

Course Description

A. COVER PAGE

1. SCHOOL/DISTRICT INFORMATION

School: Pinole Valley High School, De Anza High School, Kennedy High School

District: West Contra Costa Unified School District

City Richmond, CA

School/District Web Site: <http://www.wccusd.net>

School Course List Contact:

Name: Patricia Blades, Pinole Valley High School

Phone: 510.758.4664

Email address: pblades@wccusd.net

District Course List Contact:

Name: Antoinette Henry-Evans

Title/ Position: Executive Director K-12

Phone: 510.231.1128 Email address: ahenry-evans@wccusd.net

2. Course Description

Transcript Title(s) / Abbreviation(s) Criminal Justice

Transcript Course Code(s) / Number(s) 8253V

Seeking "Honors" Distinction Yes No

Subject Area College Prep Elective -Social Studies ("g")

Grade Level(s) for which this course is designed 9 10 11 12

Unit Value 0.5 (half year or semester equivalent) 1.0 (one year equivalent)

Other: _____

3. Previously Approved Courses

Complete outlines are not needed for courses that were previously approved by U.C.

Was this course previously approved? Yes No

If yes, select all that apply.

A course reinstated after removal within 3 years.

Year removed from list _____

Same course title? Yes No

If no, previous course title: _____

An identical course approved at another school in same district

Which school? _____

Same course title? Yes No

If no, course title at other school? _____

Approved International Baccalaureate (IB) course?

Approved CDE Agricultural Education course?

Approved P.A.S.S./Cyber High course

Approved UCCP/UCI course

Approved ROP/C course. Name of ROP/C Organization:

Approved A.V.I.C. course

Approved C.A.R.T. course

Approved Project Lead the Way course

Approved Expository Reading and Writing courses

Other. Explain: _____

Advanced Placement Course

If Advanced Placement, has it been authorized by the College Board through the AP Audit process? Yes No

If not, please explain why: _____

If in progress, date submitted to AP: _____

Is this course a resubmission? Yes No If yes, date(s) of previous submission? _____ September 2012 _____

Title of previous submission? Criminal Justice _____

Is this an Internet-based course? Yes No

If yes, who is the provider? PASS/Cyber High Other: _____

Is this course modeled after an UC-approved course from another school outside your district? Yes No (however, many Criminal Justice courses have been approved elsewhere as year long courses)

If so, which school(s)? _____

Course title at other school? _____

----Is this course classified as a Career Technical Education? Yes No

If Yes:

4. Catalog Description

Brief Course Description: *Criminal Justice* engages students in examining the history, philosophy, structures, and functions of the American criminal justice system and juvenile justice systems, how they interact in the administration of justice, and their relationship to life in our society. Students will also explore and analyze the three major components of the criminal justice system: the police (including community-based approaches to policing), the courts, and corrections. Emphasis is also placed on constitutional issues related to criminal justice (primarily those arising under the Fourth, Fifth, and Sixth Amendments) and on students acquiring and demonstrating knowledge and skills in legal research, legal reasoning, and legal advocacy.

Pre-Requisite: C or better grade in a college preparatory Social Studies/History course: (Required)

Co-Requisite: Enrollment in Law Academy English and Law Academy History courses: Recommended

5. Optional Background Information

Context for Course (optional) This course is offered to Law Academy students as part of a sequence of law-related courses in a law-themed learning community/Academy. In addition to *Criminal Justice*, participating students are also enrolled in college-preparatory Academy English, Academy social studies, and Academy science within the three/four-year Law and Justice Academy program of study. Law Academy academic core classes are also flavored with the law-theme and offer a curriculum and learning experiences that support or reinforce aspects of learning in *Criminal Justice*, *Introduction to Law*, *Law and Society*, etc. For example, there is greater emphasis on the development of research knowledge and skills, expository and argumentative reading and writing, and effective oral presentations in all Academy courses. In addition, some aspects of learning and teaching are interdisciplinary in nature and every student participates in at least one law-themed, interdisciplinary learning project each term.

History of Course Development (optional) A team of teachers who teach law-related courses at several of the high school Law Academies collaborated on the development of this course. Teachers reviewed a variety of postsecondary Criminal Law and Criminal Justice course outlines prior to developing this course description. The teachers involved also participated in professional development related to criminal justice curriculum sponsored by the California Bar Association and involving a Foundations of Law and Foundations of Criminal Justice curriculum developed by EDC. In addition, legal professionals from the Law Academy Advisory Boards provided input and recommendations of content and resources and a curriculum and instruction specialist advised teachers during the course development process.

6. Texts and Supplemental Instructional Materials

Primary Textbooks:

Criminal Justice Today, Frank Schmalleger, Prentice Hall, Tenth Edition, 2008

Criminal Justice in America; Croddy, M., Hayes, Bill, & Clark, Todd; Constitutional Rights Foundation, Wadsworth, 2011.

Supplemental Texts/Instructional Materials:

Foundations in Criminal Justice (on line curriculum/binder of curriculum and materials), Educational Development Center, Inc. (EDC) <http://lawandjustice.edc.org>

A History of American Law, Friedman, Lawrence M., Simon & Schuster/Touchstone, 3rd edition.

Law in America: A Short History, Friedman, Lawrence, Modern Library

Crime Scene Investigation Handbook, U.S. Department of Justice,

Criminal Justice, (2nd edition), Fagin, James A., Allyn and Bacon, 2006.

<http://www.ncjrs.gov/pdffiles1/nij/178280.pdf>

- ❑ Books, articles and reports either required or recommended reading
- ❑ Videos/CDs/Recordings.
- ❑ Software
- ❑ Websites/internet resources, including,

Cybrary, which contains annotated links to more than 12,000 crime and justice sites throughout the nation and around the world. It is regularly updated and fully searchable,

<http://www.cybrary.info>

World Criminal Justice Library Electronic Network

<http://andromeda.rutgers.edu/~wcjien/WCJ>

National Council on Child Abuse and Family Violence <http://www.familyviolence.org/>

National Institute of Justice <http://www.nij.gov>

Bureau of Justice Statistics <http://bjs.ojp.usdoj.gov/>

CNN.com/crime "In Session" on <http://www.CNN.com/crime> covers crime and justice in the United States and around the world. The site contains video highlights of current trials and an in-session blog called "Sidebar" that reports on today's headline legal news.

Supplemental Books on Writing:

Cuba, Lee. *A Short Guide to Writing About Social Science*. 4th ed. New York: Longman, 2002.

Strunk, William, and E.B. White. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon, 1999.

B. COURSE CONTENT

- A. Course Purpose. What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

Purpose and Goals

The student will be able to:

- Categorize and interrelate the process of criminal law through common law, Constitutional law, statutory law and case law.
- Become familiar with the different parts of the criminal justice system, their history, their current functions, and their interrelationships with each other.
- Distinguish between substantive and procedural criminal law.
- Demonstrate knowledge of the elements of specific crimes and determine the specific crime/s committed when presented with a complicated legal situation.
- Demonstrate understanding of, describe, and use in case law arguments the factors which lessen criminal responsibility
- Develop and apply analytical skills in assessing information about the criminal justice system.
- Evaluate, categorize, classify, interrelate, identify, and analyze crimes as to seriousness, parties, elements and degree of completion.
- Demonstrate knowledge of major policy debates regarding crime control and criminal justice and be able to take a stand and provide rational support for that stand on a variety of criminal justice issues.
- Analyze and criticize the use of criminal law in areas of social concern.
- Research one or more criminal justice professions and help to clarify her/his legal education and career goals.
- Appreciate for basic legal, philosophical, and historical concepts that affect our approach to criminal justice.

This course will also develop each student's ability to handle college level courses and specifically to: * take notes efficiently & effectively * interpret, access & use different information sources & evidence * select, synthesize and integrate material for further use * communicate effectively in an appropriate and accurate written form * interpret information from data presented in various forms * analyze tasks & make plans for tackling them * identify and evaluate material with conflicting conclusions * frame and address problems and issues * identify and critically evaluate relevant information. *Monitor your personal progress, identify your own strengths and weaknesses and implement ways of improving your own learning.

History/Social Studies Standards: Students will: Trace development of Western ideas of the rule of law (and of crime and justice)...* 10.1.3 Consider influence of U.S. Constitution on political systems (including criminal justice systems) in contemporary world. 12.1 Explain fundamental principles and moral values of American democracy as expressed in U.S. Constitution and other essential documents of American democracy. 12.1.3 Explain how U.S. Constitution reflects a balance between classical republican concern with promotion of public good and classical liberal concern with protecting individual rights, and discuss how basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths." * 12.1.6 Understand that Bill of Rights limits powers of federal government and state governments * 12.2 Evaluate and take and defend positions on scope and limits of rights and obligations as democratic citizens, relationships among them and how they are secured * 12.5.1 Understand changing interpretations of Bill of Rights over time, including interpretations of basic freedoms (religion, speech, press, petition, and assembly) articulated in First Amendment due process and equal protection of law clauses of Fourteenth

Amendment. * 12.5.2 Analyze judicial activism and judicial restraint and effects of each policy over decades (e.g., Warren and Rehnquist courts) * 12.5.4 Explain controversies that have resulted over changing interpretations of civil rights, including those in *Plessy vs. Ferguson*, *Miranda v. Arizona*, and other criminal justice related cases * 12.7 Students analyze and compare the court systems of national, state, tribal, and local governments * 12.7.7 Identify organization and jurisdiction of federal, State, and local (California) courts and interrelations among them * 12.10 Students form questions about and defend their analyses of tensions within our constitutional democracy and importance of maintaining a balance between following concepts: majority rule (as well as public safety) and individual rights;

Legal and Government Services Standards: Students will: (partial listing) B1.0 develop and articulate reasoned, persuasive arguments in support of public policy options or positions. C1.0 apply cognitive, critical thinking and problem solving skills to formulate solutions to problems common to protective services (and law). B.2.0 Understand methods to gain consensus for resolution of differing opinions and positions and gain support for new policies or policy changes B.3.0 Understand how to formulate plans and policies to meet social, economic, and physical needs. B.4.0 Understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication; B8.0 Understand application of laws and policies to protect or disclose information, as appropriate B9.0 Understand foundation of national and state law and the important elements of trial procedure

English Language Arts: Students will: *Reading* 2.1.3 Generate relevant questions about readings on issues that can be researched. Reading 2.2 Write expository compositions, including analytical essays and research reports Reading 2.3: Verify and clarify facts presented in a variety of types of expository texts. *Writing Strategies* 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them w. precise and relevant examples. Writing Strategies 1.6, 1.7, 1.8: Develop presentations by using clear research questions and creative and critical research strategies. Use systematic strategies to organize and record information. Integrate databases, graphics, and spreadsheets into word-processed documents. Writing Applications 2.3.a, b, f Marshal evidence in support of a thesis and related claims, including information on all relevant preparation. Convey information and ideas from primary and secondary sources accurately and coherently. Use technical terms and notations accurately. Writing Applications 2.4 a, b, c: Structure ideas and arguments in a sustained and logical fashion. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of community accepted beliefs and logical reasoning. Writing Applications 2.5a: Provide clear and purposeful information and address intended audience appropriately. Writing Applications 2.5c: Modify tone to fit purpose and audience. Writing Applications 2.6a: Combine text, images, and sound and draw information from many sources. Writing Applications 2.6b: Select an appropriate medium for each element of presentation. Writing Applications 2.6c: Use selected media skillfully, editing appropriately and monitoring for quality. Writing Applications 2.6d: Test audience's response and revise presentation accordingly. Listening and Speaking: 2.4.2.2/3/5 Deliver expository presentations. Apply appropriate interviewing techniques. Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).

Common Core State Standards - English Language Arts and Literacy in History/Social

> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. English Language Arts, Speaking and Listening, 1. > Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. English Language Arts, Speaking and Listening 3.

> Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience - English Language Arts, Speaking and Listening 4 > Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Literacy in History/Social Studies, Reading 1 > Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Literacy in History/Social Studies, Reading 7 > Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Literacy in History/Social Studies, Reading 8 > Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take. Literacy in History/Social Studies, Reading 9.

> Write arguments to support claims in an analysis of substantive topics and texts using valid reasoning and relevant and sufficient evidence. Literacy in History/Social Studies, Writing 1.

> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation > Literacy in History/ Social Studies, Writing 7. > Gather relevant information from multiple print and digital sources to assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. - Literacy in History/Social Studies, Writing 8.

21st Century Skills (Partnership for 21st Century Skills)

* Students listen to and build on the ideas of others. IB1, VIIB3 * Students build consensus - IIIIB2, VIIB3

* Creativity and Innovation IB1: Develop, implement and communicate new ideas to others effectively; * Critical Thinking and Problem Solving IIC1: Effectively analyze and evaluate evidence, arguments, claims, and beliefs * Soling IIC2: Analyze and evaluate major alternative points of view * IIC3: Synthesize and make connections between information and arguments. * IID1: Solve different kinds of non-familiar problems in both conventional and innovative ways.

* Communication and Collaboration IIIB2: Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

* Civic Literacy C3: Understanding the local and global implications of civic decisions.

* Information Literacy IVA1: Access information efficiently (time) and effectively (sources); IVA2: Evaluate information critically and competently; * ICT (Information, Communication and Technology) Literacy VIA1: Use technology as a tool to research, organize, evaluate, and communicate information.

