

**MANCHESTER REGIONAL HIGH SCHOOL**

**SOCIAL STUDIES**

**Criminal Justice**

**JUNE 2016**

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Mr. Jonathan Banta  
Mr. Mark Winkler Esq.

COURSE DESCRIPTION: Criminal Justice

*Criminal Justice* is an introductory college level course designed to teach students the philosophy, history and operations of law enforcement, including the police, the courts and the correction system. Along with the course, students will have the opportunity to participate in county wide mock trial team competition. Juniors and seniors may elect to participate in the Passaic County Community College program, in which they will be entitled to receive 3 college credits upon the successful competition of this course. Credits are transferable anywhere within the state of New Jersey.

COURSE DATA:

Length of Course : One Semester

Credits : Two and One Half

Periods Per Week : Five

Classification : Elective - Grade 11-12

Prerequisite : None

Must be in 11 or 12<sup>th</sup> grade to participate  
in the P.C.C.C program for college credit.

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine if students have learned the subject matter which has been taught. Teachers will evaluate student progress by using criterion-referenced tests, standardized tests, quizzes, homework, classwork, class participation, oral and written reports, group activities and special projects.

MANCHESTER REGIONAL HIGH SCHOOL

A. COURSE TITLE: CRIMINAL JUSTICE

B. MINIMUM COURSE PROFICIENCIES:

Upon successfully completing this course, the student should be able to demonstrate proficiency in the following:

1. Oral Communication:
  - a. The student can improve his/her oral vocabulary.
  - b. The student can employ an acceptable standard of oral English.
  - c. The student can organize and can present ideas related to social problems in society.
2. Written Expression:
  - a. The student can organize information according to acceptable outlining procedures.
  - b. The student can write acceptable sentences and paragraphs.
  - c. The student can write acceptable essays.
  - d. The student can write an acceptable paper on an approved social problem in American society.
3. Vocabulary Skills:

The student can improve his/her ability to define and to use technical sociological terminology.
4. Research Skills:

The student can use the resources of the library to complete required assignments and projects. These resources will include, but not be limited to, the Social Issues Resource Series, Editorials on file, the Vertical File, almanacs and United States Census data.
5. Career Study:

The student can accumulate and can convey selected career information to include, but not to limit to, a sociologist, a social worker, a psychologist and an educator.
6. Sociological Study:
  - a. The student can explain the origin of Criminal Justice.
  - b. The student can identify three pioneers in the field of Criminal Justice.
  - c. The student can define culture.
  - d. The student can give examples of cultural adaptations.
  - e. The student can describe how an individual is socialized.
  - f. The student can explain the concept of cultural conformity.
  - g. The student can define and discuss various social problems.
  - h. The student can analyze a minimum of one major social problem in America.

C. EVALUATIVE ACTIVITIES:

1. Tests
2. Quizzes
3. Class participation
4. Homework
5. Social Problems Research Project
6. Oral reports
7. Group activities
8. Writing samples
9. Special projects
10. Web assignments

D. Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

1.	Tests.	.....	50%
2.	Class participation/activities.....		20%
3.	Homework.....		20%
4.	Projects .....		10%

E. TEACHING STRATEGIES:

A wide variety of teaching strategies will be employed to achieve the objectives of the course. The strategies will include, but not be limited to, lectures, readings, topical discussions, audiovisual presentations, guest speakers, field trips and library research activities.

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## **NEW JERSEY CORE CURRICULUM CONTENT SOCIAL STUDIES STANDARDS**

- 6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- 6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- 6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- 6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- 6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- 6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
- 6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
- 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

- 6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
- 6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

**English Language Arts:**

**140.2: Reading Standards for Informational Text A. Key Ideas and Details**

EE.RI.11-12.1. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

EE.RI.11-12.2. Determine the central idea of a text; recount the text.

**C. Integration of Knowledge and Ideas**

EE.RI.11-12.7. Analyze information presented in different media on related topics to answer questions or solve problems.

EE.RI.11-12.8. Determine whether the claims and reasoning enhance the author's argument in an informational text.

EE.RI.11-12.9. Compare and contrast arguments made by two different texts on the same topic.

