconsistent, and have been criticized for missing subtleties of cases - Professional juries are being debated by attorneys and scholars - Municipal court involves different evidentiary rules and trial procedures - Probable cause requires a demonstrable belief that a reasonable person would conclude that a crime will be, is being, or has been committed - Exclusionary rules prevent evidence obtained illegally from being used in court. - There are complicated procedural rules of evidence that must be considered during police investigations and trial preparation. - Police reports must be detailed and accurate in order to be valid for arrest and prosecution	- Describe the process by which laws are made - Analyze the impact of special interests on law making - Differentiate between criminal and civil law - Describe the purpose of title 39 of the New Jersey Statutes Annotated - Differentiate between motor vehicle, municipal court, and superior court matters - Conduct simulated motor vehicle stops - Analyze police and civilian decision-making during motor vehicle and criminal encounters - Demonstrate awareness of Title 2C of the New Jersey Statutes Annotated annotated - Identify elements of a specific crime - Analyze criminal defenses, and apply to specific situations - Describe the roles of prosecutors, defense attorneys, judges, and juries in the criminal justice system - Analyze the value of, and problems associated with, juries of one's peers - Prosecute and defend a municipal court summons - Determine whether probable cause exists for warrants and arrests - Analyze the value and admissibility of evidence in specific situations - Analyze an actual Verona criminal case through incident, investigation, arrest, trial, and sentencing.

Stage 2: Acceptable Evidence

Transfer Task

1. Students will participate in Police and Teens Together scenarios as designed by the Union County Prosecutor's Office.
2. Students will complete scenario assessment in which they must determine which laws were potentially violated, whether elements of a crime existed, and what potential defenses there would be for each charge. Some scenarios will be theoretical, while others will be from police and court records.

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Reference Materials

Primary	Secondary
• Croddy, Marshall, et. als. *Criminal Justice in America.* Fourth Ed. Los Angeles: Constitutional Rights Foundation, 2005.	• Textbooks • Magazine articles • Newspaper clippings • Video/Youtube clips • StreetLaw activities • Supreme Court Case Briefs • Supreme Court Opinions • Feature Film (*Gideon's Trumpet*) • "Police Call Scenarios" • Police and Teens Together curricular materials • Guest speakers • Mock trial fact patterns • Individual and group research questions • United States and New Jersey Supreme Court Opinions • Police tactics training/simulations • Documentaries • Police procedure documents and Attorney General Directives • Jury charge sheets • New Jersey Rules of Evidence • New Jersey Statutes Annotated • New Jersey Administrative Code • United States Constitution

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment

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Teachers identify the modifications that they will use in the unit as related to the needs of their student population.	Teachers identify the modifications that they will use in the unit as related to the needs of their student population.	Teachers identify the modifications that they will use in the unit as related to the needs of their student population.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading - Design projects and assessment for student that require reduced sentence or paragraph composition	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. - Metacognitive Journals: Journal assignments will be	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. - Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. - In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. - Writing Process: Students will be encourage to

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- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

LAW AND CRIMINAL JUSTICE IN AMERICA

Unit Title / Topic: Police Systems and Procedures	Unit Duration: 29 Class Periods

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:
6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. **Amistad Law:** N.J.S.A. 18A 52:16A-88

NJSLS
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*
  A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Interdisciplinary Companion Standards (NJSLS):

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

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   A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
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WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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Technology Integration (NJSLS 8):
8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

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8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

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9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Transfer Goal:

Students will be able to independently use their learning to conduct a legally-appropriate staged crime scene investigation.

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Students will understand that:	Essential Questions:
- The efficacy and efficiency of the justice process is a consistently debated topic. - The intent of policing is to prevent crime, but situations make it more of a reactive force. - A jury trial of one's peers is intended to provide justice; however, it is difficult for laypersons to understand the nuances of law. - The correctional system serves as a deterrent, while at the same time not preventing recidivism. - Evidence rules are numerous and strict as a mechanism by which to ensure fair trials. - The definition of a fair trial is relative, but procedures can be put into place in order to allow for equality of access to justice. - Criminal cases have a higher burden of proof due the fact that the state is involved with a desire to remove someone of natural rights. - Attorneys guarantee a fair legal system by ensuring that rights are protected for all.	- Does the American legal process provide justice for all parties in an efficient manner? - What should be the purpose of policing? - How fair are jury trials? - How effective is the correctional system in the United States?· - Why are there strict guidelines for evidence? - What would make the court process fair for all participants? - Why are there different burdens of proof for civil and criminal trials? - How important are attorneys in the justice process?
Students will know: - Encounters between police and members of the public have resulted in a debate on tactics and use of force. **Amistad Law:** N.J.S.A. 18A 52:16A-88 - Incidents have caused individuals and groups to question race relations within public safety **Amistad Law:** N.J.S.A. 18A 52:16A-88 - The juvenile justice system is designed to counsel and rehabilitate; however, there continues to exist a high rate of recidivism. - Law enforcement agencies collect data in order to determine trends and refocus resources to areas which require the most attention. - Local police officers and detectives are responsible for securing a crime scene, eliminating immediate threats, taking statements, gathering evidence, and making initial arrests - Assistant prosecutors and their investigators continue police investigations, generally with the goal of preparing the case for trial. - Municipal prosecutors handle motor vehicle violations, ordinance violations, and petty disorderly persons offenses. - County prosecutors handle disorderly persons offenses and indictable crimes - Courts are often inefficient due to lack of personnel and resources, despite the fact that only 10% of cases go to jury trial.	**Students will be able to:** - Analyze the current debate regarding race and policing in America **Amistad Law:** N.J.S.A. 18A 52:16A-88 - Describe the process of police recruit selection and training - Describe the philosophy and role of the juvenile justice system in New Jersey - Describe how law enforcement agencies use data and statistics to inform policy and procedure - Explain the role of local police officers and detectives in investigations - Explain the role of assistant prosecutors and prosecutor's investigators in investigations and trial - Analyze whether the right to a speedy trial is truly guaranteed in America. - Differentiate between cases handled by municipal, county, and state (OAG) prosecutors - Differentiate between federal, state, county, and local law enforcement agencies - Describe the various roles of the Sheriff's Department - Describe the roles of the FBI, Secret Service, and Homeland Security Law Enforcement Division in upholding federal law. - Analyze the role of victim advocates in the trial process - Explain the theories behind the American correctional system - Debate whether the state of American corrections is aligned to the theory