B. Course Outline. Detailed description of topics covered. Show examples of how the text is incorporated into the topics covered.

UNIT I: INTRODUCTION TO LAW AND THE CRIMINAL JUSTICE SYSTEM

Students will be able to:

- Understand the nature of the rule of law, and describe its purpose in both Western democracies and in other nations throughout the world
- Identify various types of law, and explain purpose of each.
- Distinguish between individual rights and public order perspectives
- Explain society's need for a system of order maintenance, and detail the rule of law within that system
- Expound upon the relationship of criminal justice to social justice and other wider notions of equity and fairness
- Explain the structure of the criminal justice system in terms of major components

Essential Questions: * What is Crime? Who defines it? What are the components and functions of a criminal justice system? How does a criminal justice system balance the safety of the community with the need to protect individual human rights? What are the different roles and responsibilities of criminal justice system and juvenile justice system professionals? How do criminal and juvenile justice systems affect young people? How can young people work to improve the administration of justice in their communities? * How do you define justice? Based on your definition of justice, what does justice look like for the victims of a crime? For the accused? For the community?

Unit Topics:

- * Introduction to law (concepts of individual rights and public order; how and why a social contract, document, and/or law evolved; how laws are created, enforced, and interpreted, and the relationship between law and public policy at the federal, state, and local levels of government; gallery walk with images of law and justice)
- * Social justice: Criminal justice as Social Control (How the law and legal systems can be used both to protect and to oppress individuals and groups, and how power is allocated within society.) (Concept maps for the words crime and justice)
- * Goals of the American criminal justice system
- * Components and Functions of the American Criminal Justice system
 - The Consensus Model
 - * The Conflict Model
- * American Criminal Justice: The Process (including investigation and arrest, pretrial activities, adjudication, sentencing, and corrections)
 - Due Process and Individual Rights
 - The Role of the Courts in Defining Rights
 - Social issues and costs
 - The nature and development of criminal law
 - Advocacy and Policy: How individuals and groups, including young people,

can take action to influence our legal system and achieve justice

- Comparative Criminal Justice Systems: How the U.S. legal, political, and criminal justice system compares with the legal, political, and criminal justice systems, philosophies, and practices of other countries

Text: *Criminal Justice Today*, Chapter 1, pp. 4 - 31; part of Chapter 4, pp. 120 - 128 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

"Sir Edward Coke and the Common Law," "The Rise of Common Law," Constitutional Rights Foundation

http://www.crf-usa.org/images/pdf/democrats_dictators_sample.pdf

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log Entries and/or Discussion Questions include:

- Describe the individual rights and public order perspectives. What are the central features of each? How do they differ?
- Why is public order necessary? Do we have enough public order or too little? How can we tell?
- What must we, as individuals, sacrifice to facilitate public order? Do we ever give up too much in the interest of public order? If so, when?
- What is justice? How does criminal justice relate to social justice and to other wider notions of equity and fairness?
- What are the main components of the criminal justice system? How do they interrelate? How might they conflict?
- What is meant by "due process of law"?
- What impact do multiculturalism and diversity have on the practice of criminal justice in contemporary American society?
- What is common law? What impact does common law have on contemporary American criminal justice?
- What is the rule of law? What is its purpose in Western democracies? What does it mean that, "nobody is above the law?"

UNIT II: THE SOCIAL CONTEXT OF CRIMINAL JUSTICE: NATURE OF CRIME AND ITS CAUSE/S

Students will be able to:

- Compare findings from major national crime data gathering programs
- Analyze crime statistics and synthesize findings about crime in America
- Analyze limitations inherent in statistical report of crime
- Understand the various theoretical approaches used to explain crime
- Analyze features of biological, psychological, and sociological theories of crime causation; compare and contrast theories of crime causation
- Research and describe emergent theories of crime causation

Unit Topics:

- Crime Data and Social Policy
- The Collection of Crime Data (Uniform Crime Reports (UCR), National Crime Victimization Survey (NCVS) & Bureau of Justice Statistics (BJS))
- Historical Trends in Crime (includes ancient China, pre-modern Europe, colonial America, institutions of colonial criminal justice (county sheriff, judges and magistrates, colonial courts, legal process, protection of cities, punishments, county jails), administration of justice in colonial America; the invention of "police"; wild west outlaws and law enforcement; depression-era crime and public safety; modern police; prisons, crime in the age of the internet and technology; etc.)

*Extended Learning - Research and Writing Quest: * To what extent is it meaningful to talk about "crime" and "criminal justice" as existing before the modern period?*

- Crime Terminology
 - Defining Crime
 - Offenses (Murder, Forcible Rape, Robbery, Aggravated Assault, Burglary, Larceny-Theft, Motor Vehicle Theft, Arson)
Case Study: Identity Theft: A New Kind of Larceny
- Special Categories of Crime
 - Crime Typology (General Categories of Crime: Felonies, Misdemeanors, Offenses, Treason & Espionage, Inchoate Offenses) (General Features of Crime: Criminal Act (Actus Reus), Guilty Mind (Mens Rea), Concurrence) (Other Features of Crime: Causation, Harm, Legality, Punishment, Necessary Attendant Circumstances)
 - Crime against women, Crime against the elderly, hate crime, corporate and white-collar crime, organized crime, gun crime, drug crime, high-technology and computer crime, terrorism, etc.
 - Case Study: Gender Issues in Criminal Justice
 - Case Study: Gun Control
 - Case Study: Hunting Cybercrooks

○ *Examining the Issues: Freedom or Safety? You Decide:
A Dress Code for Bank Customers?*

- Criminological Theory (theory, hypothesis, research)
- The Classical School (Cesare Beccaria: *Crime and Punishment*; Jeremy Bentham: *Hedonistic Calculus*; the Neoclassical Perspective; rational choice theory, routine activities theory, impact on social policy)
- Biological Theories (biological school; Franz Joseph Gall: *Phrenology*; Cesare Lombrosos: *Atavism; Criminal Families*; William Sheldon: *Somatotypes; Impact on Social Policy*)
- Psychological Theories (Chromosome Theory, Biochemical Factors and Imbalances, Heredity and other Physical Factors, Impact on Policy)
- Sociological Theories
- Social Process Theories
- Conflict Theories
- Emergent Perspectives

TEXT: *Criminal Justice Today*, Chapters 2 & 3, pp. 32 - 113); Pt. Chapter 4, pp. 126 -152 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion:

- Describe the various categories of theoretical approaches used to explain crime.
- Describe the basic features of biological theories of crime causation. Do you think that biological theories have much explanatory power? Why or why not?
- Describe the basic features of psychological explanations for crime. Do you think psychological theories have much explanatory power? Why or why not?
- Describe the basic features of sociological theories of crime causation. Do you believe that sociological theories have much explanatory power? Why or why not?
- What is meant by "emergent theories"? Describe at least two of the emergent theories of crime causation.

UNIT III: THE HISTORICAL CONTEXT OF CRIMINAL JUSTICE IN AMERICA (and beyond)

Underlying Concepts:

- > Definitions of crime change over time, vary from place to place, and can affect how justice is achieved.
- > In the United States, crimes are legally defined in state and federal statutes and local ordinances, and the judiciary interprets laws as they apply to particular cases.
- > Criminal justice systems can maintain law and order, as well as respond to perceived threats to society; however, they do not always do so in a way that upholds individual rights (in America, as guaranteed by the Constitution)
- > Criminalizing behavior is one way of addressing a social problem, but it may also overburden the criminal justice system and have a disproportionate impact on different groups in the community.

Topics/Learning Activities include:

- > History of crime and the criminal justice system and their impact on society
Using internet resources, the classroom library, and other history resources, each student team researches aspects of crime and the criminal justice system in a particular historical period and prepares and facilitates an interactive presentation.

Assigned Eras include: Ancient China and the prefecture system; Ancient Greece; Ancient Rome; Medieval Europe/Middle Ages; Colonial America and the common law system, Institutions of colonial criminal justice (County sheriff, judges and magistrates, colonial courts, legal process, protection of cities, punishments, county jails); Administration of Justice in Colonial America; the invention and history of "police"; Western frontier justice; Jim Crow era; Prohibition era; Depression era; modern police: the history of prisons; crime and justice in the post-9/11 era (impact of terrorism); crime and justice in the cyber era (impact of technology); history of restorative justice approaches, etc.

Sample Resource: "Fighting Crime in the Old West," CityYouth Social Studies unit, Constitutional Rights Foundation http://www.crf-usa.org/images/pdf/cy_sample_crime.pdf (includes Pinkerton Detectives)

- > Changing Concepts of Crime and Justice: Comparing and Contrasting Laws from three eras in American History:

Resources from EDC Foundations of Criminal Justice materials: <http://lawandjustice.edc.org>

Unit 1, Handout 4: Overview of the Criminal Justice System

Unit 1, Handout 5: Criminal Law During the Colonial Era

Unit 1, Handout 6: Criminal Law During the Jim Crow Era

Unit 1: Handout 7: Criminal Law During the Prohibition Era

Unit 1: Handout 8: Analyzing Criminal Laws from the Past

- > Sources of Law: What is Criminal Justice? In small groups, students will review one of the following legal documents/bills/acts or amendments. They will also research the

historical context that resulted in this act/bill/amendment, etc. They will make a brief oral presentation to their peers about the importance of this act/statue/amendment in the history of crime and criminal justice.

- Virginia Racial Integrity Act of 1924
- Eighteenth Amendment to the U.S. Constitution
- Volstead Act (1919)
- Twenty-First Amendment to the U.S. Constitution
- Senate Bill 1070 (Arizona statue, 2010)
- Corporate Manslaughter and Corporate Murder Act (British law, 2007)
- Senate Bill 1279 (California Law, 2008)

Text: Primary sources, handouts, classroom library (legal histories, history of crime texts, etc.), internet sources, and EDC Foundations of Criminal Justice materials.

Assessments: Pre-Quiz, Quizzes related to various unit learning activities, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

UNIT IV: CRIMINAL LAW AND JUSTICE TODAY

Students will be able to:

- Provide extended definitions of crime, criminal law, and punishment.
- Differentiate between substantive and procedural law.
- Interrelate the derivation of criminal law through English common law, Federal and State constitutions, statutes and cases.
- Criticize, analyze and apply the Bill of Rights as it relates to the procedural aspects of criminal law
- Delineate and define the theories of the purpose of punishment.

Unit Topics:

- Crime and Its Victims
 - Who Are the Victims?: Victims of Violent Crimes, Victims of Property Crime, etc.
 - Victims' Rights
 - Crime Statistics & Their Implications: Issues, Trends, Measurement
- Who Are the Criminals? Youth, Gangs, and Violence; Swindlers and Con Artists; other
- Crime and Defenses

Elements of a Crime: Murder and Related Crimes, Robbery and Related Crimes; Hate Crimes; Cyber crimes

Legal Defenses to Crime

➤ Criminal Laws in the Headlines (See Key Assignments)

Legal and Societal issues addressed include: Immigration, Teen Curfew, Corporate Manslaughter, Truancy, Marijuana, Prostitution, Sexting, Homelessness, National Defense (Resource: EDC Foundations of Criminal Justice, Unit 1, Teacher Resource 3 (1D))

➤ Criminal Law and the Constitution

TEXT: *Criminal Justice in America*, Chapter 1, pp. 5-26 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

> Resources for a Discussion of Criminal Law and the Constitution

- California Penal Code 484 (a) - Theft
- California Penal Code 67 - Bribery
- California Penal Code 186.22 - Participation in a criminal street gang
- California Penal Code 451 - Arson
- California Penal Code 594 - Vandalism
- California Penal Code - Stalking
- California Penal Code - Harassment
- California Penal Code - Crime Threats
- U.S. Constitution, Article 1, Section 9 (Ex Post Facto Clause)
- Preamble to the U.S. Constitution
- Bill of Rights
- Chicago v. Morales (U.S. Supreme Court, 1999)
- Gang Congregation Ordinance (Chicago ordinance, 1992)
- United States v. Stevens (U.S. Supreme Court, 2010)
- United States Code, Title 18, Section 48 (federal law, 1999)

Supplemental Text:

Articles Related to Criminal Laws in the Headlines (partial listing; continuously updated)

Bash, D. (April 23, 2010). What does Arizona's Immigration Law Do? CNN Politics. Retrieved from <http://www.cnn.com/2010/POLITICS/04/23/immigration.faq/index.html>

California NORML. (June 23, 2010). Leno Decriminalization Bill Passes Public Safety Committee. Retrieved from www.canorml.org/news/1449.html

Celizik, M. (April 15, 2009). Vermont moves to reduce teen "sexting" charges. MSNBC. Retrieved from <http://today.msnbc.msn.com/id/30224261>

Collins, T. (November 3, 2010). SF voters approve sit/lie ban on sidewalks. Retrieved from <http://www.signonsandiego.com/news/2010/nov/03/sf-voters-approve-sitlie-ban-on-sidewalks/>

Corporate Manslaughter Bill. (November 16, 2006). BBC News. Retrieved from http://news.bbc.co.uk/2/hi/programmes/bbc_parliament/6154006.stm

Lu, A. (January 3, 2012). The National Defense Authorization Act: Our Disappearing Rights and Liberties. [Blog].