**D. Range of Reading and Level of Text Complexity**

**Writing Standards**

**Text Types and Purposes**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

**W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

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

**Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

**Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**

**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

**Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

### **8.1 Computer and Information Literacy**

- A. Basic Computer Skills
- B. Application of Productivity Tools

### **8.2 Technology Education**

- A. Nature and Impact of Technology
- B. Design Process and Impact Assessment
- C. Systems in the Designed World

### **9.1 Career and Technical Education**

- A. Career Awareness and Planning
- B. Employability Skills

### **9.2 Consumer, Family, and Life Skills**

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communications
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety



MANCHESTER REGIONAL HIGH SCHOOL

COURSE OUTLINE: **Criminal Justice**

**UNIT I: Crime in America**

**A. What is the meaning of Criminal Justice?**

- a. A Brief History
- b. American Criminal Justice - System and Functions
  - i. Consensus Model
  - ii. Conflict Model
- c. American Criminal Justice - The Process
  - i. Investigation and Arrest
  - ii. Pretrial Activities
  - iii. Adjudication
  - iv. Sentencing
  - v. Corrections
- d. Due Process and individual rights

**B. The Crime Picture**

- a. Introduction
  - i. Crime Data and Social Policy
  - ii. The collection of crime data
  - iii. The uniform crime reports
  - iv. Development of the UCR Program
- b. Multiculturalism and Diversity
  - i. Crime against the Elderly
  - ii. Hate Crime
  - iii. Corporate and White-Collar Crime
  - iv. Organized Crime
  - v. Gun Crime
  - vi. Drug Crime
  - vii. High-Technology and Computer Crime
- c. Terrorism

**C. The Search for Causes**

- a. Criminological Theory
- b. The classical School
  - i. Beccaria- Crime and Punishment
  - ii. Bentham- Hedonistic Calculus
  - iii. The Neoclassic Perspective
  - iv. Social Policy and classical theories
- c. Biological Theories

- i. Gall- Phrenology
  - ii. Lombroso- Atavism
  - iii. Sheldon- Somatotypes
  - iv. Social Policy and Behavioral theories
- d. Psychobiological Theories
  - i. Chromosome Theory
  - ii. Biochemical Factors and Imbalances
  - iii. Heredity and other Physical factors
  - iv. Social Policy and psychobiological theories
- e. Psychological Theories
  - i. Behavioral Conditioning
  - ii. Freudian Psychoanalysis
  - iii. Psychopathology and Crime
  - iv. The Psychotic Offender
  - v. Psychological Profiling
  - vi. Social Policy and Psychological Theories
- f. Sociological Theories
  - i. Social Ecology Theory
  - ii. Anomie Theory
  - iii. Subculture Theory
- g. Social process Theories
  - i. Differential Association Theory
  - ii. Restraint Theories
  - iii. Labeling Theories
  - iv. The Life Course Perspective
- h. Conflict Theories
  - i. Radical Criminology
  - ii. Peacemaking Criminology
  - iii. Social Policy and Conflict Theories

#### **D. Criminal Law**

- a. The Nature and Purpose of Law
- b. The Rule of Law
- c. Types of Law
  - i. Criminal Law
  - ii. Civil Law
  - iii. Administrative Law
  - iv. Case Law
  - v. Procedural Law
- d. General Categories of Crime
  - i. Felonies
  - ii. Misdemeanors
  - iii. Offenses
  - iv. Treason and Espionage
  - v. Inchoate Offenses

- e. General Features of Crime
  - i. The Criminal Act
  - ii. A Guilty Mind
  - iii. Concurrence Other Features of Crime
- f. Elements of a specific criminal offense
  - i. The example of murder
- g. Types of Defenses to a criminal Charge
  - i. Alibi
  - ii. Justification
  - iii. Excuses
  - iv. Procedural Defense

Standards:

Social Studies: 6.1.12 A.1a, b; 6.1.12A. 2a, 2b, 2d; 6.12.3.2b; 6.12.A.3d; 6.1.12.A.4.c, e; 6.1.12.B.5.b; 6.1.12.D.6.a; 6.1.12.A.10.a; 6.1.12.D.12.b; 6.1.12.A.13.b; 6.1.12.A.14.a 6.1.12.A.14.b, c, h; 6.1.12.B.14.a; 6.1.12.D.14.b; 6.1.12.D.15.d ; 6.2.12.A.6.b; 6.3.12.D.1

English Language Arts:

140.2: Text A. Key Ideas and Details  
 EE.RI.11-12.1.; 12.2 EE.RI.11-12.2. EE.RI.11-12.7. EE.RI.11-12.8.  
 EE.RI.11-12.9.

D. Range of Reading and Level of Text Complexity

Writing Standards

Text Types and Purposes  
 W.11-12.1. 12.2

8.1 Computer and Information Literacy

A. 8.2 Technology Education A.

9.1 Career and Technical Education

A., B. 9.2 D, F.