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- The New Jersey Department of Law and Public Safety will try multi-jurisdictional crimes and statewide offenses
- There are a variety of local, county, state, and federal law enforcement agencies that have overlapping and exclusive responsibilities.
- The Sheriff is a constitutionally mandated law enforcement position in New Jersey, with the specific responsibilities of serving complaints, enforcing judgements, and providing court security. Many Sheriff's departments exceed these responsibilities.
- The role of victim advocates has increased in the court system, and the victims are having more influence in prosecutions and trials.
- The theory behind the American correctional system is to rehabilitate offenders in order to rejoin society; however, the high rate of incarcerations prevents this from being carried out uniformly.
- While there are many services provided to the incarcerated, budget issues and the politicization of corrections has limited the effectiveness of the field besides being a holding system.
- The practice of early release through parole has been debated due to the theory of punishment and recidivism rates. The New Jersey Parole Board is responsible for guiding and administering these decisions.
- Many have attributed the high rate of incarceration in the United States to the war on drugs.
- Corrections officers must maintain the order of the correctional facility while not specifically violating prisoner rights designated by legislation or court decisions.
- Before being released into society, most incarcerated persons must pass through a halfway house or parole system in order to provide a framework for future adherence to the law.
- Recidivism rates are high due to the inability of some to re-enter society, lack of personal and family support structures for offenders, lack of skills, difficulty gaining employment, feelings of community in organized crime structures, and inability of the corrections system to reform.
- Medical examiners must gather evidence from a body on scene, determine cause and method of death, and testify as to these items in court.
- Crime scene technicians and criminalists gather and analyze evidence in order to testify in court. Such evidence gathering must be aligned with best practices in order to be valuable in court.
- Eyewitness testimony may help during an investigation, but is often unreliable and easily impeached in court.

- Debate the virtues of parole, and the point at which offenders should be released through this system.
- Analyze the reasons for, and results of, the high rate of incarceration in the United States
- Describe the roles and responsibilities of corrections officers and civilian staff
- Analyze the role of forensic counselors, halfway houses, and parole officers in the reentry process
- Analyze recidivism rates, and hypothesize reasons for the patterns that exist
- Describe the role of the medical examiner in crime scene investigations and trials
- Analyze the importance of crime scene technicians in proving criminal cases
- Analyse the benefits and drawbacks of different kinds of evidence
- Conduct crime scene evidence gathering based on best practices in the field
- Analyze the role of defense attorneys in the criminal justice system.

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- Circumstantial evidence assists in proving cases, but cannot be relied on exclusively.
- Crime scene evidence gathering must be conducted methodically in order to capture the entire body of evidence in a manner that is reliable for court purposes.
- Defense attorneys, while criticized for helping criminals, are responsible for rights being universally applied to all accused of crimes.

Stage 2: Acceptable Evidence

Transfer Task

1. [End-of-Semester Assessment - 8 days] Students will play critical roles in the investigation of a staged crime scene. Roles include patrol officers, detectives, prosecutors, judge, photographers, crime scene technicians, medical examiners, and defense attorneys. Students will employ evidence provided in order to secure a favorable ruling for their assigned sides. Students will evaluate their peers on accuracy of procedure. Students will be evaluated and coached as necessary by teams of law enforcement personnel.

Reference Materials

Primary	Secondary
- Croddy, Marshall, et. als. *Criminal Justice in America.* Fourth Ed. Los Angeles: Constitutional Rights Foundation, 2005.	- Textbooks - Magazine articles - Newspaper clippings - Video/Youtube clips - "Police Call Scenarios" - Police and Teens Together curricular materials - Guest speakers - Police reports examples - Police report writing guides - Police evidence photographs - Crime scene scenarios - Police tactics training/simulations - Dramatized law television shows - Documentaries - Police procedure documents and Attorney General Directives

	- Verona Police Department Organizational Charts / Presentation - Crime Scene Photos / presentation - Federalism Articles - Crime scene analysis kits - Crime scene photography equipment

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. - Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds.	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. - Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. - Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.

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- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

- learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a

- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

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• Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) **Additional Resources:** • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers	graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. • Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."	