Retrieved from http://www.huffingtonpost.com/alton-lu/the-national-defense-auth_b_1180869.Html

Smollin, M. (May 18, 2010). Should mom go to jail when her kids play hooky? Retrieved from <http://www.takepart.com/news/2010/05/18/should-mom-go-jail-when-her-kid-plays-hooky>

Stone, R. E. (January 11, 2010). Human Trafficking in California. FogCityJournal.com, a Thomas Publication. Retrieved from <http://www.fogcityjournal.com/wordpress/1554/human-trafficking-in-california/>

Wagner, M. (April 30, 2009). Teen Curfew Laws Challenged. YouthToday. Retrieved from http://www.youthtoday.org/view_article.cfm?article_id=2873

Wikipedia. (January 3, 2012). National Defense Authorization Act for Fiscal Year 2012. Retrieved from http://en.wikipedia.org/wiki/National_Defense_Authorization_Act_for_Fiscal_Year_2012

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Logs and/or Discussion Questions include:

- What is meant by the corpus delicti of a crime? How does the corpus delicti of a crime differ from the statutory elements that must be proved to convict a particular defendant of committing the crime?
- What broad categories of criminal defenses does our legal system recognize? Under what circumstances might each be employed?
- How does the legal concept of insanity differ from psychiatric explanations of mental illness?
- If you could create your own rule for determining insanity in criminal trials, what would it be? How would it differ from existing rules governing criminal insanity?

UNIT V: POLICING: HISTORY, PURPOSE, ORGANIZATION, AND SOCIOLOGY OF POLICING

Student will be able to:

- Explain, compare and contrast the basic purposes of policing in democratic societies
- Summarize and analyze the historical development of policing in America, including the ways in which American policing has been influenced and shaped by various historical events, including the impacts of the Prohibition era on American policing.
- Understand and analyze the impact of Sir Robert Peel's London Metropolitan Police (and the Peel Principles) as the prototype for modern policing
- Describe the nature of scientific police studies, and explain the significance they hold for law enforcement practice today.
- Explain relationship between private security and public policing in America

today

- Compare and contrast the differences in approaches to/styles of policing
- Describe community policing and then compare and contrast it with traditional policing
- Analyze the changed roles of American police in the post-911 environment
- Understand the origins of federal law enforcement agencies and analyze the ways in which they differ from local and state police agencies.
- Analyze the roles of police in American society, including contemporary issues in policing such as police discretion, use of force, and diversity. Use a sociological lens to understand police agencies as social institutions.

Unit Topics:

- Historical Development of the Police
 - English Roots (The Bow Street Runners, The New Police)
 - The Early American Experience (The Frontier, Policing America's Early Cities, Prohibition and Police Corruption)
 - The Last Half of the Twentieth Century
 - Scientific Police Management
 - Exemplary Projects
 - The Kansas City Experiment
 - Effects of the Kansas City Studies
 - Recent Studies
 - Community Policing Approaches
- American Law Enforcement Today: From the Federal to the Local Level
- Federal Agencies
 - Federal Bureau of Investigation
 - The FBI and Counterterrorism
- State and Local Agencies
- Private Protection Services
- The Police Mission: Enforcing the Law, Apprehending Offenders, Preventing Crime, Preserving the Peace, Providing Services
- Theories of Policing and Crime Prevention and their respective goals and features: Broken Windows Theory, Community-Oriented Policing, Problem-Oriented Policing, Order-Maintenance Policing, Intelligence-Led Policing
- Policing Styles: The Watchman Style of Policing, Legalistic Style of Policing, Service Style of Policing, Police-Community Relations - Team Policing, Community Policing
- Terrorisms Impact on Policing (Intelligence-Led Policing and Antiterrorism, Community Policing and Antiterrorism, Information Sharing and Antiterrorism)
- Discretion and the Individual Officer

- Contemporary issues in policing: use of force; diversity; etc.
- Professionalism and Ethics
- Police departments as social institutions and the role of policy in society.

TEXT: *Criminal Justice in America*, Chapter 5, pp. 158 - 159

Criminal Justice Today, Chapter 6, pp. 190 - 232 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

"Police and the Use of Force," Lesson, Constitutional Rights Foundation

<http://www.crf-usa.org/images/pdf/useforce.pdf>

"Theories of Policing," EDC *Foundations of Criminal Justice*, Unit 2, Handout 3 (*Use of text: In small groups, students will read about and discuss five or more theories of policing. Each group will respond to the following questions: What are the similarities and differences between the theories of policing? How do you think these models might affect your local community? Which model/s best reflect your own perception of how law enforcement responds to crime? What has informed your perception? Which models do you think would best promote justice? For whom do these models achieve justice? Why do you believe so? Is any particular model more appropriate for addressing or enforcing particular criminal laws? (hate crimes, vandalism, etc.) Why? Which theory or theories of policing might be most effective in reducing drug crime? Why do you think so? - Slightly adapted from EDC Foundations of Criminal Justice curriculum*)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key science concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log Entries and/or Discussion Questions include:

- Compare and contrast various models of policing. (traditional policing, community policing, other)
- Research and describe the nature and extent of private protective services in the United States today.
- What is the relationship between private security and public policing in America today? How might the nature of that relationship be expected to change over time? Why?
- What are the basic purposes of policing in democratic societies? How are they consistent with one another? In what ways might they be inconsistent?
- How did 9/11 alter the roles and responsibilities of American police agencies?
- What is meant by police discretion? How does the practice of

discretion by today's police officers affect their departments and the policing profession as a whole?

- What issues related to gender and ethnicity are important in American policing? How might existing problems be addressed?

UNIT VI: LEGAL AND CONSTITUTIONAL ASPECTS OF POLICING

The Student will be able to:

- Explain how the Bill of Rights and democratically inspired legal restraints on the police help ensure personal freedom in our society.
- Describe the nature of due process and the specific constitutional amendments on which due process guarantees are based.
- Explain importance of exclusionary rule and the fruit of the poisoned tree doctrine
- Define arrest, and describe how popular depictions of the arrest process may not be consistent with legal understandings of the term
- Describe circumstances under which police officers may search vehicles and extent to which such searches are permissible.
- Explain how the need to ensure public safety justifies certain suspicion-less searches.
- Know and understand the Miranda warnings and describe in detail recent U.S. Supreme Court cases that have affected Miranda warning requirements.
- Describe nature of electronic evidence, and explain how first-on-the-scene law enforcement personnel should handle it.

Unit Topics:

- The Potential Abuse of Police Power as an issue
- Individual Rights (Due Process Requirements)
- Search and Seizure (The Exclusionary Rule, Problems with Precedent, Fruit of the Poisoned Tree Doctrine, The Warren Court (1953-1969), Application of the Exclusionary Rule to the States, Searches Incident to Arrest, The Burger Court (1969-1986) and Rehnquist Court (1986-2005), Good Faith Exceptions to the Exclusionary Rule, Plain-View Doctrine, Emergency Searches of Property)
- Arrest (Searches Incident to Arrest, Emergency Searches of Persons, Vehicle Searches, Roadblocks and Motor Vehicle Checkpoints, Watercraft and Motor Homes, Suspicion-less Searches, High-Technology Searches)
- Intelligence Function (Informants, Police Interrogation, Physical Abuse, Indirect Coercion, Psychological Manipulation, Right to a Lawyer at Interrogation, Suspect Rights: The Miranda Decision (Waiver of Miranda Rights by Suspects, Inevitable-Discovery Exception to Miranda, Public-

Safety Exception to Miranda, Miranda & the Meaning of Interrogation), Gathering Special Kinds of Non-testimonial Evidence (Right to Privacy, Body-Cavity searches), Electronic Eavesdropping, USA Patriot Act of 2001

TEXT: *Criminal Justice Today*, Chapter 7, pp. 238 - 283 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion Questions:

- How do the Bill of Rights and democratically inspired legal restraints on the police help ensure personal freedom in our society?
- What is due process? Can we ensure due process in our legal system without substantially increasing the risk of criminal activity?
- What is the exclusionary rule? Why is this important in American criminal justice?
- What is arrest and when does it occur (in legal terms)? How do legal understandings of the term differ from the popular depictions of the arrest process?
- Under what circumstances may police officers search vehicles? What limits, if any, are there on such searches?
- What are suspicion-less searches and how do they relate to public safety?

UNIT VII: THE COURTS: STRUCTURE, PARTICIPANTS, AND ROLE IN THE CRIMINAL JUSTICE SYSTEM

"The criminal court is the central, crucial institution in the criminal justice system. It is the part of the system that is the most vulnerable, the most formally organized, and the most elaborately circumscribed by law and tradition. It is the institution around which the rest of the system has developed." - President's Commission on Law Enforcement and Administration of Justice

The student will be able to:

- Describe development of the American court system
- Explain concept of the dual-court system in America
- Compare and contrast state and federal court systems
- Understand roles of professional as well as and nonprofessional courtroom participants

- Analyze role and forms of indigent defense
- Analyze roles of expert and lay witnesses in a criminal trial

Unit Topics:

- History and Structure of the American Court System
- State Court System
- Federal Court System
- Professional and Nonprofessional Courtroom Participants
- The future of the courts in the American criminal justice system

TEXT: *Criminal Justice Today*, Chapter 9, pp. 326 - 367 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

California Courts: The Judicial Branch of California <http://www.courts.ca.gov/2113.htm>

United States Courts, Understanding Federal Courts

<http://www.uscourts.gov/EducationalResources/FederalcourtBasics/CourtStructure/>

UnderstandingFederalAndStateCourts.aspx

Assessment: Pre Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion Questions:

- How did the American court system develop? What are some of the unique features of American court history?
- What is the dual-court system? Why do we have a dual-court system in America?
- Compare and contrast the state and federal court systems. (Possibly using a Venn Diagram or other graphic organizer)
- Describe the professional members of the courtroom work group and the roles that each fulfills.
- What is the difference between an expert witness and a lay witness? How might their testimony differ?
- More than 90% of criminal cases in the United States are resolved through a plea bargain, in which the accused pleads guilty and gives up his or her right to a trial by jury. Do you think this system serves or undermines the interests of justice? Why?

Optional Web Quest: Take a virtual tour of the U.S. Supreme Court Building (<http://www.oyez.org/oyez/tour/>) Then write up and reflect upon what you

learned on your virtual tour. (2 pages)

FIRST SEMESTER EXAM (includes at least two longer "blue book" essay questions)

SECOND SEMESTER

UNIT VIII: PRETRIAL ACTIVITIES AND THE CRIMINAL TRIAL

The student will:

- Know and explain the steps typically taken during pretrial process.
- Explain plea-bargaining and discuss its impact on the criminal justice system.
- Describe the various stages of a criminal trial
- Understand the rules of evidence.
- Explain the hearsay rule and possible exceptions to it
- Analyze the purpose, benefits and disadvantages of a professional jury system.
- Describe and analyze methods that have been suggested for the adjudication system

Essential Questions

- What protections does the Constitution offer for someone who has been charged with a crime?
- What are the limits of Constitutional protections in criminal trials?

Unit Topics:

- Pretrial Activities (The First Appearance; Pretrial Release; Bail; Alternatives to Bail - Release on Recognizance (ROR), Property Bonds, Deposit Bail, Conditional Release, Third-Party Custody, Unsecured Bonds, Signature Bonds --; Pretrial Release and Public Safety; The Grand Jury; Preliminary Hearing; Arrangement and the Plea; Plea Bargaining)
- The Criminal Trial (Nature and Purpose of the Criminal Trial)
- Stages of the Criminal Trial (Trial Initiation: The Speedy Trial Act; Jury Selection; Opening Statements, Presentation of Evidence (types of evidence, direct evidence, circumstantial evidence, real evidence), Evaluation of Evidence, Testimony of Witnesses (Children as Witnesses, Hearsay Rule), Closing Arguments, The Judge's Charge to the Jury, Jury Deliberations and the Verdict)
- Types of Defenses to a Criminal Charge:
 - Alibi;
 - Justifications (self-defense, defense of others, defense of home

- and property, necessity, consent, resisting unlawful arrest):
- Excuses (duress, age, mistake, involuntary intoxication, unconsciousness, provocation, insanity, the M'Naghten Rule, irresistible impulse, Durham Rule, Substantial Capacity Test, Brawner Rule, insanity defense, guilty but mentally ill, temporary insanity, diminished capacity, mental incompetence)
- Procedural defenses (Entrapment, Double Jeopardy, Collateral Estoppel, Selective Prosecution, Denial of a Speedy Trial, Prosecutorial Misconduct, Police Fraud)
 - Problems with the Jury System
- Improving the Adjudication Process
- Culminating Learning Activity: Mock Trial (see Key Assignments)

Optional Web Activity: Court Quest, an interactive simulation in which students direct defendants to the appropriate court in which each case should be heard. Located on the iCivics web site. <http://www.icivics.org/>

TEXT: *Criminal Justice Today*, Chapter 10, pp. 368 – 399'; pt. of Chapter 4, pp. 137 -152 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Foundations of Criminal Justice curriculum, EDC, Unit 3 <http://lawandjustice.edc.org>
 Mini-Mock Trial Manual, University of Minnesota, Minnesota Center for Community Legal Education <http://civicallyspeaking.org/mock3.pdf>

NOTE: The Constitutional Rights Foundation sells inexpensive copies of a variety of Mock Trials. Google "Mock Trials Cases - Constitutional Rights Foundation OR visit <http://www.crf-usa.org>

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion Questions:

- What steps are typically taken during pretrial activities?
- What is plea-bargaining and what is its purpose? What impact does plea-bargaining have on the criminal justice system? Given the issues associated with plea-bargaining, do you believe that it is an acceptable practice? Explain and defend your opinion.
- Describe the various stages of a criminal trial.
- What is the hearsay rule? Under what circumstances might a dying

declaration be a valid exception to the hearsay rule? What other exceptions to the hearsay rule have courts recognized?