**UNIT II: Policing**

**A. Policing: History and Structure**

- a. Historical Development of the Police
  - i. English Roots
  - ii. The Early American Experience
  - iii. The Last half of the 20<sup>th</sup> Century
  - iv. Scientific Police Management
- b. American Law Enforcement
- c. Federal Agencies
  - i. The Federal Bureau of Investigation
  - ii. The FBI and Counterparts
- d. State Agencies

- e. Local Agencies
- f. Private Protection Services
  - i. Integrating Public and Private Security

**B. Policing: Purpose and Organization**

- a. The Police Mission
  - i. Enforcing the Law
  - ii. Apprehending Offenders
  - iii. Preventing Crime
  - iv. Preserving the Peace
  - v. Providing Services
- b. Operational Strategies
  - i. Preventative Patrol
  - ii. Routine Incident Response
  - iii. Emergency Response
  - iv. Criminal Investigation
  - v. Problem Solving
  - vi. Support Services
- c. Managing Police Departments
  - i. Police Organization and Structure
  - ii. Chain of Command
- d. Policing Styles
  - i. The Watchman Style of Policing
  - ii. The Legalistic Style of Policing
  - iii. The Service Style of Policing
  - iv. Police-Community Relations
  - v. Critique of Community Policing
- e. Terrorism's Impact on Policing
  - i. Intelligence led Policing and Antiterrorism
  - ii. Community Policing and Antiterrorism
  - iii. Information Sharing and Antiterrorism
- f. Discretion and the Individual Officer
- g. Professionalism and Ethics
  - i. Education and Training
  - ii. Recruitment and Selection
- h. Ethnic and Gender Diversity in Policing
  - i. Women as effective Police Officers
  - ii. Increasing the number of Minorities and Women in Police Work

**C. Policing: Legal Aspects**

- a. The abuse of Police Power
  - i. A changing Legal Climate

- b. Individual Rights
  - i. Due Process Requirements
- c. Search and Seizures
  - i. The exclusionary Rule
  - ii. The Warren Court
  - iii. The Bulger Court
- d. Arrest
  - i. Searches Incident to Arrest
  - ii. Emergency Searches of Persons
  - iii. Vehicle Searches
  - iv. Suspicionless Searches
  - v. High Technology Searches
- e. The Intelligence Function
  - i. Informats
  - ii. Police Interrogation
  - iii. The Right to a Lawyer at Interrogation
  - iv. Suspect Rights: The Miranda Decision
  - v. Gathering Special Kinds of Nontestimonial Evidence
  - vi. Electronic Eavesdropping

**D. Policing: Issue and Challenges**

- a. Police Personality and Culture
- b. Corruption and Integrity
  - i. Money
  - ii. Building Police Integrity
  - iii. Drug Testing of Police Employees
- c. The Dangers of Police Work
  - i. Violence in the Line of Duty
  - ii. Risk of Disease and Infected Evidence
  - iii. Stress and Fatigue among Police Officers
- d. Police Use of Force
  - i. Deadly Force
  - ii. Less-Lethal Weapons
- e. Racial Profiling and Biased Policing
  - i. Racially Biased Policing
- f. Police Civil Liability
  - i. Common Sources of Civil Suits
  - ii. Federal Lawsuits

Social Studies Standards: 6.1.12.A.1.a; 6.1.12.A.2.a 6.1.12.A.2.d  
 6.1.12.A.3.d; 6.1.12.A.4.b; 6.1.12.A.4.c ; 6.1.12.D.4.e;  
 6.1.12.B.5.b; 6.1.12.D.6.a; 6.1.12.A.7.b; 6.1.12.D.12.b  
 6.1.12.A.13.b; 6.1.12.A.14.a; 6.1.12.A.14.b; 6.1.12.A.14.h;

6.1.12.D.15.d; 6.2.12.A.6.b; 6.3.12.D.1

English Language Arts:

140.2: Text A. Key Ideas and Details

EE.RI.11-12.1.; 12.2 EE.RI.11-12.2. EE.RI.11-12.7. EE.RI.11-12.8.  
EE.RI.11-12.9.

D. Range of Reading and Level of Text Complexity

Writing Standards

Text Types and Purposes

W.11-12.1. 12.2

### **UNIT III: Adjudication**

#### **A. The Courts: Structure and Participation**

- a. History and Structure of the American Court Systems
- b. The State Court System
  - i. The Development of States Courts
  - ii. State Court Systems Today
- c. The Federal Court System
  - i. US District Courts
  - ii. US Court of Appeals
  - iii. The US Supreme Court
- d. The courtroom work group
- e. Professional Courtroom participants
  - i. The Judge
  - ii. The Prosecuting Attorney
  - iii. The Defense Counsel
- f. Ethics and Professionalism
  - i. The Bailiff
  - ii. Local Court Administrators
  - iii. The Court Reporter
- g. Nonprofessional Courtroom Procedure
  - i. Lay Witness
  - ii. Jurors
  - iii. The Victim
  - iv. The Defendant
  - v. Spectators and the Press

#### **B. Pretrial Activities and the Criminal Trial**

- a. Pretrial Activities
  - i. The First Appearance
  - ii. The Grand Jury
  - iii. The Preliminary Hearing
  - iv. Arraignment and the Plea

