

**TITLE:**                   **INTRO TO CRIMINAL JUSTICE**  
**LAW ENFORCEMENT AND PUBLIC SAFETY I**  
**Grades 10-12**  
**Course Code #953**                   **5 credits**

**PREPARED BY:**       **Mike Hickman**

**June 2015**

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
RI.9-10.4 RI.11-12.4 9.3.LW-ENF.1 CRP.2	“Framework/concept map of CJ system (Police, Courts, and Corrections)	Students will demonstrate an understanding of the basic structure of the criminal justice system.	Students will work in small groups to develop their definition of key terms.	“Key Term” in-class assignment, teacher guided discussion	1-2 lessons
W.9-10.7 W.11-12.6 9.3.LW-LEG.3 CRP.8	The Adjudication System	Students will demonstrate a basic understanding of the pathway of the adjudication system	Reading/Discussion	Response to questions	1 Class Period
LW.9-10.8 W.11-12.8 9.3.LW-LEG.3 CRP.2	Crime Control and Due Process Models	Students will demonstrate an understanding of the Two Models of Criminal Justice	Class will be split in half with one side researching the Crime Control Model and the second researching the Due Process Model then debate the two models	Group Discussion/Debate	1Class Period
RI.9-10.4 RI.11-12.4 9.3.LW-ENF.5 CRP.7	Crime and Its Consequences	Students will distinguish between a social definition and a legal definition of crime and summarize the problems with each, list the technical and ideal elements of a crime and identify some of the legal defenses or legal excuses for criminal responsibility	Students will work in small groups to develop their definition of key terms	“Key Term” in class assignment, teacher guided discussion	1-2 Class Periods
W.9-10.7 W.11-12.6 9.3.LW-SEC.3 CRP.2	Uniformed Crime Report (UCR) and National Incident-Based Reporting System (NIBRS)	Students will explain why crime and delinquency statistics are unreliable and identify the two major sources of crime statistics in the U.S.	Guided Reading Activity and Note Taking	Discussion/Note Book Check	1 Class Period

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
WHST.9-10.6 WHST.11-12.6 9.3.LW-ENF.13 CRP.8	Crime Victimization	Students will be able to describe the extent of fear of crime in the U.S., the characteristics of people most likely to fear crime and list the characteristics of people who are most likely and least likely to be victims of crime	Reading/Discussion/Note Taking	Review of Student Note Book	1 to 2 Class Periods
RI.9-10.4 RI.11-12.4 9.3.LW-ENF.13 CRP.7	Theories of Crime	Students will be able to define criminological theory, state the causes of crime according to classical and neoclassical criminologists.	Students will work in groups and define "Key Terms"	Teacher guided discussion of Key Terms	1 Class Period
W.9-10.7 W.11-12.6 9.3.LW-ENF.13 CRP.7	Theories of Crime	Students will describe the biological theories of crime causation and their policy implication and describe the various psychological theories of crime causation and explain the sociological theories of crime causation	Reading/Discussion/Note Taking	Review of Student Note Book and class discussion	1 to 2 Class Periods
W.9-10.7 W.11-12.6 9.3.LW-ENF.13 CRP.2	Crime Causation	Students will distinguish the major similarities and differences among classical, positivist, and critical theories of crime causation and describe how critical theorists would explain the causes of crime	Class Reading assignment followed by class discussion	Class Discussion	1 to 2 Class Periods
W.9-10.8 W.11-12.8 9.3.LW-ENF CRP.7	The Rule of Law	Students will distinguish between criminal law and civil law, distinguish between substantive and procedural law and identify five features of "good" criminal laws	Class Reading assignment followed by completion of a worksheet.	Review of worksheet	1 to 2 Class Periods