- Agree or Disagree: The present jury system is outmoded. Give reasons for your opinion. OR How might a professional jury system be more effective than the present system of peer jurors?
- How might the adjudication process be improved?

UNIT IX: SENTENCING AND THE PHILOSOPHY OF PUNISHMENT

The student will:

- Understand and be able to describe the goals of contemporary criminal sentencing
- Compare and contrast philosophies of punishment, including retribution, denunciation, restorative justice, deterrence, rehabilitation, and incapacitation.
- Illustrate the difference between indeterminate and structured sentencing
- Describe and compare the different types of structured sentencing
- Describe mandatory sentencing and how it came to be
(Case Study: Three Strikes and You're Out: A Brief History of the "Get Tough on Crime" Movement)
- Describe truth in sentencing
- Explain the importance of federal sentencing guidelines
- Describe the nature and importance of the pre-sentence investigation report
- Describe the history of victims' rights and services, and analyze the growing role of the victim in criminal proceedings today
- Describe and analyze sentencing options
- Present and analyze the arguments for and against capital punishment

Unit Topics:

- Philosophy and Goals of Criminal Sentencing
(Retribution, Incapacitation, Deterrence, Rehabilitation, Restoration)
- Indeterminate Sentencing
- Structured Sentencing (proportionality, equity, social debt)
- Innovations in Sentencing
- The Pre-sentence Investigation
- The Victim - Forgotten No Longer
- Modern Sentencing Options (Fines, Community Service, etc.)
- The Death Penalty

TEXT: *Criminal Justice Today*, Chapter 11, pp. 400-442 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Criminal Sentencing FAQs <http://www.nolo.com/legal-encyclopedia/how-criminal-sentencing-works-faq-29149.html>

Criminal Sentencing: The Basics <http://criminal.lawyers.com/Criminal-Law-Basics/Criminal-Sentencing-The-Basics.html>

Office of Justice Programs, Bureau of Justice Statistics, Key Facts at a Glance: Felony Sentencing Trends Chart <http://bjs.ojp.usdoj.gov/content/glance/felpct.cfm>

Sentencing Alternatives: Prison, Probation, Fines, and Community Service <http://www.nolo.com/legal-encyclopedia/sentencing-alternatives-prison-probation-fines-30294.html>

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion Questions include:

- What are the primary goals of contemporary criminal sentencing?
- What do you think is the most important purpose of sentencing in the criminal justice system? Should sentencing decisions be based on the needs of the community, the offender, or the victim? Explain your reasoning.
- Illustrate the difference between indeterminate and structured sentencing? Why have some states abandoned indeterminate sentencing?

UNIT X: HISTORY AND SOCIOLOGY OF CORRECTIONS

The student will:

- Understand the historical development and sociological context of modern corrections
- Understand the nature and history of early punishments and their impact on modern correctional philosophy
- Examine the nature of punishment of criminal offenders in the United States.
- Examine competing perspectives on the goals of punishment (including the just deserts model)
- Understand the nature and purposes of prisons and jails today and analyze the statistics regarding prison and jail populations

- Understand the social world of the prison (prison culture) and the organization of corrections and correctional administration;
- Understand prisoner rights
- Examine the efficacy of imprisonment as a way to reduce crime, including a further examination of the death penalty
- Examine alternatives to Incarceration, including Community-based corrections and sanctions and restorative justice.
- Predict the future of corrections

Unit Topics include:

NOTE: Emphasis is placed on both the historical development of prisons and a system of corrections and on current trends and issues. Students will move beyond a descriptive overview of the corrections system to grappling with and analyzing the issues, dilemmas, and problems of corrections.

- Introduction to the Sociology of Corrections
- History of Punishment and Corrections
- Theories and Philosophies of Corrections
- Prisons and Correctional Institutes
- Juvenile Corrections
- The Organization and Cultures of Prisons
- The role of Rehabilitation in Prison - Assessing Impact
- Race, Class, Ethnicity, and Imprisonment
- Alternatives to Incarceration, including community-based corrections, restorative justice, etc.
- Contemporary Dilemmas in Corrections, including Overcrowding; Health Care in Prison and Inmates with AIDS;
- Case Study: The Impact of the Three-Strikes Law in California
- The Future of Corrections

Text: *Criminal Justice Today*, Chapter 13 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum

Text: *Criminal Justice in Action*, Chapter 13, *A Short History of American Prisons*, Gaines, Larry K.; Kaune, Michael; Miller, Roger Leroy; Belmont, CA: Wadsworth
Also excerpts from *Essentials of Corrections*, G. Larry Mays and L. Thomas Winfree, Jr., Belmont, CA: Wadsworth.

Foundations of Criminal Justice Curriculum, Unit 5, EDC, especially the unit on the Impact of the Three-Strikes Law <http://www.lawandjustice.edc.org>

The Evolution of the New York Prison System

<http://www.correctionhistory.org/html/chronicl/state/html/nyprisons.html>

The Pennsylvania Prison Society: Prison Reform in Pennsylvania

<http://www.prisonersociety.org/about/history.shtml>

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

UNIT XI: PROBATION, PAROLE, AND COMMUNITY CORRECTIONS

The student will:

- Explain differences between probation and parole, and analyze the advantages and disadvantages of both
- Using references to actual court cases, describe in detail the legal environment surrounding the use of probation and parole
- Describe the likely future of probation and parole
- Analyze advantages of intermediate sanctions over more traditional forms of sentencing
- Describe the nature and history of early punishment. Explain the impact of the nature of early forms of punishment on punishment today.
- Describe and analyze the history of prisons. Include a projection of the future of prisons.
- Discuss the major characteristics and purposes of American prisons
- Describe the just deserts model

Unit Topics:

- Probation and Parole - the Plusses and Minuses
- The Legal Environment
- Intermediate Sanctions
- The Future of Probation and Parole

Text: *Criminal Justice Today*, Chapter 12 - 13, pp. 450 - 523 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Foundations of Criminal Justice, EDC, Unit 5 <http://www.lawandjustice.edc.org>

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion Questions include:

- Compare and contrast probation and parole. What are the advantages and disadvantages of each?
- Describe the significant court cases that have had an impact on the practice of probation and parole.
- Describe the role/s of probation and parole officers.
- What are intermediate sanctions? How do they differ from more traditional forms of sentencing?
- How are probation and parole changing? In your opinion, what will be the future for probation and parole? Do you agree with those who are trying to eliminate parole? Support/explain your position.

UNIT XII: CRIMINAL JUSTICE SPECIAL ISSUE: JUVENILE JUSTICE

Students will be able to:

- Describe the history and evolution of the juvenile justice system
- Define categories of children in today's juvenile justice system
- Describe nature of problems that juveniles face in the United States today
- Understand important U.S. Supreme Court decisions of relevance to juvenile justice, and describe their impact on the handling of juveniles by the system
- Understand similarities and differences between juvenile and adult systems of justice

Essential Questions: What is juvenile delinquency? How and why do young people enter the juvenile justice system? What role should the "state"/society play in protecting or punishing young people? What should be the goals of the American juvenile justice system? To what extent do the goals and practices of the juvenile justice system meet the stated goal of rehabilitation for at-risk youth? What strategies have a positive impact on reducing rates of juvenile delinquency and detention?

Unit Topics:

- Juvenile Justice Throughout History (Earliest times, Juveniles in Early America, the Institutional Era (House of Refuge, Chicago Reform School), Juvenile Court Era)
- Categories of Children in the Juvenile Justice System (delinquent children, undisciplined children, dependent children, neglected children, abused children, status offenders)
- The Problems/Challenges of Children Today (drug & alcohol abuse, violence, gangs, sexual abuse, other forms of abuse)

- The Legal Environment (Kent v. U.S. (1966), In re Gault (1967), In re Winship (1970), McKeiver v. Pennsylvania (1971), Breed v. Jones (1975), Schall v. Martin (1984), Illinois v. Montanez (1996), Legislation Concerning Juvenile Justice, the Legal Rights of Juveniles)
- The Juvenile Justice Process (Adult & Juvenile Justice Compared, How the System Works (Intake & Detention Hearings, Adjudication, Disposition, Post-adjudicatory Review)
- The Post-Juvenile Court Era

TEXT: *Criminal Justice Today*, Chapter 15, pp. 578 - 617

Court Decisions: In re Gault (1967); In re Winship (1970), McKeiver v. Pennsylvania (1971), Roper v. Simmons (2005), Farrell v. Cale (CA) (2004), and Graham v. Florida (2009) Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Web Resources: (partial list):

Juvenile Justice Clearinghouse

<http://www.criminology.fsu.edu/jjclearinghouse/about.html>

Maintains an extensive collection of juvenile justice related web links.

Juvenile Justice <http://www.ncjrs.gov/app/topics/topic.aspx?topicid=122>

A collection of resources, links and information on juvenile court and juvenile justice issues.

Juvenile Justice in California Facts and Issues <http://ca.lwv.org/jj/>

Report prepared by League of Women Voters of California on Juvenile Justice Study Committee.

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Questions for Discussion:

- What problems do juveniles face in the Unified States today? Do these problems necessitate the development of new legal categories for some of the children/youth addressed by the courts? If so, what categories are needed? If not, how can existing categories adequately address (for example) illicit drug use by juveniles or viciousness and repeated

offenses by some gang members?

- What is the impact of the *Gault* decision on juvenile justice in America? What adult rights were not accorded to juveniles by *Gault*? What other U.S. Supreme Court decisions have had a substantial impact on the handling of juvenile offenders by the justice system?

UNIT XIII: SPECIAL CRIMINAL JUSTICE ISSUES: TERRORISM AND MULTINATIONAL JUSTICE

Students will be able to:

- Understand the nature of comparative criminal justice, and identify potential benefits of, and problems inherent in, cross-cultural comparisons of crime
- Understand principles that inform Islamic law
- Identify important international criminal justice organizations, and explain their role in fighting international crime
- Explain transnational crime, and explicate its possible relationship to terrorism
- Understand terrorism, and describe several major types of terrorism
- Discuss causes of terrorism and the U.S. government's attempts to prevent and control the spread of terrorism
- Explain why terrorism is a law enforcement concern and how it is a form of criminal activity

Unit Topics:

- Ethnocentrism and the study of Criminal Justice
- Islamic Criminal Justice (Islamic Law, Hudud Crimes, Tazir Crimes, Islamic Courts)
- International Criminal Justice Organizations (The Role of the United Nations in Criminal Justice, INTERPOL and Europol, International Criminal Court)
- Transnational Crime (Globalization & Crime)
- Terrorism (Types of Terrorism, Domestic Terrorism, International Terrorism, Cyber-terrorism, Narco-terrorism, Causes of Terrorism, Combating Terrorism, Antiterrorism Committees and Reports, Department of Homeland Security, National Strategy for Combating Terrorism, Foreign Terrorist Organizations,
- Future of International Terrorism

TEXT: *Criminal Justice Today*, Chapter 17, 658 - 697 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations,

debates, mock trials, and practicum.

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion Questions:

- What are the potential benefits of studying criminal justice systems in other countries? What challenges are inherent in such study?
- What are the principles that inform Islamic law? How do these principles contribute to the structure and activities of the criminal justice systems of Muslim countries that follow Islamic Law?
- How would you define international crime? How would you define terrorism? What are the possible relationships between international crime and terrorism?
- In your opinion, what causes terrorism? Give reasons for your opinion.
- Describe and discuss the strategies used by the U.S. government to prevent and/or control the spread of terrorism. In your opinion, how effective are these strategies? Are there other strategies you would propose as more effective?
- Why is terrorism a law enforcement concern? How is terrorism a violation of criminal law? How might the American criminal justice system best prepare itself for future terrorism crimes?

UNIT XIV: THE FUTURE OF CRIMINAL JUSTICE

The Student will be able to:

- Describe historical relationship between technological advances and social and cultural changes
- Explain nature of high-technology crime, and list some forms that such crimes have taken in the past and that they might take in the future.
- Explain important role that technology has played, and will continue to play, in the fight against crime and the quest for justice.
- Understand why laws defining criminal activity must change to keep pace with advancing technologies
- Understand criminalistics, and explain how evolving technology contributes to advances in this field
- Understand threats to individual rights inherent in the ever-increasing use of advanced technology

Unit Topics:

- Technology and Crime (Biocrime, Cybercrime (Transnational Cybercrime, Types of Cybercrime, Terrorism and Technology)
- Technology and Crime Control
- Criminalistics: Past, Present, and Future (DNA Profiling, Online Databases, Computer-Aided Investigations, Computer-Based Training, Prosecution of Computer and High Technology Crime, Secure Identity Management)
Reflection: Freedom or Safety: You Decide: A National ID: An Idea Whose Time Has Come?
- Technology and Individual Rights
- Student Portfolio Presentations
- Review for Final Exam

Text: Chapter 18 of *Criminal Justice Today*, pp. 702-741 Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Learning Log and/or Discussion Questions include:

- Historically, how have advances in technology impacted law and society?
- Describe the role of technology in crime in America (and beyond).
- How has technology affected the practice of criminal justice in America? How has it affected criminal law?
- In what ways do criminal laws need to change to keep up with changes in technology?
- What threats to individual rights might future advances in technology create? To what degree might our standards of what constitutes admissible evidence AND what is reasonable privacy, undergo a significant reevaluation as a result of emerging technologies?