- v. Plea Bargaining
- b. The Criminal Trial
  - i. Nature and Purpose of the Criminal trial
- c. Stages of a Criminal Trial
  - i. Trial Initiation- The Speedy trial
  - ii. Jury Selection
  - iii. Opening Statements
  - iv. The Presentation of Evidence
  - v. Closing Arguments
  - vi. The Judge's Charge to the Jury
  - vii. Jury Deliberations and the Verdict
- d. Improving the Adjudication Process

### **C. Sentencing**

- a. The Philosophy and Goals of Criminal Sentencing
  - i. Retribution
  - ii. Incapacitation
  - iii. Deterrence
  - iv. Rehabilitation
  - v. Restoration
- b. Indeterminate Sentencing
  - i. Critiques of Indeterminate Sentencing
- c. Structured Sentencing
  - i. Federal Sentencing Guidelines
  - ii. The Legal Environment of Structured Sentencing
  - iii. Mandatory Sentencing
- d. Innovations in Sentencing
  - i. Questions about Alternative Sanctions
- e. The Pre-sentence Investigation
- f. The Victim- Forgotten No Longer
  - i. Victim Impact Statements
- g. Modern Sentencing Options
  - i. Fines
- h. Death: The ultimate sentence
  - i. Habeas Corpus Review
  - ii. Opposition to Capital Punishment
  - iii. Justifications for Capital Punishment
  - iv. The Courts and the Death Penalty
  - v. The Future of the Death Penalty

#### Standards:

Social Studies: 6.1.12 A.1a, b; 6.1.12A. 2a, 2b, 2d; 6.12.3.2b;  
6.12.A.3d; 6.1.12.A.4.c, e; 6.1.12.B.5.b; 6.1.12.D.6.a;

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6.1.12.A.10.a; 6.1.12.D.12.b; 6.1.12.A.13.b; 6.1.12.A.14.a  
6.1.12.A.14.b, c, h; 6.1.12.B.14.a; 6.1.12.D.14.b; 6.1.12.D.15.d ;  
6.2.12.A.6.b; 6.3.12.D.1

English Language Arts:

140.2: Text A. Key Ideas and Details

EE.RI.11-12.1.; 12.2 EE.RI.11-12.2. EE.RI.11-12.7. EE.RI.11-12.8.  
EE.RI.11-12.9.

D. Range of Reading and Level of Text Complexity

Writing Standards

Text Types and Purposes

W.11-12.1. 12.2

8.1 Computer and Information Literacy

A. 8.2 Technology Education A.

9.1 Career and Technical Education

A., B. 9.2 D, F.



## Passaic County Manchester Regional High School District

**Course:** Criminal Justice – Unit I

**Quarter:** 1

**5 weeks**

### Crime in America

**Theme:** What is the "Criminal Justice System"

**What is the meaning of Criminal Justice?; The Crime Picture; The Search for Causes; Criminal Law**

**Standards:** 6.1.12.A.1a, b; 6.1.12A. 2a, 2b, 2d; 6.1.12.3.2b; 6.1.12.A.3d; 6.1.12.A.4.c, e; 6.1.12.B.5.b; 6.1.12.D.6.a; 6.1.12.A.10.a; 6.1.12.D.12.b; 6.1.12.A.13.b; 6.1.12.A.14.a 6.1.12.A.14.b, c, h; 6.1.12.B.14.a; 6.1.12.D.14.b; 6.1.12.D.15.d ; 6.2.12.A.6.b; 6.3.12.D.1  
RH.11-12 (40) WRST.11-12 (20) (44) (10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
Identify the major themes on which this textbook builds.	Administration of justice Bail Booking Civil justice	Reasoning: Collecting and organizing information Timeline & chart Visualizing my ideas	Tests & Quizzes Group Projects Oral Presentations	Library Research: Detailed biography of individual chosen. Use three sources	Text: Schnalleger, Frank; Criminal Justice Today: An Introductory Text for the 21 <sup>st</sup> Century 9 <sup>th</sup> edition. (Chapter 1-4)
Highlight the difference between the individual- rights and public-order perspectives	Concurrent sentence Conflict model Consecutive sentence Consensus model Crime- control model Criminal justice Criminal justice system	Critical Thinking: Compare and contrast Support and refute Communication: Essay Journal writing Discussion Oral presentation	5-paragraph essays Library research time. Essay - what is the best way to measure crime in America? What affect does use of statistics have on policy decisions?	Lecture Vocabulary building exercises Maintenance of a notebook Newspaper publications	
Explain society's need for a system of order maintenance, and detail the role of law within that system.	Criminology Due process Due process model Grand jury Indictment Individual rights Individual rights advocate	Reading comprehension Collect & organize information Communication	Report - select a career in criminal justice system, review requirements, duties, qualifications, compensation, report to class.	Web quests Power Point Presentations	
Describe the personal sacrifices necessitated by public order.	Information Justice Multiculturalism Preliminary hearings Probable cause	Collect & organize information Communication		Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15)	
Expand upon the relationship of criminal justice to		Newspaper skills			

