

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
SOCIAL STUDIES DEPARTMENT**

CRIMINAL JUSTICE
#0157

Curriculum Guide

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Dr. Richard Bozza, Superintendent
Mrs. Judith Rattner, Assistant Superintendent
Mrs. Katherine Venditti, District Supervisor

Developed by: Chris Brodeur
Todd Decker
Katherine Venditti

This curriculum may be modified through varying techniques
strategies, and materials, as per an individual student's
Individualized Education Plan (IEP).

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Addendum:

Attachments

New Jersey Core Curriculum Content Standards - Social Studies

New Jersey Core Curriculum Content Standards – Technological Literacy

**New Jersey Core Curriculum Content Standards – Career Education and
Consumer, Family, and Life
Skills**

***Note: New Jersey Core Curriculum Content Standards can also be viewed at
www.state.nj.us**

PHILOSOPHY/RATIONALE

Criminal Justice is an elective semester course taught at the eleventh and twelfth grade level, for which students receive credit upon completion. This upper class elective builds upon the historical themes and skills taught in the K-12 curriculum. The course integrates the study of civics, government, politics, society, and history. There is also emphasis placed on the interaction of these factors in the implementation of American justice. The course is broken down into 6 units that begin with an overview of definitional issues with crime. The course then examines the police, the criminal case, corrections, juvenile justice, and solutions. The units are devised to meet New Jersey Social Studies Core Curriculum Standards, as well as increase knowledge of social studies and provide opportunities to apply this knowledge to real life situations.

The curriculum also addresses the tasks of the High School Proficiency Assessment (HSPA) and includes many skills suggested by the national standards. These include reading, studying, research, technical, discussion, and critical thinking skills. These skills are developed throughout the semester. The curriculum also provides opportunity to practice many of the skills contained in the Career Education and Life Skills and Technological Literacy Skills. The social studies curriculum provides consistent and enriched teaching and learning of content skills throughout high school.

It is the purpose of the Criminal Justice course to prepare students for knowledge of and active civic responsibility in the American justice system. The ultimate goal is to educate students to become informed citizens of the United States in a global age.

COURSE PROFICIENCIES

COURSE OBJECTIVES

- I. Examine the varied aspects of crime. (6.1/A2,4,5, B6, D2, E6, F3,4; 6.2/A2,4,5, B3,4, C1,4, D4–7; 6.9/B1–4, C5; 8.1/C2; 9.1/B 3)
 - A. Investigate the victims of varied crimes.
 - B. Survey the history of crime in America.
 - C. Identify the perpetrators of crime.
 - D. Define the essential components of a crime.
 - E. Evaluate various defenses to crime.

- II. Investigate the role of the police in the criminal justice process. (6.1/A2,4,5, B6, C3, E6; 6.2/A1,2,4,5, B2–5, C2–5; 6.9/B2,5, C2,4; 8.1/C2; 9.1/B 3)
 - A. Outline the history of policing.
 - B. Trace the methods and investigation techniques of policing.
 - C. Examine procedural standards for policing.
 - D. Evaluate limits on police power.

- III. Assess the intricacies of a criminal case in the American judicial system. (6.1/A2,4,5; 6.2/A2,5, B3,4, C1,4; 8.1/C2)
 - A. Outline the mechanics of criminal courts.
 - B. Chart the criminal case process.
 - C. Analyze the various steps leading to verdict.

- IV. Survey the criminal corrections system in the United States. (6.1/A1,2,4,5, B4,5,6, D2, E6; 6.2/A1,2,4,5, B2,4,5, C2,3,4; 6.9/B2,5, C2,4; 8.1/C2; 9.1/B3)
 - A. Investigate the history of punishment.
 - B. Analyze current debates in corrections.
 - C. Identify correctional alternative to incarceration.
 - D. Examine the current state of incarceration.
 - E. Evaluate capital punishment as a repercussion.

- V. Define the characteristics of the juvenile justice system. (6.1/A3,4; 6.2/A1–5; B2, C2, 4, D4,7; 6.9/B2, C4; 8.1/C2; 9.1/B3)
 - A. Trace the development of separate systems for juveniles.
 - B. Survey the juvenile judicial system.
 - C. Map the juvenile justice system.

- VI. Examine possible solutions to the current issues of justice. (6.1/A3–6; B6, D2, E5,6; 6.2/A1,2, B2,4, C3,4,5, D5,6,7; 6.9/C4; 8.1/C2; 9.1/B3)
 - A. Assess the sociological and psychological causes of crime.
 - B. Debate various current issues in crime.
 - C. Examine trial process through mock trial participation.