UNIT XV: YOUTH LAW AND JUSTICE FORUM AND EXHIBITION OF STUDENT RESEARCH AND PORTFOLIOS

Learning Objectives: to empower students to become reflective leaders who work to positively impact society and to improve the criminal justice system; To engage students in exhibiting their work and reflecting on their learning and achievement of student learning outcomes

Essential Questions:

- >Does understanding the law give people the power to change it?
- >How can students best translate their knowledge of the criminal justice system into action?
- >How can design thinking and other innovative approaches to problem solving help students improve the U.S. criminal justice system so that it delivers on the promises of fairness and justice?
- >Who is responsible for assessing and responding to issues or problems in the criminal justice system?
- > How can a focus on social justice influence strategies for improving the criminal justice system?
- >What knowledge and skills help students and legal professionals develop innovative solutions to address problems in the criminal justice system?

Working in teams, students will conduct independent research regarding a chosen criminal justice system issue or problem; Students will analyze and synthesize information, conduct research, and use design thinking and other problem-solving strategies to find solutions. Students will develop and implement innovative action plans. Students will then present their findings, solutions, and results to a panel of legal and public service professionals.

Culminating Learning Activity: Youth Law and Justice Forum (see Key Assignments) The Forum will involve students presenting their research and solutions to criminal justice issues as well as exhibitions of their College and Career Portfolios.

NOTE: Unit 6 of the EDC Foundations of Criminal Justice curriculum includes some useful materials and handouts on organizing a Youth Summit. There are also tips for Multimedia Presentations and Effective Oral Presentations.

NOTE: Planning for the Summit will need to start earlier in the term and provides opportunities for youth leadership.

Resource: Unit 6 of the Foundations in Criminal Justice curriculum, EDC,
<http://lawandjustice.edc.org>

Handout 1: Problems in the Criminal Justice System

Handout 3: The Criminal Justice Process

The Bill of Rights

Design Thinking Handbook and materials

Survey Exemplars and tools

Research Tutorials: The Research Process: Citing Sources:

<http://www.youtube.com/watch?v=4DLvYuzfjuM>

University of Illinois, University Library

http://www.youtube.com/watch?v=A_F1ZYYiAYs

Critical Thinker Academy

<http://www.criticalthinkeracademy.com/academy/how-to-site-sources-and-avoid-plagiarism/>

Legal Research Tool and Strategies

<http://www.law.stetson.edu/library/legal-research-tools-and-strategy.php>@Researching
Synthesizing Research

http://www.uis.edu/cti/writing/SynthesizingResearch_000.pdf

FINAL CRIMINAL JUSTICE COURSE EXAM (will include at least two longer essay questions) and **end-of-course reflections on learning.**

WRITTEN ASSIGNMENTS

NOTE: Students will read and write extensively. What follows is a sampling of the writing assignments. Others are included in the course description above. In addition, students will regularly write in their journals/blogs as well as complete e-homework assignments that frequently include short essay responses.

ESSAY: COMPARING CRIMINAL LAW, CIVIL LAW, AND RESTORATIVE JUSTICE

Students will use the example of the 1995 O.J. Simpson criminal trial and subsequent civil trial to compare and contrast criminal law and civil law. They will also look at examples of Restorative Justice practices. Each student will then write an essay in which s/he compares and contrasts Criminal Law, Civil Law, and Restorative Justice approaches, using specific examples of each. (2-3 pages.)

Resources include: Venn diagram comparing the Criminal Law System and the Civil Law System found in the EDC Foundations of Criminal Justice course materials.

POSITION PAPERS: CAPITAL PUNISHMENT: FOR OR AGAINST PLUS ONE RELATED RESEARCH PAPER-

Each student will write two different position papers on Capital Punishment: For or Against. One will be written near the beginning of the course and one near the end of the course. The students will use resources such as the National Archive of Criminal Justice Data (NACJD), Bureau of Justice Statistics (<http://bjs.ojp.usdoj.gov>), National Criminal Justice Reference Service (<http://www.ncjrs.gov>), etc. in order to include accurate data and will be expected to write analytical essays in which their arguments are supported. In the second essay, students will also reflect on ways in which their opinions regarding capital punishment have changed or remained the same over the course of the year.

In addition to the two Capital Punishment: For or Against position papers, each student will research the history of capital punishment and the historic arguments on both sides of the capital punishment issue. Each student will write up her/his findings. (Approximately 3-4 pages) This research paper will further inform the final position paper.

ISSUE ESSAYS: Each student will complete at least six different issue essays during the school year. These assignments should be approximately five pages in length and will focus

on key issues discussed in class. Students are expected to think critically about the course content and present a well-developed discussion of the issues. Papers will be assessed on the quality of arguments and supporting evidence, grammar, and overall writing style. A list of suggested criminal justice topics will be posted. Exemplars as well a writing guide and essay rubric will be provided.

REACTION PAPERS: Each student will be required to write six word-processed reaction papers to subjects identified by the instructor. (One reaction essay each marking period). The papers will be graded on content as well as exposition. Each reaction paper should contain a well-developed thesis statement and should be approximately 2-4 pages in length. Sample topics include:

- Should law enforcement officials enforce national immigration laws?
- According to one legal expert, men and women have different perceptions of sexual aggression. Is this expert correct? If so, why? If not, why?
- After reading Shusta's description of seven steps that the criminal justice system can take in order to reduce the incidence of racial profiling, decide which of the seven you think might be the most effective and which might be the least effective? Provide an explanation/s for your reasoning.

Sample E-HOMEWORK ASSIGNMENT for UNIT I (most units will include an E-HOMEWORK ASSIGNMENT THAT INVOLVES SEVERAL SHORT ESSAY RESPONSES>)
After reading Chapter One in *Criminal Justice Today*, each student writes short essay answers to 5 of the following questions. Students may either email their answers to the teacher prior to class on Friday or bring a printed copy of responses to class. 1) Describe the difference between individual rights and public order advocates? Describe in some detail the main tensions between these two perspectives. 2) Describe the consensus and conflict models of the criminal justice system. Which model do you think accurately represents the criminal justice system today? 3) What is justice? What is social justice? How are the concepts of justice and social justice linked to the everyday practices of criminal justice? 4) Provide an expanded definition of probable cause? At which stage/s of the criminal justice process does this legal criterion play a central role? 5) Compare and contrast "criminal justice" and "criminology" as academic disciplines. Based on your analysis, are these academic disciplines complementary or in conflict? 6) Define the distinction between consecutive rather than concurrent sentences? 7) Describe the crime control and due process models. Which perspective are you personally most in favor of? Why? 8) What stage of the criminal justice process do you think has the most interesting career opportunities? Give reasons for your choice. What are the different qualifications and education are required?

HISTORY OF THE MIRANDA WARNINGS - RESEARCH WRITE-UP

Assignment: Research the history of Miranda warnings, including recent U.S. Supreme Court cases related to Miranda warning requirements. Write a short essay in which you describe both the history of the Miranda warnings and the importance of the Miranda warnings. (1-2 pages) (Unit 5)

HISTORY OF POLICING PAPER Research the history of policing (including both public and private policing) and write a short paper describing the historical development of policing in America. What were the original purposes of policing? In what ways have the purposes or mission of policing changed over time? Be sure to address the impact of historical times on policing. For example, you should include the impact of Prohibition on the development of American policing. (3-4 pages) (Unit 4)

EFFECTIVENESS OF CRIMINAL JUSTICE STRATEGIES ESSAY. What follows is a short list of criminal justice strategies that have been implemented in the past to respond to crime. Students will write a short essay in which they discuss the effectiveness of common criminal justice strategies. For each of the strategies discussed, students should answer the question of whether the particular strategy reflects the interests of public order or individual rights advocates.

As part of an overall conclusion, each student should indicate whether or not he/she supports these types of strategies AND whether or not these strategies are or could be effective tools for reducing crime in society? Each student should give a reason for her/his stance.

*Partial list of criminal justice strategies: mandatory life prison sentences without the possibility of parole for "drug lords." * Drunk-driving checkpoints * Habitual offender statutes (i.e., once convicted of 3 felonies, sentenced to life in prison) * Aggressive police patrol in high-crime neighborhoods * Increasing the number of offenses that are eligible for a death sentence.*

CAUSES OF CRIME ESSAY ASSIGNMENT: In a short essay of 750 words or more, respond to either prompt I or II:

Essay Prompt I. One type of offense that is frequently presented in the news is child molestation. The public is often outraged by the crimes committed by a child offender, and is also frustrated by the criminal justice system's inability to prevent these crimes. Of the theories described in Chapter 3 of *Criminal Justice Today*, which theory do you think is the most useful for explaining why child molesters commit these offenses? (You will likely do some additional research in answering this question.) How can the criminal justice system respond more effectively to this type of crime? Why do you think the crime prevention strategies you propose would be effective? What research, evidence, promising practices, etc. support your opinion?)

OR

Essay Prompt II: Advances in technology have allowed researchers to more thoroughly explore the relationship between biology and crime. These advances have allowed us to move beyond the early biological explanations of body type, to include other biological factors. While biological factors are not necessarily causes of criminal behavior, they are thought to initiate a predisposition to criminal behavior through interactions with the social world. Explore a topic in the field at: <http://www.crimetimes.org>. Choose a biological

factor of interest to you and summarize some of the major findings (for example ADD, serotonin levels). Based on your research, how do you think this biological factor put someone at risk for criminal behavior? How might the biological predisposition affect social interactions?

PERSPECTIVES ON CRIME PREVENTION

Each student will choose one of the following views on crime prevention with which s/he most agrees (or develops an alternate perspective on crime prevention statement of her/his own) and writes a short argumentative essay or letter to the editor or speech to the city council in which s/he advocates for her/his chosen perspective. Students should use information acquired in class as well as information acquired through research to support her/his view. (Approximately 2 pages)

Perspectives on Crime Prevention Quotes:

- > *"The larger the police presence, the less crime there will be."*
- > *"If police are a positive presence in the community, they will be more effective at preventing crime."*
- > *"Removing and incarcerating prisoners will prevent crime."*
- > *"Crime is best prevented through social programs that address root causes, such as poverty and substance abuse."*
- > *"Educating youth and adults is the best way to prevent crime."*
- > *"Rehabilitating criminals is the best way to prevent crime."*

(Source of quotes: EDC Foundations of Law curriculum, Unit 1)

CASE STUDY: DRUG LAWS AND POLICY IN THE UNITED STATES

- Working in teams, students will use actual criminal drug laws and national drug policy as a case study and will explore a variety of tools and strategies used by professionals to enforce the law. Students will assess how different approaches to policing affect the relationship between law enforcement and communities. Students will consider the ways in which Constitutional rules govern the actions of law enforcement, and weigh the need to balance community safety and the rights of individuals.

Student teams will answer the following questions: * How are criminal laws enforced in the United States? * What approaches, tools, and strategies do police use to prevent and investigate crime? * How can we balance both the need to maintain law and order and the need to preserve the civil rights and civil liberties of individuals? * How does law enforcement work with other government agencies and the community to promote public safety while securing justice? * What role do professionals play in promoting a fair and equitable criminal justice system?

- Blog/Journal Entries: * Do you think that criminalizing drug use, possession, and sales effectively addresses the problems related to drugs? Why or why not? * Do you think it is ever appropriate for law enforcement professions to jeopardize the protection of civil liberties and individual rights for the sake of public safety when

investigating a crime? Explain. * *"Drug use should be treated as a health issue instead of a criminal justice issue."* - Bill piper, Drug Policy Alliance Do you agree or disagree with the quote? Do you think that U.S. Drug Policy needs to be revised? Explain your response.

- Each student team will make a formal recommendation for improving the criminal justice system.

(Slightly adapted from EDC Foundations of Criminal Justice curriculum. NOTE: A full Case Study that involves a criminal investigation of a drug crime is included in Unit 2.)

<http://lawandjustice.edc.org>

Resources Include:

Unit 2, Handout 1: History of U.S. Drug Policy (jig-saw activity)

Unit 2, Handout 4: Drug Control Strategies

Unit 2, Handout 8: Perspectives on the Enforcement of U.S. Drug Policy

JUVENILE JUSTICE RESEARCH AND ESSAYS

Essay Assignment: According to the President's Commission on Law Enforcement and Administration of Justice, "America's best hope for reducing crime is to reduce juvenile delinquency and youth crime." Based on what you have learned about juvenile justice, write a short essay (2-3 pages) in which you describe the recommendations you would make for effective strategies to reduce juvenile delinquency and youth crime? When possible, support your opinions with data and evidence. Why do you think these particular strategies would be the most effective?