**Passaic County Manchester Regional High School District**

<p>social justice and other wider notions of equity and fairness.</p> <p>Explain the structure of the criminal justice system in terms of its major components.</p> <p>Describe the difference between the consensus and conflict models of the criminal justice system.</p> <p>Describe the process of American criminal justice, including the stages of criminal justice system.</p> <p>Explain the meaning of due process of law, and identify where due process guarantees can be found in American legal system.</p> <p>Explain how multiculturalism and diversity present</p>	<p>Public-order advocate</p> <p>Social control</p> <p>Social justice</p> <p>Trial USA PATRIOT Act of 2001</p> <p>Warrant</p>	<p>Compare differing career alternatives within the system.</p> <p>Analyze struggle between individual rights and safety of society.</p>	<p>Paper: select one right of defendants - describe how it developed and protects freedoms.</p> <p>Oral presentation</p>	<p>4 (1-3,8-11)</p>	
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Passaic County Manchester Regional High School District

<p>special challenges to, and opportunities for, the American system of criminal justice.</p>				
<p>Name and compare the two major national crime data-gathering programs in the United States today.</p>	<p>Aggravated assault Arson Assault Bureau of Justice Statistics (BJS) Burglary Clearance rate</p>			
<p>Explain what crime statistics can tell us about crime in America.</p>	<p>Computer crime Corpartae crime Crime Index Crime typology Cyberstalking</p>			
<p>Discuss some of the limitations inherent in statistical reports of crime.</p>	<p>Dark figure of crime Date rape Forcible rape Hate crime Identity theft Larceny theft Motor vehicle theft Murder</p>			
<p>Describe the FBI's Crime Index, and list the eight major crimes that make up the index.</p>	<p>National Crime Victimization Survey (NCVS) National Incident-Based Reporting System (NIBRS) Organized crime Part I offenses Part II Offenses</p>			
<p>Explain why crime statistics are generally expressed as rates instead of simple numerical tabulations.</p>				

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<p>Describe the two major categories of Part I offenses in the Uniform Crime Reports.</p>	<p>Property crime Rape Robbery Sexual battery Stalking Violent crime White-collar crime</p>			
<p>Explain the hierarchy rule, and discuss how it affects crime reporting.</p>				
<p>Discuss the meaning of the term clearance rate.</p>				
<p>Identify the special categories of crime discussed in this chapter.</p>	<p>Anomie Atavism Behavioral conditioning Biological School Broken window thesis Chicago School Classical School Conflict perspective Constitutive criminology Dangerousness Deconstructionist theory Defensible space</p>			
<p>List the various categories of theoretical approaches used to explain crime.</p>				
<p>Describe the basic features of biological theories of crime causation.</p>				
<p>Describe the basic</p>				

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<p>features of psychological explanations for crime.</p> <p>Describe the basic features of sociological theories of crime causation.</p> <p>Identify two emergent theories of crime causation.</p> <p>Explain the impact of common law on contemporary American criminal justice.</p> <p>Discuss the nature of the rule of law, and describe its purpose in Western democracies.</p> <p>Identify the various types of law, and explain the purpose of each.</p> <p>List and analyze the five categories of criminal law</p>	<p>theory</p> <p>Deviance</p> <p>Feminist criminology</p> <p>Interdisciplinary theory</p> <p>Labeling theory</p> <p>Life course perspective</p> <p>Moral enterprise</p> <p>Neoclassical criminology</p> <p>Peacemaking criminology</p> <p>Phrenology</p> <p>Postmodern criminology</p> <p>Psychoanalysis</p> <p>Psychological profiling</p> <p>Psychopath</p> <p>Psychopathology</p> <p>Radical criminology</p> <p>Rational choice theory</p> <p>Reaction formation</p> <p>Schizophrenic</p> <p>Social development theory</p> <p>Social disorganization theory</p> <p>Social disorganization</p>				
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## Passaic County Manchester Regional High School District

**Course:** Criminal Justice – Unit II

**Policing**

**Theme:** Policing

**Policing: History and Structure; Policing: Purpose and Organization; Policing: Legal Aspects; Policing: Issue and Challenges**

**Quarter:** 1

**4 weeks**

**Standards:** 6.1.12.A.1.a; 6.1.12.A.2.a 6.1.12.A.2.d  
6.1.12.A.3.d;6.1.12.A.4.b;6.1.12.A.4.c ;6.1.12.D.4.e;f  
6.1.12.B.5.b; 6.1.12.D.6.a; 6.1.12.A.7.b; 6.1.12.D.12.b  
6.1.12.A.13.b;6.1.12.A.14.a;6.1.12.A.14.b;  
6.1.12.A.14.h; 6.1.12.D.15.d; 6.2.12.A.6.b; 6.3.12.D.1

RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
Summarize the historical development of policing in America, including the impact of the Prohibition era on American policing.	Bow Street Runners Comes stabuli Directed patrol Evidence-based policing Exemplary Projects Program Federal enforcement Agency Kansas City Experiment Law Enforcement Assistance Administration (LEAA) Municipal police department New police Night watch Private protection services Scientific police management Sheriff Statute of Winchester Sworn officer Vigilantism	Reasoning: Analysis and examination of evolution of organizations to meet needs of changing society.  Compare differing career alternatives for contributions to society and benefits to those in the careers.  Analyze impact of multiculturalism.	Tests  Group Projects  Oral Presentations  5-paragraph essays  Essay - compare and contrast needs of society in different periods and how law enforcement systems evolved to meet those needs.  Report - select a career in criminal justice system, review requirements, duties, qualifications, compensation, report to class.  Paper comparing federal and local law enforcement/	Library Research: Detailed biography of individual chosen.  Use three sources  Lecture  Maintenance of a notebook  Essay - compare and contrast needs of society in different periods and how law enforcement systems evolved to meet those needs.  Report - select a career in criminal justice system, review requirements, duties, qualifications, compensation, report to class.  Paper comparing	Text: Schmallegger, Frank; Criminal Justice Today: An Introductory Text for the 21 <sup>st</sup> Century 9 <sup>th</sup> edition. (Chapter 5-8)
Describe the nature of scientific police studies, and explain the significance they hold for law enforcement practice today.	Describe the three major levels of public law enforcement in the U.S. today.	Critical thinking: Analyzing Evaluating Collecting and organizing information Timeline & chart Visualizing my ideas			
Describe the nature and extent of private protective services in the U.S. today, and describe the role					

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<p>these services might play in the future.</p> <p>Explain the relationship between private security and public policing in America today.</p>	<p>Chain of command</p> <p>Community policing</p> <p>CompStat</p> <p>Crime prevention</p> <p>Crime scene</p> <p>Crime-scene investigation</p>	<p>Communication: Essay</p> <p>Journal writing</p> <p>Discussion</p> <p>Oral presentation</p> <p>Reading comprehension</p>	<p>differing rules missions.</p> <p>Oral presentation</p>	<p>federal and local law enforcement/ differing rules missions.</p> <p>Oral presentation</p>	
<p>What is the purpose of policing democratic societies?</p>	<p>Criminal intelligence</p> <p>Intelligence-led policing</p> <p>Legalistic style</p>	<p>Collect &amp; organize information</p> <p>Communication</p>		<p>Power Point Presentations</p> <p>Web quests</p>	
<p>List and analyze the five core operational strategies of today's police departments.</p>	<p>Line operations</p> <p>MATRIX</p> <p>Peace officer standards and training program</p>	<p>Newspaper skills</p>		<p>Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15) 4 (1-3,8-11)</p>	
<p>Define the term police management, and describe the different types of organizational structures typical of American police departments.</p>	<p>Police discretion</p> <p>Police ethics</p> <p>[p]olice management</p> <p>Police</p> <p>professionalism</p> <p>Police subculture</p> <p>Preliminary investigation</p> <p>Problem solving</p>				
<p>Identify the three styles of policing.</p>	<p>Response time</p> <p>Service style</p> <p>Span of control</p> <p>Team policing</p> <p>Watchmen style</p>				
<p>Explain how the policing styles differ from traditional policing.</p>					