STUDENT PROFICIENCIES

The students will be able to:

1. Identify, explain, and analyze significant legal, social, and political trends. (6.4/K3,6,5, M1,2)
2. Summarize, categorize, analyze, and evaluate information in multiple forms. (6.1/A6; 6.8/A1,2)
3. Draw informed and accurate conclusions using multiple forms. (6.8/A2)
4. Identify and assess cause and effect relationships. (6.3/G4)
5. Draw inferences and predict outcomes. (6.8/A1)
6. Evaluate various sources of information to detect bias and analyze credibility.
7. Enhance problem-solving skills.
8. Critically interpret statistical data and draw accurate conclusions. (6.6/A1, C1-4)
9. Identify alternative courses of action and predict consequences.
10. Evaluate the impact of a leader's personality upon decision-making. (6.1/E3)
11. Foster group process and decision making skills.
12. Interpret information to develop an understanding of the complexities involved in meeting the needs of a diverse population. (6.8/C2-5)
13. Identify situation in which social, political, and/or legal action is needed. (6.8/C2-5)
14. Continue to develop research and productivity skills using computers, software, and the Internet.
15. Combine critical concepts into an informed conclusion.
16. Continue to develop public presentation and speaking skills by presenting individual and/or group projects.
17. Continue to build skills in written expression by creating papers and projects of varying lengths and formats.

METHODS OF EVALUATION

1. Teacher observation/questioning/monitoring.
2. Teacher developed tests and quizzes.
3. Publisher developed tests and quizzes.
4. Homework and class work.
5. Class participation.
6. Activities and projects.
7. Notebooks, journals, and portfolios.
8. Performance assessments.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

NJ Core Curriculum Standards	Indicators	Course Outline/Student Objectives *(see note at end of outline)
6.1 6.2 6.9 8.1 9.1	A2,4,5 B6 D2 E6 F3,4 A2,4,5 B3,4 C1,4 D4-7 B1-4 C5 C2 B3	I. Examine the Varied Aspects of Crime (4 weeks) A. Investigate the Victims of Varied Crimes 1. Compare victims of violent and non-violent crimes 2. Evaluate methods for victim assistance B. Survey the History of Crime in America C. Identify the Perpetrators of Crime 1. Examine roles of gangs in crime 2. Compare criminal types to criminal activity D. Define the Essential Components of a Crime 1. Classify crimes by essential portions 2. Deconstruct specific instances for key criminality E. Evaluate Various Defenses to Crime
6.1 6.2 6.9 8.1 9.1	A2,4,5 B6 C3 E6 A1,2,4,5 B2-5 C2-5 C2 A1,2 B3	II. Investigate the Role of the Police in the Criminal Justice Process (4 weeks) A. Outline the History of Policing 1. Examine public attitudes to law enforcement 2. Chart the development of law enforcement 3. Investigate careers in policing and the criminal justice system B. Trace the Methods and Investigation Techniques of Policing 1. Examine units and positions in local police departments 2. Evaluate the trend of community policing 3. Describe the investigation process 4. Investigate role of forensic laboratories C. Examine Procedural Standards for Policing 1. Analyzing processes involved in search and seizure 2. Identify requisite pieces for search and seizure legality 3. Trace development of Miranda rights 4. Judge impact of exclusionary rule upon evidence collection D. Evaluate Limits on Police Power 1. Explore the use of force in policy activities

		<p>II. Investigate the Role of the police in the Criminal Justice Process (continued)</p> <ol style="list-style-type: none"> 2. Research citizen oriented police “watchdog” groups 3. Identify problems police face dealing with citizens
6.1 6.2 8.1	A2,4,5 A2,5 B3,4 C1,4 C2	<p>III. Assess the Intricacies of a Criminal Case in the American Judicial System (1 week)</p> <ol style="list-style-type: none"> A. Outline the Mechanics of Criminal Courts <ol style="list-style-type: none"> 1. Assess difference between jurisdictions 2. Examine roles of judges and attorneys in criminal courts B. Chart the Criminal Case Process C. Analyze the Various Steps Leading to Verdict
6.1 6.2 6.9 8.1 9.1	A1,2,4,5 B4,5,6 D2 E6 A1,2,4,5 B2,4,5 C2,3,4 B2,5 C2,4 C2 B3	<p>IV. Survey the Criminal Corrections System in the United States (3 weeks)</p> <ol style="list-style-type: none"> A. Investigate the History of Punishment <ol style="list-style-type: none"> 1. Explore rationale for corrections 2. Examine history of corrections 3. Review policy issues concerning sentencing B. Analyze Current Debates in Corrections <ol style="list-style-type: none"> 1. Evaluate policies leading to high rates of incarceration 2. Assess mandatory minimum sentencing guides 3. Survey racial inequity in drug sentencing C. Identify Correctional Alternative to Incarceration <ol style="list-style-type: none"> 1. Examine fines and probation as alternatives to incarceration 2. Evaluate the role of the community in community service and other community-based corrections programs D. Examine the Current State of Incarceration <ol style="list-style-type: none"> 1. Trace the demographics inside prisons 2. Identify problems in corrections created by population size E. Evaluate Capital Punishment as a Deterrent <ol style="list-style-type: none"> 1. Assess legal and political issues surrounding capital punishment 2. Debate merits and pitfalls of capital punishment
6.1 6.2 6.9	A3,4 A1-5 B2,4 C2,4 D4.7 B2	<p>V. Define the Characteristics of the Juvenile Justice System (3 weeks)</p> <ol style="list-style-type: none"> A. Trace the Development of Separate Systems for Juveniles <ol style="list-style-type: none"> 1. Examine the differences in creation of a separate juvenile system