Essay assignment: Research and describe the history and evolution of the juvenile justice system in the Western world (and beyond). (3-4 pages)

ESSAY: REFLECTIVE RESPONSE TO A QUOTATION ON JUVENILE JUSTICE

Using one of the following two quotations as a springboard or prompt, develop an essay on juvenile justice in which you pose a juvenile justice issue and propose a solution.

"The way in which a society treats its children - its young people - says something about the future of that society, its beliefs, and the viability of those beliefs. The way in which a society treats those of its children who breaks its laws says something about its humanity, its morality, its resilience, and its capacity for self-correction." -- National Center for Juvenile Justice

"Youth of color are overrepresented at nearly every point of contact within the juvenile justice system - and the finding is disturbingly persistent over time. Youth of color are more likely to be incarcerated and to serve more time than white youth, even when they are charged with the same category of offense. Whether these often-stark differences are the result of biases in decision-making, social or economic differences that are merely

correlated with race and ethnicity, or more complex structural factors, they are unacceptable in a democratic society." -- "Racial and ethnic fairness/DMC," Models for Change, John T. and Catherine T. MacArthur Foundation

EXTENDED LEARNING REFLECTIVE JOURNAL ENTRIES:

>Thinking about your own life experiences, what can youth do to reduce their risk factors and strengthen their protective factors and how might the juvenile justice system need to be changed to help with this asset- building process?

>What can you and other youth do to contribute to and influence the juvenile justice system to become one that reflects justice and fairness?

> "(W)e refer to those under the age of 18 as 'minors' and 'juveniles' - because, in so many ways, they are less than adult." - American Bar Association, January 2004 After reading this quotation, each student writes about what it means to be an adult, what it means to be "less than adult," and whether or not s/he agrees with this quotation.

(Slightly adapted from Foundations of Criminal Justice curriculum, EDC)

HISTORY AND EVOLUTION OF TERRORISM

Research and write a paper on the history and evolution of terrorism. Include your analysis of the possible causes of terrorism and possible strategies to effectively address terrorism. (4-5 pages)

EXTENDED LEARNING OPTION: WOMEN, CRIME, AND THE CRIMINAL JUSTICE SYSTEM Students will research one or more issues surrounding women and the criminal justice system. Students will analyze changing social views of women in the criminal and criminal justice contexts, the impact of feminism and affirmative action policies on the criminal justice system; the implications of social class and race in female offending; patterns of female victimization and criminal behavior; and/or the roles of women in law enforcement, criminal justice systems, and corrections. Each student will write a paper of 4-6 pages describing her/his findings and developing a thesis regarding Women and Crime (or Criminal Justice).

USING READING SCORES TO PREDICT FUTURE INMATE POPULATIONS

- Students will read and discuss an article from Oregon Live entitled, "Prisons don't use Reading Scores to Predict Future Inmate Populations," that also examines the "more fundamental truth that there is a powerful connection between school failure and crime. Several early childhood studies have shown that disadvantaged children who enter strong preschool programs are far less likely to get mixed up in crime when they get older."
- Students will research similar crime and education statistics for California and will write a problem and solutions essay in which they propose ways in which their own community could emphasize increased access to education and an increased emphasis on early childhood education. How might they personally - as high school students - support all elementary students in the District becoming strong readers by third grade?

Resource: http://www.oregonlive.com/education/index.ssf/2010/03/prisons_dont_use_reading_score.html

REFLECTIVE ESSAY: the USA PATRIOT ACT

In the wake of the 2001 terrorist attacks, the U.S.A. Patriot Act was passed. There is much debate regarding its usage and concern as to whether its implementation infringes upon the fundamental right to privacy. An overview of the Patriot Act can be found at: <http://www.epic.org/privacy/terrorism/hr3162html>. Concerns stemming from its implementation can be found at <http://www.epic.org/privacy/terrorism/usapatriot/>

NOTE: students should use other library and web resources to research additional information on the Patriot Act.) After reviewing and analyzing their research findings, students will write one or more short essays that respond to the following questions: Do you believe there are or could be inherent problems with the continued implementation of the USA Patriot Act? Why or why not? Are you comfortable with giving up some privacy to ensure the safety of the nation? What recommendations could be made to law enforcement to reduce the risk of utilizing the act for issues outside the scope of terrorism?

ANALYSIS OF A CRIMINAL JUSTICE EXPERIENCE - Each student will observe or participate in some aspect of the criminal justice system each semester (e.g., a police ride along, attendance at a trial, a tour of a correctional facility, experience as a volunteer at a legal organization or facility, a legal-related job shadow, etc. Each student will then analyze in writing this experience by comparing her/his observations with what she/he has read about the topic in the class texts and other written or online sources.

Students will be expected to do some research related to a planned legal experience so as to have some ideas about what to watch for, what to pay attention to during the experience. Each student is expected to write a *paper* of approximately *four-six pages* in length about her/his research and experience. Each student should cite all sources and include them in a bibliography.

MEDIA ANALYSIS As part of her/his course portfolio, each student should maintain a section in which he/she includes newspaper, magazine, or printouts of on-line articles related to criminal justice. NOTE: For purposes of this assignment, articles selected should primarily deal with crime control rather than crime causation. Articles might include stories about issues or controversies related to criminal justice, editorials about criminal justice, newspaper coverage of how various political candidates deal with crime.

In addition to including ten different articles, a student will write an approximately one-two page reaction/reflective essay in response to each article. In her/his essay, the student is expected to connect the article to something that was learned in the Criminal Justice course. For example, a student might critique a newspaper's editorial on crime or a crime solution through the lens of what he/she learned in class. Students should not simply summarize each article. Students should demonstrate understanding and mastery of course material in their reactions/reflective essays. NOTE: Exemplars for this assignment

will be provided. Five articles and written reactions will be due each semester.

CRIMES THAT SHAPED THE 20th CENTURY The Crime Library

(<http://www.crimelibrary.com> is supported by Court TV and has hundreds of in depth true stories of the most notorious crimes of the Twentieth Century and of all time. Crimes include the St. Valentine's Day massacre, the Lindbergh baby kidnapping, the Rosenberg spy trial, the assassination of President John F. Kennedy, Martin Luther King, Jr.'s assassination, Ted Bundy's serial killings, the O. J. Simpson trial, the Oklahoma City bombing, and many others.

Assignment (optional): Choose a famous crime and/or criminal. Read the Crime Library article about this particular crime/criminal. Write a one-two page summary of the article you read. Include information on the length of the article, author, source, etc. in your summary.

RESEARCH AND ESSAY ON THE HISTORY OF VICTIMS' RIGHTS AND SERVICES IN AMERICA Students research and describe the history of victims' rights and services in America. What role does the victim play in criminal justice proceedings today?

SAMPLE LEARNING LOG QUESTIONS FOR ONE OF THE UNITS:

- Historically, how have advances in technology impacted law and society?
- Describe the role of technology in crime in America (and beyond).
- How has technology affected the practice of criminal justice in America? How has it affected criminal law?
- In what ways do criminal laws need to change to keep up with changes in technology?
- What threats to individual rights might future advances in technology create? To what degree might our standards of what constitutes admissible evidence AND what is reasonable privacy, undergo a significant reevaluation as a result of emerging technologies?

ROLE OF EMERGING TECHNOLOGIES IN GATHERING EVIDENCE AND FIGHTING CRIME

Students will have seen excerpts from CSI and Numb3rs. In this assignment, they are asked to research new and emerging Technologies used in gathering evidence and in fighting crime. Each student will write an essay of three to five pages that summarizes her/his research and makes a prediction about the future impact of technologies on criminal justice.

COMPUTER TERRORISM AND CRIMINAL JUSTICE Assignment: Research the ways in which terrorists might use computer technology to mount an attack on the United States or on another country. Write a two to three page article - the kind that might be a feature story in a newspaper - based on your findings.

YOU AND THE LAW: TWO RESEARCH, REFLECT AND WRITE ASSIGNMENTS:

Each student will CHOOSE TWO OF THE FOLLOWING PROMPTS. Students will use the internet, classroom library, and other resources to research information needed, organize their thinking, and write up findings and ideas. (Approximately 1-2 pages per prompt for a total of 3 - 4 pages)

1) Assume that you have just been assigned to be an attorney for the Computer Crime and Intellectual Property Section of the Criminal Division of the United States Department of Justice. What types of cases would you handle? What would be your primary responsibilities? What types of issues would you be most concerned about? For information that will help you respond to these questions, see the Department of Justice's Cybercrime website at: www.cybercrime.gov.

2) The increased reliance on criminalistics and computers as investigative tools may eventually change the educational pursuits of criminal justice system employees. How do you think a high school and/or college student can become better prepared as a criminal justice worker in this changing environment? What types of classes should be required in their educational pursuits?

3) Use the Cybrary (www.cybrary.info) to learn about computer and high-technology crimes and their link to international terrorism. Specifically, answer the following questions: a) How can terrorists use computer technology to attack the United States? b) How likely is such an attack? c) What might be the potential consequences of a cyber terrorism attack? (See Chapter 17 for more information.) d) How well prepared is the United States to defend itself against cyber terrorism? E) What other forms of computer crime might international organized criminal groups engage in? Summarize your findings.

MINORITIES AND CRIMINAL JUSTICE POSITION PAPER: Students will be required to write a word-processed, 7-10 page analysis of a course related issue. Each student will have a choice of ten or more issues. At a minimum, it is expected that each student will produce an academically sound and properly formatted work (APA format is encouraged.). Papers will be graded on content as well as exposition.

Sample topics include:

- How does law enforcement balance the need to reduce crime and fight terrorism against the potential for accusations of discrimination, raced based policing and stereotyping?
- Explain and explore the difference between hate crimes and traditional crimes.
- Why has the implementation of anti-drug laws been viewed as unfair to minority groups?
- Why is police discretion to arrest domestic violence offenders considered by some to be a serious criminal justice issue?
- Define and explore the intergenerational cycle of incarceration.
- Discuss the issues that arise related to crime and racial profiling.
- Compared with other countries, the United States has the highest incarceration

rate in the world. In 2006, for example, 7 million people were behind bars, on probation or on parole, of which 2.2 million were incarcerated. By way of comparison, the People's Republic of China ranks second with 1.5 million. The United States has 5% of the world's population and 25% of the world's incarcerated population. Why is the U.S. incarceration rate so high? What might be the most effective strategies for reducing incarceration?

- Differentiate between the sentencing disparity issues of dealing with similarly situated men and women convicted of identical offenses. Focus on specific cases and outcomes.
- What role does the interaction of race and gender play in judicial discretion to dismiss charges against juveniles? Focus on specific cases and research.
- Describe cross-cultural communications. Explore verbal and non-verbal communication techniques that can improve the ability of first responders to communicate with victims, witnesses and offenders. Focus on specific techniques that are supported by your research.
- Describe the over-representation of African Americans in the penal system. Provide an analysis of the possible reasons for the over-representation and potential solutions.
- Describe the community orientated policing model and its development. Provide an analysis of the uses and limitations of the model in minority communities. If possible, interview a criminal justice professional involved in community policing. Provide specific examples.
- After reading an article by Shusta et al that provides specific recommendations to law enforcement personnel about how to improve communication with minority communities, provide an analysis of why law enforcement personnel should consider alternative means of communications. Provide specific examples.
- Describe the history of women in law enforcement. Provide an analysis of the barriers to women's full participation. Specifically, discuss police sub-culture, hiring practices, and a general societal view.

I SEARCH PAPER ON A LAW/PUBLIC SERVICE CAREER OF INTEREST

Each student will write an I-Search paper related to one particular professional career in the field of criminal justice/law/public service)

The student will be able to:

- Identify the major elements of the job descriptions for a chosen profession in the criminal justice/law/public service field
- Describe the day-to-day realities of the profession
- Compare and contrast the job description for that profession with the day to day reality of the profession
- Evaluate her/his level of interest in pursuing that profession in the future.

Assignments involve web quest, independent research, writing of an I-Search paper, and presentations of findings. (Each I-Search paper will be 4-6 pages.)

FINAL EXAM: EXTENDED "BLUE BOOK" ESSAYS The final examination will include two extended essay questions. A month prior to the final examination, the instructor will provide students with five essay questions, two of which will be on the final exam.

Key Assignments: Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all assignments that students will be required to complete.

NOTE: Some key assignments, including Learning Log Questions, mock interviews, and most web quests, are embedded in the course outline above.

TEAM REPORTS ON CRIME AND THE CRIMINAL JUSTICE SYSTEM IN A PARTICULAR HISTORICAL PERIOD:

Using internet resources, the classroom library, and other history resources, each student team researches aspects of crime and the criminal justice system in a particular historical period and prepares and facilitates an interactive presentation.

Topics include: Ancient China and the prefecture system; Ancient Greece; Ancient Rome; Medieval Europe/Middle Ages; Colonial America and the common law system, Institutions of colonial criminal justice (County sheriff, judges and magistrates, colonial courts, legal process, protection of cities, punishments, county jails); Administration of Justice in Colonial America; the invention and history of "police"; Western frontier; prohibition era; Depression era; modern police: the history of prisons; post 9/11 era (impact of terrorism); Cyber era (impact of technology); history of restorative justice approaches, etc.

> CHANGING CONCEPTS OF CRIME AND JUSTICE; COMPARING AND CONTRASTING LAWS FROM ERAS IN AMERICAN HISTORY Working in small groups, students will examine criminal laws from a particular era in American history. They will also use their American history textbooks and other resources to further research the historical context in which these laws existed. They will compare and contrast the criminal laws from their assigned era with current law in America. They will also make an oral presentation to their peers regarding their findings.