Course Law Enforcement and Public Safety

Unit 1

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
W.9-10.8 W.11-12.8 9.3.LW-ENF. CRP.2	History of the Development of Law	Students will demonstrate the ability to summarize the origins of American criminal law	Lecture/Note taking/discussion	Notebook check/discussion	1 to 2 Class Periods
W.9-10.8 W.11-12.8 9.3.LW-LEG.9 9.3.LW-ENF.6 CRP.5	The Fourth Amendment	Students will describe the procedural rights in the Fourth Amendment and cite specific U.S. Supreme Court cases involving the 4 <sup>th</sup> Amendment	Lecture/Discussion/Review and discussion of selected court cases	Discussion	1 Class Period
W.9-10.8 W.11-12.8 9.3.LW-LEG.9 9.3.LW-ENF.6 CRP.5	The Fifth Amendment	Students will describe the procedural rights in the Fifth Amendment and cite specific U.S. Supreme Court cases involving the 5 <sup>th</sup> Amendment	Lecture/Discussion/Review and discussion of selected court cases	Discussion	1 Class Period
W.9-10.8 W.11-12.8 9.3.LW-LEG.9 9.3.LW-ENF.6	The Sixth Amendment	Students will describe the procedural rights in the Sixth Amendment and cite specific U.S. Supreme Court cases involving the 6 <sup>th</sup> Amendment	Lecture/Discussion/Review and discussion of selected court cases	Discussion	1 Class Period
W.9-10.8 W.11-12.8 9.3.LW-LEG.9 9.3.LW-ENF.6	The Eighth Amendment	Students will describe the procedural rights in the Eighth Amendment and cite specific U.S. Supreme Court cases involving the 8 <sup>th</sup> Amendment	Lecture/Discussion/Review and discussion of selected court cases	Discussion	1 Class Period
W.9-10.8 W.11-12.8 9.3.LW-ENF.5	New Jersey Criminal Statutes and U.S. Federal Code	Students will demonstrate a basic understanding of New Jersey State Statutes and U.S. Federal Code	Lecture/Note Taking/Review of federal and state statutes	Discussion	1 Class Period
W.9-10.8 W.11-12.8 9.3.LW-ENF.5	Miranda V. Arizona Case	Students will demonstrate a thorough understanding of the Miranda Warning to include all of it's elements	Case Study/Discussion and memorization of the elements. Students will be required to cite the elements by memory the following class	Discussion/Role Playing	1 to 2 Class Periods

Course Law Enforcement and Public Safety

Unit 1

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
W.9-10.6 W.9-10.8 W.11-12.8 9.3.LW.1	History and Structure of American Law Enforcement	Students will briefly describe the jurisdictional limitations of American law enforcement	Reading assignment and completion of a work sheet	Review of work sheet	1 Class Period
W.9-10.6 W.9-10.8 W.11-12.8 9.3.LW.1	Comparison of English and American Law Enforcement	Students will trace the English origins of American law enforcement and discuss the early developments of American law enforcement	Reading assignment, note taking, discussion	Note book review/Discussion	1 Class Period

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
W.9-10.7 W.11-12.6 9.3.LW-SEC.18 9.3.LW-SEC.13	Developments in American policing and FBI/Homeland Security comparison	Students will describe the major developments that have occurred in policing in America, describe the structure of American law enforcement, explain the relationship between the FBI and Dept. of Homeland Security	Completion of assignment/work sheet(s) by small groups followed by class room discussion. Reading assignment comparing FBI to Department of Homeland Security	Collection of work sheet(s) and discussion	3 to 4 Class Periods
RI.9-10.4 RI.11-12.4 9.3.LW-ENF.1 9.3.LW-ENF.10	Policing: Characteristics of police work	Students will be able to identify the characteristics of police work and distinguish among James Q. Wilson's three operational styles in policing	Students will work in small groups to identify/complete a work sheet containing "Key Terms" for the chapter	Review of work sheet/note book	1 to 2 Class Periods
RI.9-10.4 RI.11-12.4 9.3.LW-ENF.1 9.3.LW-ENF.10	Four major functions of Police Departments	Students will list and describe the four major functions of police departments	Upon completion of an in-class reading assignments, students will identify and discuss the four functions of police departments	Class discussion and review of student work sheets	3 to 4 Class Periods
W.9-10.8 W.11-12.8 9.3.LW-ENF.14	Drug Enforcement	Students will be provided an overview of municipal and county drug interdiction efforts	Presentation by member of the Cape May County Pros. Office NTF	Class Discussion	1 Class Period
W.9-10.8 W.11-12.8 9.3.LW-ENF.7	Community Policing	Students will be able to explain the main components of community policing and identify the four steps in a community policing approach to problem solving	Reading assignment and Class Discussion	Class Discussion	1 to 2 Class Periods
RI.9-10.4 RI.11-12.4 9.3.LW-SEC.6	Policing in America: Issues and Ethics	Students will demonstrate an understanding of the public attitude towards the police	Students will work in small groups to develop their definition of key terms	"Key Term" in-class assignment, teacher guided discussion	1 to 2 Class Periods