8.1 9.1	C4 C2 B3	V. Define the Characteristics of the Juvenile Justice System (continued) <ol style="list-style-type: none"> 2. Trace reforms in juvenile justice system B. Survey the Juvenile Judicial System <ol style="list-style-type: none"> 1. Examine status offenses in juvenile system 2. Trace steps in adjudication for juvenile C. Map the Juvenile Justice System <ol style="list-style-type: none"> 1. Evaluate procedure in juvenile corrections placement 2. Assess consequences of juvenile incarceration 3. Identify characteristics involved in transferring juvenile to adult level court cases
6.1 6.2 6.9 8.1 9.1	A3-6 B6 D2 E5,6 A1,2 B2,4 C3,4,5 D5,6,7 C4 C2 B3	VI. Examine Possible Solutions to the Current Issues of Justice (2 weeks) <ol style="list-style-type: none"> A. Assess the Sociological and Psychological Causes of Crime <ol style="list-style-type: none"> 1. Identify root causes of criminal activity 2. Debate the nature vs. nurture causes to crime B. Debate Various Current Issues in Crime <ol style="list-style-type: none"> 1. Evaluate both sides of gun control issues 2. Trace the controversy surrounding judicial activism 3. Examine school crime as a portion of the larger criminal justice system 4. Assess current structure of terrorism prosecution C. Examine Trial Process Through Mock Trial Participation

RESOURCES/ACTIVITIES GUIDE

Unit I

Handout: Eight cases to decide whether to prosecute.

Textbook Companion Website. www.crf-usa.org

Vocabulary: Legal-Ease for Unit 1. Croddy, Hayes, & Clark. Criminal Justice in America, Third Edition, Teacher's Guide. Pp. 36

Unit II

Overheads: The 4th Amendment, Search warrant from Montgomery County, MD

Group Activity: Search and Seizure Cases

Teaching Resource: Arbetman and Perry. "Search and Seizure: The Meaning of the Fourth Amendment Today".

Video: "Supreme Court Decisions That Changed the World": *Gideon V. Wainwright* and *Miranda V. Arizona*."

Textbook Companion Website. www.crf-usa.org

Vocabulary: Legal-Ease for Unit 2. Croddy, Hayes, & Clark. Criminal Justice in America, Third Edition, Teacher's Guide. Pp. 39

Guest Speaker: It is highly recommended that a police officer from the Berkeley Heights Police Department be invited to speak to students at the conclusion of this unit.

Unit III

Overheads: 5th Amendment, The Criminal Case (Pretrial, Trial, Post Trial), The Rules of Evidence.

"Twelve Angry Men". Video and student viewing guide.

Textbook Companion Website. www.crf-usa.org

Vocabulary: Legal-Ease for Unit 3. Croddy, Hayes, & Clark. Criminal Justice in America, Third Edition, Teacher's Guide. Pp. 41

RESOURCES/ACTIVITIES GUIDE (continued)

Unit IV

Overhead: Four Justifications of Punishments, Prison Alternatives.

Reading and Worksheet: Code of Hammurabi & Old Testament.

Group Activity: Punishments.

Teaching Resource: Ryan and Eden. “Teaching About the Death Penalty”.

Textbook Companion Website. www.crf-usa.org

Vocabulary: Legal-Ease for Unit 4. Croddy, Hayes, & Clark. Criminal Justice in America, Third Edition, Teacher’s Guide. Pp. 47

Video: “History’s Mysteries: Chain Gangs”

Unit V

Textbook Companion Website. www.crf-usa.org

Vocabulary: Legal-Ease for Unit 5. Croddy, Hayes, & Clark. Criminal Justice in America, Third Edition, Teacher’s Guide. Pp. 48

Unit VI

Overhead: 2nd Amendment

“Firearms In America” Congressional Digest

Mock Trials: Constitutional Rights Foundation. California State Mock Trial Competition Cases. Cases 1,2 & 3.