Resources from EDC Foundations of Criminal Justice materials: <http://lawandjustice.edc.org>

Unit 1, Handout 4: Overview of the Criminal Justice System

Unit 1, Handout 5: Criminal Law During the Colonial Era

Unit 1, Handout 6: Criminal Law During the Jim Crow Era

Unit 1: Handout 7: Criminal Law During the Prohibition Era

Unit 1: Handout 8: Analyzing Criminal Laws from the Past

CRIMINAL JUSTICE POSTER TALK: EVERYONE TEACHES, EVERYONE LEARNS:

Individual Students or Pairs of Students are assigned/chose one key criminal justice concept and assume responsibility for teaching the concept to others. Presentations should

include a poster/graphic representation of the concept and/or other multimedia. All presentations will involve a demonstration of the concept. Cornell Note-taking. Student-generated quizzes on essential concepts. As a follow-up, there will be an interactive presentation facilitated by the teacher to review and reinforce all essential criminal justice concepts.

CRIME VICTIM SURVEY: How has crime affected the people who live in your community? Using samples of professional surveys and information on effective survey techniques, each team of students will design and prepare copies of a Crime Victim Survey. Possible questions include: Have you ever been a victim of a crime such as theft, burglary, assault, etc.)? Have any members of your family been victim of a crime? Have any nearby neighbors ever been victims of crime? Do you feel safe alone at night in your own neighborhood? Do you believe a crime problem exists in our schools/community? Have you or others in your family been forced to change any parts of your/their lives because of crime?

Students will obtain crime statistics and related data from the City Police Department and City or County government. Students will then work in teams to analyze and synthesize research findings. Students will compare and contrast findings from one set of results with another and consider how their findings support or possibly change their perceptions of crime in their community.

CRIMINAL LAW IN THE HEADLINES:

Working in Teams, students will research a particular crime or criminal issue that is currently or recently in the news and make a multimedia, interactive presentation regarding their chosen criminal justice issue. Possible Legal and Societal issues addressed include: Immigration, Teen Curfew, Corporate Manslaughter, Truancy, Marijuana, Prostitution, Sexting, Homelessness, Racial Profiling National Defense (Resource source for some of the topics: EDC Foundations of Criminal Justice, Unit 1, Teacher Resource 3 (1D))

ACHIEVING COLLEGE AND CAREER READINESS INDICATORS, INCLUDING LEGAL.CRIMINAL JUSTICE PROFESSION KNOWLEDGE AND SKILL BUILDING: Each student will self-assess on college and career readiness knowledge and skills as well as a set of legal profession skills. (ABA's Lawyering Skills and Values). Based on her/his self-assessment, each student will develop a personal action plan to achieve mastery and/or achieve significant growth on at least five college and career readiness indicators and on at least three of these essential legal profession skills. Students will set and monitor benchmarks related to academic knowledge and skill development as well as personal professional skill development.

LANGUAGE OF LAW - Each student will set a personal goal of mastering at least 300 new legal/criminal justice terms for the year. Each student will maintain a legal/criminal justice terminology glossary in her/his digital portfolio.

WEB QUEST (Unit 3) This Web Quest involves the National Criminal Justice Reference Service (NCJRS) and primarily focuses on finding, analyzing, and summarizing textual information. Students will explore each of the major informational categories on the web site (Corrections, Courts, Crime, Crime Prevention, Drugs, Justice System, Juvenile Justice, Law Enforcement, Victims). Students note features available under each major information category. In addition, students view at least one document in each category and write brief summaries of documents viewed. (Total of nine summaries, each summary 1-2 paragraphs.).

Also: Students also note key websites referenced under each category, as these will be useful resources in future assignments.

WEB QUEST AND COMPARE AND CONTRAST ESSAY: FEDERAL, STATE, AND LOCAL LAW ENFORCEMENT AGENCIES

Web Quest: Using a list provided by the teacher and the internet, students will explore at least four of the web sites related to federal law enforcement agencies AND at least four of the state-level law enforcement agencies AND at least four of the local law enforcement agencies. Students will complete a chart that describes each agency in terms of its history, organization, and mission. Students will write a brief compare and contrast essay in which (based on their research) they compare and contrast the role of law enforcement at the federal, state, and local levels.

Web Quest: FUTURE OF PROBATION AND PAROLE (Unit 9)

Use the web to search for information about the future of probation and parole. Write up your findings, grouping them under categories such as "innovative options," "alternative sanctions," "probation in California," and "the future of probation and parole."

Also visit the American Probation and Parole Association at <http://www.appa-net.org>. What is the mission of the APPA? What are its goals and objectives? What other organizations are affiliated with APPA? Write up your findings.

Then write a short essay (2 pages) in which you speculate on The Future of Probation and Parole. Use evidence to support your opinions.

CAPITAL PUNISHMENT INVESTIGATION AND ESSAY

Working on pro and con teams, students research the arguments for and/or against capital punishment. They will use a variety of sources to review key arguments presented over time in favor or against the death penalty. Students respond to the following prompt: The Short Essay Assignment: Eighth Amendment to the U.S. Constitution prohibits cruel and unusual punishment. Do you think the death penalty should be prohibited in the United States on these grounds? Why or why not? (2-3 pages)

Extended learning option: Students build on a discussion of the Eighth Amendment and cruel and unusual punishment. They research the courts' determination of standards of decency for punishments and court decisions that have been used to interpret the Eighth Amendment. For example, Each student writes an Perspectives on the Eighth Amendment

that describes the changes in interpretation over time. (2 pages minimum)

- (1972) *Furman v. Georgia*: Ruled that the imposition of the death penalty was cruel and unusual
- (1976) *Gregg v. Georgia*: Reinstated the death penalty, determining that certain aggravating circumstances made the death penalty an appropriate punishment.
- (2002) *Atkins v. Virginia*: Ruled that execution of criminals with mental retardation was cruel and unusual.
- (2005) *Roper v. Simmons*: Established a minimum age of 18 for being sentenced to death.

(Optional/extended learning) INTERNATIONAL CRIMINAL JUSTICE WEB QUEST: Research and write up your findings regarding important international criminal justice organizations. Describe the role of each in fighting international crime and terrorism. Approximately 2-3 pages

CRIMINAL JUSTICE COLLEGE AND CAREERS EXPLORATION

There are many different college and career opportunities available in the field of criminal justice. A good place to look for some of the opportunities in the field of criminal justice is at the Government Jobs in Criminal Justice website.

<http://www.govtjobs.com/crim/index.html>. Peruse this website, choose one criminal justice career to explore in greater depth, and then write short essay answers to the following questions:

- What types of career opportunities are available in criminal justice?
- What are the criminal justice/professional legal roles and responsibilities of the particular career or profession you chose to explore?
- What education and training is required for the career you are exploring?
- What other information regarding this specific criminal justice careers can you find? What would be your strategies/action steps to achieve the education requirements and skill development needed for this career?

(UNIT 5) REVIEW OF RELATED CASE LAW OPINIONS Create a list of every U.S. Supreme Court decision discussed in Chapter 7 of *Criminal Justice Today*.

Categorize/group the cases by subject (vehicle searches, searches following arrest, interrogation, etc.) and list them in order by year of decision. Use the web to review full-text opinions from the Court for at least three of these cases. Write up your findings, including your assessment of the similarities and differences in the court opinions.

CRIMINALIZATION: EXAMINING PERSPECTIVES ON CRIMINALIZATION

Using Handout 23: Perspectives on Criminalization from the EDC Foundations of Criminal Justice materials, students will work in small groups to read and analyze a set of quotations related to criminalization and answer the following questions: * What arguments for criminalization are expressed in these quotations? What arguments against criminalization are expressed in these quotations? * Which quotation about criminalization best reflects your own point of view and why? Students will then share each of their

individual perspectives and use "reaching consensus" strategies to see if everyone in the group can agree to support a particular quotation as best reflective the view of the group.

POINT OF VIEW: THREE-STRIKES LAW IN CALIFORNIA

Advocates of the three-strikes law point to the fact that the crime rate in California Has dropped by 45% in the 10 years since the law was passed. Opponents argue that it is unclear whether the three strikes law is the reason for the drop or if other factors caused this change. Opponents also point to the fact that there are over 4,000 inmates who are serving life sentences in prison for a third non-violent or non-serious strike. In addition, there is concern that the three strikes disproportionately affects minority populations. Research the three-strikes law and its impact in California.

Write a letter to the editor in which you argue for or against the three-strikes law. Use evidence from your research to support your opinion. (1-2 pages)

CRIMINAL JUSTICE WEB SITE ASSIGNMENT: Each student or student pair will be assigned to conduct a review of a particular criminal justice-related website. The student/student pair will then prepare and deliver a five-minute presentation on that web site, as well as write a one-page briefing paper (brief).

A sampling of websites includes: Institute for Criminal Justice Ethics, Code of Ethics Online, National Institute of Ethics, Basic Principles on the Use of Force and Firearms by Law Enforcement Officials; Association for Practical and Professional Ethics; Justice Talking, Restorative Justice, Vera Institute of Justice, National Criminal Justice Reference Service, Criminal Justice Standards, The Center for Public Integrity, The International Association of Chiefs of Police, Police Executive Research Forum, Bureau of Justice Statistics, Bureau of Justice Assistance, Community Oriented Policing Service, Federal Judicial Center, Federal Law Enforcement Training Center, Justice Technology Information Network, National Archive of Criminal Justice Data, Office of Tribal Justice, The Corrections Connection, National Institute of Corrections, Ethics in Policing, National Sexual Offender Registry, National Police Foundation, California National Guard Counterdrug Task Force, Hi Tech Crime Consortium, Academy of Criminal Justice Sciences, Center for Homeland Defense and Security, Gang and Security Threat Group Awareness, National Gang Crime Research Center, Law Enforcement Training Database, Federal Trade Commission Identify Theft, National Corrections and Law Enforcement Training Center, Interpol, Crime Scene and Clues <http://www.crimeandclues.com/>, Crime Scene Investigator <http://www.crime-scene-investigator.net/>, Handbook of Forensic Science Services <http://www.fbi.gov/about-us/lab/handbook-of-forensic-services.pdf> (as well as other FBI crime-related resources) , National Center for Forensic Science <http://www.ncfs.org/>, National Center for Missing and Exploited Children <http://www.missingkids.com>, Traffic Accident Reconstruction <http://www.tarorigin.com/> Jurist: Legal News and Research <http://jurist.law.pitt.edu/> Law Enforcement Agency Research Center (Institute for Intergovernmental Research

(IIR) <http://www.iir.com>

(Optional/Extended Learning Assignment) (Unit 7) Web Quest: Explore the Court TV web site (<http://www.courttv.com>) Once there, click on "Trial Coverage" and then on "Trials." Browse through some of the recent criminal cases displayed on the site and choose one case that especially interests you. Describe the case you have chosen and what aspects of the case were especially interesting to you. Describe your findings and the specific ways in the case relates to material covered thus far in class.

PERSPECTIVES ON CRIMINALIZATION:

Working in pairs or trios, students will review and analyze a set of quotations related to Criminalization and Decriminalization. Students will then respond to the following queries: * What arguments for criminalization are expressed in the quotations? * What arguments against criminalization are expressed in the quotations? What quotation best reflects your own thinking and why? Students will then participate in a problem-based learning scenario that involves the issue of whether or not cyber-bullying (or another current social issue) should be criminalized.

Source for one set of quotations on criminalization: Foundations of Criminal Justice materials, Unit 1, Handout 23, EDC. Additional quotations added on a continuous basis.

CRIME SCENE INVESTIGATION (interdisciplinary project involving English, Social Studies, Criminal Justice, Science, and Math)

In this unit, students take on the role of crime scene investigators to solve a murder that has occurred at the school. They will integrate math, science, and language arts into the study of forensic science and associated careers such as pathology, forensic science, and medical examination. As part of the unit, students will read and analyze a classic mystery, *The Blue Carbuncle*. Students will also learn about the techniques of various branches of forensic science and how advances in biotechnology have helped to solve crimes.

In the actual crime scene investigation, students will learn and apply various techniques used during a crime scene investigation, including what types of evidence to collect and how that evidence can be used to deduce information about the crime and/or perpetrator. Students will examine the results of forensic science and how it has been used not only to solve individual crimes, but also to shed light on crimes against humanity.

As part of the unit, students will interview professionals engaged in various aspects of forensic science. They also will marshal the evidence from their own investigations into a case against the primary suspect. Students will write up their arguments, as well as present them orally.

(NOTE: This unit is adapted from a Forensic Sciences unit developed by ConnectEd California. It involves students in using other Forensic Science resources as well as direct work with criminal justice professionals.)