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<p>Describe the changed role of American police in the post 9-11 environment.</p> <p>Explain police discretion and how it affects the practice of contemporary law enforcement.</p> <p>Demonstrate why professionalism is important in policing today.</p> <p>Identify some of the issues related to ethnic and gender diversity in policing, and suggest ways of addressing them.</p> <p>Explain how the Bill of Rights and democratically inspired legal restraints on the police help ensure personal freedoms in our society.</p> <p>Describe the nature</p>	<p>Arrest</p> <p>Bill of Rights</p> <p>Compelling interest</p> <p>Digital criminal forensics</p> <p>Electronic evidence</p> <p>Emergency search</p> <p>Exclusionary rule</p> <p>Fleeing-targets exception</p> <p>Good faith exception</p> <p>Interrogation</p> <p>Landmark case</p> <p>Latent evience</p> <p>Miranda triggers</p> <p>Miranda warnings</p> <p>Plain view</p> <p>Probable cause</p> <p>Reasonable suspicion</p> <p>Search incident to an arrest</p> <p>Writ of certiorari</p> <p>Alabama v. White</p> <p>Brown v. Mississippi</p> <p>California v. Hodari D.</p> <p>Carrol v. U.S.</p> <p>Chimel v. California</p> <p>Dickerson v. U.S.</p> <p>Florida v. Bostick</p>				
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<p>of due process and the specific constitutional amendments on which due process guarantees are based.</p> <p>Explain the importance of the exclusionary rule and the fruit of the poisoned tree doctrine.</p> <p>Define arrest, and describe how popular depictions of the arrest process may not be consistent with legal understandings of the term.</p> <p>Describe the circumstances under which police officers may search vehicles and the extent to which such searches are permissible.</p> <p>Explain how the need to ensure public safety justifies certain suspicionless searches.</p>	<p>Horton v. California          Illinois v. Perkins          Kyllo v. U.S.          Mapp v. Ohio          Miranda v. Arizona          Richards v. Wisconsin          Smith v. Ohio          Terry v. Ohio          U.S. v. Drayton          U.S. v. Patane          U.S. v. Robinson          Weeks v. U.S.          Wilson v. Arkansas</p>				
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<p>Recite the Miranda warnings, and describe in detail recent U.S. Supreme Court Cases that have affected Miranda warning requirements.</p>				
<p>Describe the nature of electronic evidence, and explain how first-on-the-scene law enforcement personnel should handle it.</p>	<p>1983 lawsuit Biological weapon Bivens actions Civil liability Deadly force Excessive force Internal affairs</p>			
<p>Describe the police working personality, and relate it to police culture</p>	<p>Knapp Commission Less-lethal weapon Police corruption Police use of force Police working personality Problem police officer Racial profiling</p>			
<p>List and describe different types of police work, and discuss what can be done to reduce those dangers.</p>	<p>Biscoe v. Arlington County Bivens v. Six Unknown Federal Agents</p>			
<p>Describe the situation in which police officers are most</p>				

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<p>likely to use force, and provide some guidelines for determining when too much force has been used.</p> <p>Describe racial profiling, and explain why it has become a significant issue in policing today.</p> <p>Describe the civil liability issues associated with policing, and identify common sources of civil suits against the police.</p>	<p>City of Canton v. Ohio v. Harris</p> <p>Graham v. Connor</p> <p>Hunter v. Bryant</p> <p>Idaho v. Horuchi</p> <p>Malley v. Briggs</p> <p>Tennessee v. Garner</p>				
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## Passaic County Manchester Regional High School District

**Course:** Criminal Justice – Unit III  
**Adjudication**

**Theme:** Adjudication  
 The Courts: Structure and Participation;  
 Pretrial Activities and the Criminal Trial;  
 Sentencing

**Quarter:** 1 & 2                      **4 weeks**  
**Standards:** 6.1.12 A.1a, b; 6.1.12A. 2a, 2b, 2d; 6.12.3.2b; 6.12.A.3d;6.1.12.A.4.c, e;6.1.12.B.5.b;6.1.12.D.6.a;6.1.12.A.10.a; 6.1.12.D.12.b;6.1.12.A.13.b; 6.1.12.A.14.a 6.1.12.A.14.b,c,h;6.1.12.B.14.a;6.1.12.D.14.b;6.1.12.D.15.d;6.2.12.A.6.b; 6.3.12.D.1 RH.11-12(1-10); WHST.11-12(1-2)(4-10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
Describe the development of the American court system.	Appeal Appellate jurisdiction Baiff	Reasoning: Collecting and organizing information	Tests Group Projects	Library Research: Detailed biography of individual chosen. Use three sources	Text: Schnalleger, Frank; Criminal Justice Today: An Introductory Text for the 21 <sup>st</sup> Century 9 <sup>th</sup> edition. (Chapter 9-11)
Explain the concept of the dual-court system in America.	Change of venue Community court Court of last resort Defense counsel Expert witness Federal court system Judge	Timeline & chart Visualizing my ideas	Oral Presentations 5-paragraph essays	Lecture	
Identify some of the differences between the state and federal court systems	Judicial review Jurisdiction Juror Lay witness	Critical Thinking: Compare and contrast Support and refute Communication: Essay Journal writing Discussion	Essay - select news paper stories to current cases, write what stage the case is at and describe duties of participants.	Maintenance of a notebook	
Identify and explain the roles of the professional members of courtroom work group.	Prosecutor Public defender State court administrator Subpoena Trial de novo Victim-assistance program	Oral presentation Reading comprehension	Report - famous or current criminal case and describe what happened at each state, identify the participants.	Power Point Presentations Web quests	
Discuss indigent defense, and know what forms it takes in the United States.		Collect & organize information Communication Newspaper skills	Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15) 4 (1-3,8-11)	Project - given a fact scenario identify pre-trial issues and argue both sides using facts	