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
W.9-10.8 W.11-12.8 9.3.LW.6 CRP.8	Police Recruitment and Selection	Students will identify the qualities of a successful police officer, explain the police recruitment and selection process, and identify the qualities of a law enforcement executive (Chief of Police)	Students will work in small groups and identify and define the criteria for the recruitment and selection of a police officer and chief of police	Work Sheet and class discussion	2 to 3 Class Periods
W.9-10.7 W.11-12.6 9.3.L.W.6 CRP.8	Issues in Policing	Students will identify some primary issues in policing such as Discretion, Job Stress, Use of Force, Police Corruption, and professionalizing law enforcement	Students will be given several case studies on the Use of Force and asked to determine if force was warranted. Students will also be given several case studies/scenarios concerning ethics in law enforcement	Review of in-class assignment and discussion	3 to 4 Class Periods
W.9-10.7 W.11-12.6 9.3.LW.2 CRP.2	The Administration of Justice	Students will identify the American Court structure and the key players in the process	Students will work in small groups to identify/complete a work sheet containing "Key Terms" for the chapter	"Key Term" in-class assignment, teacher guided discussion	1 to 2 Class Periods
W.9-10.7 W.11-12.6 9.3.LW-ENF.4 CRP.2	Federal and State Courts	Students will be able to explain the difference between Federal Court and State Courts and the purpose of the Courts	Reading Assignment and Class discussion	Class Discussion	1 to 2 Class Periods
W.9-10.7 W.11-12.6 9.3.LW.2 CRP.7	Key Actors in the Court Process	The students will be able to identify the Prosecutor, Defense Attorney and Judge and explain their respective roles	Guest Speaker/Assistant Prosecutor from Cape May County Prosecutor's Office	Class Discussion	1 Class Period
W.9-10.8 W.11-12.8 9.3.W-IEG.1 CRP.7	Pretrial Stages	The students will be able to identify the steps of the pre-trial process to include caseflow management, arrest procedures, bail, preliminary hearing, grand jury and arraignment	Completion of work sheet	Class Discussion and review of work sheet	4 to 5 Class Periods

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
W.9-10.8 W.11-12.8 9.3.W-IEG.1 CRP.7	Plea Bargaining and the Criminal trial	The students will demonstrate a basic understanding of the plea bargaining and trial process to include selection of the jury and holding of the trial	Using a case study, students will hold a "Mock Trial" in the classroom	Class Discussion, role playing exercise and review	5 to 7 Class Periods
W.9-10.8 W.11-12.8 9.3.W-IEG.1 CRP.7	Sentencing, Appeals and the Death Penalty	The students will define terms in the sentencing, appeals and death penalty processes	Students will work in small groups to identify/complete a work sheet containing "Key Terms" for the chapter	"Key Term" in-class assignment, teacher guided discussion	1 to 2 Class Periods
W.9-10.8 W.11-12.8 9.3.W-IEG.1 CRP.7 CRP.2	Sentencing Considerations	The students will demonstrate a basic understanding of the statutory provisions, philosophical rationales, organization considerations, pre-sentence investigation reports and personal characteristics of judges that have an impact on sentencing defendants and the subsequent appeals process	Reading assignment, classroom discussion and note taking	Class Discussion	4 to 5 Class Periods
W.9-10.8 W.11-12.8 9.3.W-IEG.1 9.3.LW.2 CRP.7 CRP.2	Death Penalty	The students will be able to demonstrate a basic understanding of the death penalty to include its history, the involvement of the U.S. Supreme Court, procedural reforms and prospects for the future the hold a classroom debate on a case study	Completion of a worksheet and role playing exercise/debate	Review of worksheet and class discussion	3 to 4 Class Periods
RI.9-104 RI.11-12.4 9.3.LW-COR.12 CRP.2	Institutional Corrections	The students will define terms in institutional corrections	Students will work in small groups to identify/complete a work sheet containing "Key Terms" for the chapter	"Key Term" in-class assignment, teacher guided discussion	1 to 2 Class Periods
RI.9-104 RI.11-12.4 9.3.LW-COR.12 CRP.2	Historical Overview of Corrections	Students will demonstrate a basic understanding of the history of corrections to include its European background and development in the United States	Reading assignment, note taking, discussion	Note book review/Discussion	1 to 2 Class Period