Resources include:

"Crime-Scene Search," FBI Handbook of Forensic Services (July, 2008)

<http://www.fbi.gov/hq/lab/handbook/forensics.pdf>

Forensic Science Timeline (<http://www.forensicdna.com/Timeline020702.pdf>)

Crime Scene Investigation: A Guide for Law Enforcement

<http://www.fbi.gov/hq/lab/fsc/backissue/april2000/twgcsi.pdf>

"An Introduction to Crime Scene Investigation," Dr. Tom O'Connor

<http://www.drtoconnor.com/3220/3220lect01a.htm>

"An Introduction to Crime Scene Reconstruction"

<http://www.crimeandclues.com/index.php/forensic-science-a-csi/crime-scene-reconstruction/4-introduction-to-crime-scene-reconstruction>

CLASS PRESENTATION/DEBATE

Students will team with three other members of the class and prepare a debate on some aspect of crime policy. A list of possible debate topics will be provided; however, it is also possible to suggest another criminal justice topic of interest. The intent of this assignment is to educate yourselves and your classmates about a particular criminal justice issue rather than simply "winning" the debate. Each student will be required to hand in her/his notes and a bibliography of sources used during research and preparation at the end of this presentation. Students will use both the research and debate rubrics to prepare their presentations.

CRIMINAL JUSTICE SYSTEM PROCESS TIMELINE Each student will develop a criminal justice process timeline that outlines the basic steps in the criminal justice process and briefly discusses each step. Each student will identify specific places in the criminal justice process that focus on a) protecting the rights of the accused and b) protecting the rights of the victim. Each student will write a short essay response to the following prompt: Which steps in the criminal justice process seem most important to justice being served? Why?

Resource: Foundations in Law Course, Unit 5, EDC <http://lawandjustice.edc.org>

MOCK TRIAL & MOOT COURT COMPETITIONS - Students will participate in both Mock Trial and Moot Court competitions, following protocols used by the Constitutional Rights Foundation and Others. NOTE: Both Mock trials and moot courts involve simulations of real trials; however, mock trials simulate lower-court trials, while moot court simulates appellate court hearings. Every student will have experience in both. Legal professionals will serve as consultants and advisors to students as they prepare for trial and court competitions.

American Mock Trial Association <http://www.collegemocktrial.org>

NOTE: There are several sources for Mock Trial materials. One source is the Foundations of Criminal Law curriculum developed by EDC. See Unit 3, Teacher Guide. The curriculum contains two mock trials: The case of People v. Ordonez is an armed robbery case. The case of the United States v. Douglas is a fraud case. Detailed directions and supporting materials for both Mock Trials can be found at <http://lawandjustice.edc.org>

**PAIR-SHARE ANALZE AND WRITE ACTIVITY: JUVENILE COURT SYSTEM
(CALIFORNIA)**

Using Handout 6: The Juvenile Court System (California) from the EDC Foundations of Criminal Justice curriculum, Unit 4, and a series of juvenile justice scenarios provided, students will work in pairs to read and analyze each scenario and determine what kind of juvenile court would be most likely to consider each juvenile's case: Dependency Courts, Informed Juvenile and Traffic Courts, Delinquency Drug Courts, Delinquency Courts, etc.

After a paired discussion, each student then responds to the following questions on her/his learning blog or in her/his course journal/learning log, * What factors may be influencing the actions of the young people described in the scenarios? * Are these factors individual? Social? Systemic - meaning, part of the structures and processes of the justice system or part of broader issues in society? Explain your thinking.

WEB QUEST ON JUVENILE JUSTICE

Visit the National Council on Crime and Delinquency (NCCD) at <http://www.nccd-crc.org>. What are some of the areas in which NCCD is working to prevent and understand delinquency? What other areas do you think it should be exploring? Write up your findings in your Criminal Justice Log Book.

Use the Cybrary (<http://www.talkjustice.com/cybrary.com>) identify other juvenile justice research and delinquency-prevention sites on the Web. Which sites contain information about school shootings? What, if anything, do they suggest can be done to reduce the incidence of these crimes? Write up your findings in your Criminal Justice Log Book.

CRIMINALIZING CYBER-BULLYING: FOR OR AGAINST MOCK LEGISLATIVE

HEARING Students participate in a mock legislative hearing and argue for or against the passage of a state law criminalizing cyber-bullying. Students consider the impact of cyber-bullying from the perspectives of the victim, the perpetrator, parents, and community members and write a narrative using the point of view of one of the stakeholders. They then analyze the constitutionality, enforceability, and fairness of the proposed law, Students reflect individually and in groups on how criminalization would affect different stakeholders. Students work in teams to prepare arguments for or against criminalizing cyber-bullying. (Source of project idea: Education Development Center's (EDC) *Foundations of Criminal Justice* curriculum materials) <http://www.lawandjustice.edc.org>

(Extended Learning Option) Essay: In 2008 representatives from California and Missouri proposed a federal law making cyber-bullying a federal criminal offense. Because of the electronic communications issues involved, they believed that a federal cyber-bullying law was appropriate. Some states were concerned that such a law could have unintended consequences that infringe on free speech rights or wanted to retain the power to make criminal laws and decide whether cyber-bullying was a misdemeanor or felony. Write an essay in which you argue for or against a proposed federal law governing cyber-bullying.

(Extended learning activity) Exploring Strategies for Preventing Cyber-bullying. Students will brainstorm strategies to prevent cyberbullying. Then using the list of strategies they have generated as well as a handout on Strategies for Preventing Cyberbullying, students work in small groups to review the proposed strategies and determine which strategy or strategies might best prevent cyberbullying. Students will be asked to address the following questions: "Do you think these prevention strategies would be more effective than criminalizing cyberbullying? Why or why not? In what ways might criminalizing a particular behavior affect a community's ability to prevent that action? IN what ways do social solutions to problems affect communities differently than criminal solutions to problems? To what extent does each approach achieve justice? (Cyberbullying Prevention Strategies Handout, Handout 20, Foundations of Criminal Justice, EDC) (See also: *Teen Cyberbullying Investigated: Where Do Your Rights End and Consequences Begin?*, Jacobs, Thomas A., J.D., Free Spirit Publishing, 2010.)

ALTERNATIVES TO INCARCERATION WEB QUEST AND ESSAY (also written assignment)

Students will research alternatives to incarceration and write a short essay in which they describe and analyze their findings and compare and contrast the advantages and disadvantages of alternatives to incarceration.

Resources include:

The Colonial Williamsburg Foundation:

<http://www.history.org/foundation/journal/spring03/branks.cfm#>

Alternative sentencing resources

<http://www.libraryindex.com/pages/2553/Sentencing-ALTERNATIVE-SENTENCING>

Sentencing Alternatives from Incarceration to Diversion

<http://www.hmichaelsteinberg.com/sentencingalternatives.htm>

Types of Alternative Sentencing

<http://www.legalmatch.com/law-library/article/types-of-alternative-sentencing.html>

Advantages of Alternative Sentencing

<http://www.legalmatch.com/law-library/article/advantages-of-alternative-sentencing.html>

Criticisms of Alternative Sentencing

<http://www.legalmatch.com/law-library/article/criticisms-of-alternative-sentencing.html>

THE LANGUAGE OF LAW: LEGAL TERMINOLOGY GLOSSARY - WITH AN EMPHASIS ON CRIMINAL LAW

Each student will continue to develop her/his personal Legal Terminology Glossary that is added to throughout the course. Ideally, each student will set a goal of increasing her/his legal terminology vocabulary by at least 300 terms during the course of the school year. Students will participate in a Legal Terminology Bee late in the school year.

LAW/PUBLIC SERVICE-RELATED PRACTICUM

- Participate in a drive around with a police officer.
- Participate in a student tour to one or more courtrooms.
- Attend a public meeting of the school board, city council or county supervisors either in order to make presentation on an issue of special concern, or to report to the class on the results of the meeting with respect to such an issue.
- Participate in at least two law-related job shadows.
- Complete one or more Informational Interviews related to Legal and Governmental Careers

MOCK INTERVIEWS

A panel of law and criminal justice professionals will speak with students about their careers and their educational paths to reach these careers; As a follow-up activity, Law Academy Advisory Board members and other legal and public service partners will assist the Academy in offering a day of interview practicums for students. Each student will carefully prepare for her/his interview. Students will have a choice of several "mock" jobs for which they may interview. Based on the job/career opening they choose, they will:

- A. Research the organization and identify legal professional success factors
- B. Develop a "pitch" - Each student should prepare and practice how he/she will show that he/she possesses the success skills necessary for the job. Students should be prepared to support the claims in your letter of inquiry and resume. For each project/job/activity on a resume, students should be able to discuss what they learned, what they found challenging, impact on yourself and/or others, etc.
- C. Students will prepare and practice responses to likely questions:
 - a) Tell me about yourself; b) Why did you decide to enter the Law Academy? OR why are you interested in law and public service? C) How are you doing academically? D) Why are you interested in this position? E) Why do you want to work for our organization/firm/department? F) What are your strengths? G) What three accomplishments are you most proud of? H) What are your weaknesses? I) Discuss a time you were not successful and what you learned from this experience? J) What questions do you have for me?(Note: the interviewer will not ask all the questions, but these are typical questions.
- D. Students will spend some time researching and brainstorming tips for effective interviews, such as what to say and what not to say, how to dress for success, make eye contact, be confident (but not arrogant), etc.
- E. Each student will prepare a professional resume in advance of her/his interview
- F. Students will participate in one or more mock interviews, telephone interviews, or Skype interviews. Each student will also follow up with a professional thank you letter to the person who interviewed her/him.

ENGAGEMENT WITH THE LAW: YOUTH LAW AND JUSTICE FORUM

Essential Questions: Does understanding the law give people the power to change it? How does knowledge of the law and the criminal justice system translate into action? Can design thinking and other innovative approaches to

problem solving help us improve the U.S. Criminal justice system?

Working in small groups and with each group supported by a professional legal mentor, students will identify a current criminal justice problem of interest to investigate further. They will conduct independent research, use design thinking to develop a "prototype" solution, develop an innovative action plan, and present their work at a student-organized Youth Law and Justice Forum.

COLLEGE AND CAREER PORTFOLIO - Each student will prepare exemplary samples of her/his Criminal Justice work to include in her/his Law Academy College and Career Portfolio. In addition to samples of research, writing, and projects, students will also include work samples that demonstrate growth and/or mastery of specific Public Service knowledge and skills used in legal and government careers. These will include, but are not limited to skills such as identifying main ideas in a technical document, identifying cause and effect, drawing inferences and conclusions, making valid generalizations, distinguishing fact and opinion, comparing and contrasting, analyzing primary and secondary sources, recognizing bias, identifying frames of reference, problem solving, legal analysis and reasoning, legal research, factual investigation, communication decision making, counseling, negotiation, consensus building, analyzing/using and synthesizing information, litigation and alternative dispute resolution, organization and management of legal work, recognizing and resolving ethical issues. (based on Lawyering Skills and Values as identified by the American Bar Association; task force report on the legal profession/MacCrate Report.)

EXTENDED LEARNING - Students in the Law Academy participate in a variety of activities related to public speaking, critical thinking, and the development of leadership skills. Through Junior Statesmen of America and similar student professional organizations and learning experiences, each student learns to develop and communicate her/his opinion, to listen carefully to the opinions and thinking of others, and to use their words (spoken and written words) to persuade others.

D. Instructional Methods and/or Strategies

A variety of instructional strategies will be utilized to accommodate all learning styles and to reinforce language, social science, and critical thinking skills while learning legal concepts.

- Direct Instruction (lectures, multimedia presentations, demonstrations of principles and procedures)
- Small and large group discussions,
- Socratic Seminars
- Student-facilitated interactive presentations
- Team teaching with legal/government professionals and other community/postsecondary partners
- Research, presentation, and argumentation related to mock trial, junior statesmen,

etc.

- Substantial and strategic Reading and use of a variety of instructional materials and resources (books, professional journals, reference materials, textbooks, electronic media)
- Use of technology-based resources for simulations, internet, computer-based instruction
- Self-directed, cooperative, and collaborative learning projects (project-based learning, problem-based learning, inquiry learning)
- Investigative research (both library and internet) and writing
- Use of legal professionals and other community partners as guest speakers, student project consultants, review panels for student exhibitions of work
- Practicum, field trips and other industry/community-based-learning and/or service-learning experiences
- Out-of-class work (homework/extended assignments) for projects, research and report assignments, and preparation for exhibitions of work/presentations/moot court
- Criminal Justice Learning Logs
- Student portfolios
- Student exhibitions and competitions

E. Assessment Methods and/or Tools

Assessment of each student's learning and mastery will include, but are not limited to:

- Authentic Assessments: Professional and community evaluation of exhibitions of individual/group project work and exhibitions of student learning/demonstrations of mastery. Will include both formative and summative assessments
- Unit Pre-Quizzes, Unit Quizzes, and Unit Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.
- "Blue Book" Legal Reasoning Essay Exams (semester finals)
- Rubric assessments of essays and other written assignments; presentations; research; practicum, etc.
- Course College and Career Portfolio of student work demonstrating growth and mastery (In the first few days of the course, students individually assess on criminal justice knowledge and skills as well as on indicators of college and career readiness. Over the course of the year students chart their growth toward mastery and use various assignments and course artifacts to provide evidence of growth and mastery. Evidence is included in each student's individual Portfolio. Legal professionals, peers, and the teacher use a Portfolio Review Rubric to review each student's portfolio of

work.)

- Learning Log Entries
- Oral Presentations and Debates
- Peer Review
- Concept Maps

F. Corresponding Non-Honors Course. Indicate the name of the regular non-honors course corresponding to this proposed honors course.

N/A

G. Differences in Honors/Non-Honors Courses. Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific.

N/A