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<p>Identify and explain the roles of the nonprofessional courtroom participants.</p> <p>Explain the roles of expert and lay witnesses in a criminal trial, and describe how their testimony might differ.</p> <p>Explain how professional and nonprofessional courtroom participants work together to bring most criminal trials to a successful close.</p> <p>List and explain the steps typically taken during pretrial activities.</p> <p>Explain plea bargaining, and discuss its impact on the criminal justice system.</p>	<p>Argersinger v. Hamlin          Burns v. Reed          Crosby v. U.S.          Gideon v.          Wainwright          Herrera v. Collins          Imbler v. Pachtman          Keeney v. Tamayo-Reyes          Marbury v. Madison          Zafiro v. U.S.</p>		<p>and case law.          Oral presentation</p>		
<p>Adversarial system          Bail bond          Circumstantial evidence          Closing argument          Competent to stand trial          Conditional release          Danger law          First</p>					

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<p>Describe the various stages of a criminal trial.</p> <p>Explain the hearsay rule, and identify recognized exceptions to it.</p> <p>Explain the possible benefits of a professional jury system.</p>	<p>appearance\hearsay</p> <p>Hearsay rule</p> <p>Nolo contendere</p> <p>opening statement</p> <p>perjury</p> <p>plea bargaining</p> <p>probative value</p> <p>property bond</p> <p>real evidence</p> <p>rules of evidence</p> <p>scientific jury selection</p> <p>sequestered jury</p> <p>Speedy Trial Act</p> <p>Testimony</p> <p>verdict</p>				
<p>Describe methods that have been suggested for improving the adjudication process.</p> <p>Describe the five goals of contemporary criminal sentencing.</p> <p>Illustrate the difference between indeterminate and structured sentencing.</p>	<p>Coy v. Iowa</p> <p>Doggett v. U.S.</p> <p>Fex v. Michigan</p> <p>Georgia v. McCollum</p> <p>Idaho v. Wright</p> <p>Maryland v. Craig</p> <p>McNabb v. U.S.</p> <p>Powers v. Ohio</p> <p>U.S. v. Montalvo-</p> <p>Murillo</p> <p>White v. Illinois</p>				
<p>Describe the different types of sentencing models in use today.</p>	<p>Aggravating circumstances</p> <p>Capital offense</p> <p>Capital punishment</p>				

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<p>Define mandatory sentencing, and explain how it came about.</p> <p>Describe truth in sentencing.</p> <p>Explain the importance of federal sentencing guideline.</p> <p>Describe the nature and importance of the persistence investigation report.</p> <p>Outline the arguments for and against capital punishment.</p>	<p>Deterrence</p> <p>Diversion</p> <p>Equity</p> <p>Gain time</p> <p>Good time</p> <p>Incapacitation</p> <p>Just deserts</p> <p>Mandatory sentencing</p> <p>Mitigating circumstances</p> <p>Presentence investigation</p> <p>Presumptive sentencing</p> <p>Rehabilitation</p> <p>Restoration</p> <p>Retribution</p> <p>Sentencing social debt</p> <p>Structured sentencing</p> <p>Writ of habeas corpus</p> <p>Victim impact statement</p> <p>Apprendi v. New Jersey</p> <p>Atkins v. Virginia</p> <p>Coker v. Georgia</p> <p>Deal v. U.S. Furman v. Georgia</p> <p>Gregg v. Georgia</p> <p>Harris v. U.S.</p> <p>In re Kemmler</p>				
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	Mistretta v. U.S. Ring v. Arizona Schlup v. Delo U.S. v. Booker				
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<p>violations.</p> <p>List and analyze the eight general features of crime.</p> <p>Explain the concept of corpus delicti.</p> <p>Discuss the four broad categories of criminal defenses that our system recognizes.</p> <p>Explain the legal concept of insanity, and distinguish it from psychiatric explanations of mental illness.</p> <p>Using the Internet, or the Library, research key court cases discussed within this unit.</p>	<p>Social learning theory</p> <p>Social process theory</p> <p>Somatotyping</p> <p>Subculture of violence</p> <p>Ake v. Oklahoma</p> <p>The Crown v. Stephens</p> <p>Durham v. U.S.</p> <p>Ford v. Wainwright</p> <p>Foucha v. Louisiana</p> <p>U.S. v. Brawner</p> <p>U.S. v. Felix</p> <p>Actus reus</p> <p>Alibi</p> <p>Case law</p> <p>Civil law</p> <p>Class-action lawsuit</p> <p>Common law</p> <p>Corpus delicti</p> <p>Criminal negligence</p> <p>Double jeopardy</p> <p>Entrapment</p> <p>Espionage</p> <p>Ex post facto</p> <p>Felony</p> <p>Guilty but mentally ill (GBMI)</p> <p>Mens rea</p> <p>Motive</p> <p>Procedural law</p> <p>Punitive damages</p>				
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	Reasonable force Self-defense Statutory law Tort treason				
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