Textbook Companion Website. www.crf-usa.org

Vocabulary List: Legal-Ease for Unit 6. Croddy, Hayes, & Clark. Criminal Justice in America, Third Edition, Teacher’s Guide. Pp. 51

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Videos

“A Crime Victim’s Guide to the Union County Criminal Justice System”. Union County Prosecutor’s Office, Elizabeth, NJ (No Date)

“History’s Mysteries: Chain Gangs” History Channel.

“Supreme Court Decisions That Changed the World: *Gideon V. Wainwright* and *Miranda V. Arizona*.” Guidance Associates. Mt. Kisco, NY. 1986.

“Twelve Angry Men”. MGM Classics. 1957

“You, The Jury” United Learning Inc. Niles, IL 1995

“Your Court System and You”. Committee for Citizen Awareness. Washington, DC (No Date)

Note: All videos are available in the collection of the Governor Livingston High School Instructional Media Center

Websites

American Bar Association. www.abanet.org

Berkeley Heights, New Jersey Police Department. www.berkeleyheightspolice.com

Companion site for textbook, Criminal Justice In America. www.crf-usa.org

Cornell University Legal Information Institute. www.law.cornell.edu/lii.table.html

Court TV. www.courttv.com

Federal Bureau of Prisons (National Institute of Corrections). www.bop.gov

Federal Bureau of Investigation. www.fbi.gov

Handgun Control Inc. www.handguncontrol.org

Ira Wilsker’s Legal Sites: Exhaustive list of legal search engines and links.
www.ih2000.net/ira/legal.htm

Law Guru legal research site. www.lawguru.com/lawlinks.html

National Rifle Association. www.nra.org

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

New Jersey Department of Corrections. www.state.nj.us/corrections/index.html

New Jersey Department of Law and Public Safety. www.state.nj.us/lps.

New Jersey Office of the Public Defender. www.state.nj.us/defender/index.html

New Jersey State Parole Board. www.state.nj.us/parole/

New Jersey State Police. www.njsp.org

NOLO commercial site with numerous legal links and current legal news. www.nolo.com

Northwestern University Law School reference site on the U.S. Supreme Court. www.oyez.org

Union County Police Department. www.unioncountynj.org/police/

United States Bureau of Alcohol, Tobacco and Firearms. www.atf.treas.gov

United States Department of Homeland Security. www.dhs.gov

United States Department of Justice. www.usdoj.gov

United States Department of Justice: Office of Justice Programs. www.ojp.usdoj.gov

United States Federal Judiciary. www.uscourts.gov

United States Marshals. www.usdoj.gov/marshals

SUGGESTED MATERIALS

Resources for Students

Croddy, Marshall, Bill Hayes, Todd Clark. Criminal Justice in America, Third Edition. Los Angeles, CA: Constitutional Rights Foundation, 2000.

Resources for Teacher

Arbetman, Lee, and Perry, Michelle. "Search and Seizure: The Meaning of the Fourth Amendment Today". Social Education, 61(5) 1997, Pp. 273-278. (Included in addendum)

Constitutional Rights Foundation. California State Mock Trial Competition Cases. Case #1 *People v. Donovan*, 1997. Case # 2 *People V. Kelmar* 1994. Case # 3 *People V. Caulfield* 1995. (Included in addendum) Six other cases available in the collection of the IMC.

Croddy, Marshall, Bill Hayes, Todd Clark. Criminal Justice in America, Third Edition, Teacher's Guide. Los Angeles, CA: Constitutional Rights Foundation, 2000.

"Firearms In America" Congressional Digest, 78(11), Pp. 257-288. (Included in addendum)

Frost-Knappman, Elizabeth, Edward Knappman, Lisa Paddock. Courtroom Drama Vols. 1-3. New England Publishing Associates 1998.

Hinchey, Patricia. Student's Rights: A Reference Handbook. ABC-CLIO Inc. 2001.

Jacobs, Thomas. Teens on Trial. Minneapolis, MN: Free Spirit publishing. 2000.

Kruschke, Earl R. Gun Control: A Reference Handbook. Santa Barbara, CA: ABC-CLIO. 1995.

Ryan, John P, and Eden, John M. "Teaching About the Death Penalty". Social Education, February 1988. Pp. 88-92. (Included in addendum)

Torr, James D. Gun Violence: Opposing Viewpoints. San Diego, CA: Greenhaven Press, 2001.

Winters, Paul A. The Death Penalty: Opposing Viewpoints. San Diego, CA: Greenhaven Press, 1997.

SUGGESTED MATERIALS (continued)

Decisions of the United States Supreme Court. Rochester, NY Lawyers Cooperative Publishing (Annual Series).

Note: All items not included in the addendum section of this curriculum are available in the collection of the Governor Livingston High School Instructional Media Center