<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
W.9-10.7 W.11-12.6 9.3.LW-COR.12 CRP.4	The Incarceration Boom	Students will be able to discuss the recent trends in the use of incarceration in the U.S. and identify Prison Inmate Characteristics	Reading/Discussion/Worksheet	Completion of worksheet	1-2 lessons
W.9-10.7 W.11-12.6 9.3.LW-COR.12 CRP.4	Incarceration Facilities	Students will be able to describe how incarceration facilities are structured, organized and administered by the government, identify some of the common types of correctional facilities in the U.S. for men and women and identify a number of the social programs and services offered in the institutions	Reading/Discussion/Worksheet and guest speaker from Cape May County Sheriff's Department	Class Discussion and completion of worksheet	3 to 5 Class Periods
RI.9-104 RI.11-12.4 9.3.LW-COR.12 CRP.2	Prison Life, Inmate Rights, Release and Recidivism	Students will be able to define specific terms of this unit/chapter	Students will work in small groups to develop their definition of key terms	"Key Term" in class assignment, teacher guided discussion	1Class Period
W.9-10.7 W.11-12.6 9.3.LW.6 CRP.8	Prison Life	Students will be able to demonstrate an understanding of life in prison and identify the characteristics of a correctional officers	Guided Reading Activity and Note Taking	Discussion/Note Book Check	1-2 Class Periods
W.9-10.7 W.11-12.6 9.3.LW-COR.11 CRP.4	Prison Rights and Reform	Students will be able to list and explain a number of prisoner rights to include access to the courts, procedural due process in prison and rights under the 1 <sup>st</sup> , 8 <sup>th</sup> and 14 <sup>th</sup> Amendments and provide statistics on release and recidivism	Guided Reading Activity, completion of worksheet(s) and Note Taking	Discussion/Note Book Check	3 to 4 Class Periods
W.9-10.7 W.11-12.6 9.3.LW-COR.11 CRP.4	Community Corrections	Students will be able define the scope, goals and staff roles in community corrections	Students will work in groups and define "Key Terms	Teacher guided discussion of Key Terms	1 to 2 Class Periods

<b>Core Curriculum Standards/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
W.9-10.6 W.9-10.7 9.3.LW.2 CRP.2	Parole and Probation	Students will be able distinguish parole from probation and identify a number of intermediate sanctions and temporary release sanctions	Guided Reading Activity, completion of worksheet(s) and guest speaker from Cape May County Probation Department	Teacher guided discussion and review of worksheets	3 to 4 Class Periods
RI.9-10.4 RI.11-12.4 9.3.LW.2 CRP.2	Juvenile Justice	Students will be able to define key terms in the Juvenile Justice System	Students will work in groups and define "Key Terms	Teacher guided discussion of Key Terms	1 to 2 Class Periods
RI.9-10.4 RI.11-12.4 9.3.LW.2 CRP.2	Juvenile Justice	Students will be able to distinguish between the "Informal Juvenile Justice" and "Formal Juvenile Justice" processes, list community-based and institutional programs for juveniles and identify the juvenile justice court process in Cape May County, NJ.	Class Reading assignment followed by class discussion	Class Discussion	2 to3 Class Periods
RI.9-10.4 RI.11-12.4 9.3.LW.2 CRP.7	The Future of Criminal Justice in The United States	Students will be able to define key terms in Future of Criminal Justice in the U.S.	Students will work in groups and define "Key Terms	Teacher guided discussion of Key Terms	1 Class Period
RI.9-10.4 RI.11-12.4 9.3.LW.2 CRP.7	The Future of Criminal Justice in The United States	Students will be able to demonstrate a basic understanding of the future of law enforcement, corrections, and special crime problems such as identity theft and organized crime.	Guided Reading Activity, completion of worksheet(s) and Note Taking	Notebook check/discussion	3 to 4 Class Periods