

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES DEPARTMENT

CRIMINOLOGY & LAW

Grade Level: 10-12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 2008

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy and Description

Philosophy:

In attempting to create lifelong learners and effective citizens, the philosophy behind this course is to familiarize students with the concepts, theories, and practices present in the study of criminology. In developing effective citizens, the course is designed to provide students with an understanding of the criminal justice system. Understanding crimes, as well as consequences, allows students to gain a further civic understanding of our legal system and its impact on society as well as the effects of crime on victims, the criminal, and society.

The course will also encourage students to determine what causes crimes by examining different sociological, psychological, and biological theories behind criminal behavior. As students understand why criminal behavior occurs, they can enhance their understanding of society's response to crime and methods for alleviating criminal behavior. In determining the causes and effects of criminal behavior, the workings of the criminal justice, and differences between criminal and civil cases, students will gain the ability to analyze and evaluate the effects of the legal system on our society. Students will be able to make informed and effective decisions in the future as knowledgeable citizens.

Description:

In order to carry out this philosophy, students will take part in a variety of tasks. Students will review, analyze, and evaluate case studies of a variety of criminals to determine factors that led to criminal behavior. Students will also write papers analyzing statistics dealing with criminal tendencies. Cooperative group work, oral and visual presentations, and interactive activities such as mock trials and in class debates will be used to allow students to work together to help teach one another about the concepts brought forth throughout the course. Active participation in the course will be necessary for students to gain a full understanding of the concepts related to Criminology.

**Freehold Regional High School District
Course Map**

Criminology & Law

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2 A 3 6.2 A5	Criminology is the study of criminal activity and how it is dealt with by the law.	What is criminology? What is deviance? What constitutes criminal activity? How are statistics on crime gathered? How are criminals punished? How are criminal investigations conducted? What are some careers in criminology?	- Student survey on prior knowledge. - “Do Now” question/ response on index card.	- Quiz - Exit statements on index cards at end of class period.	- Test - Essay
6.2 B. 5 6.2 A. 3 6.2 C 4	Law is a system of rules enforced through local, state, and national governments that govern politics, economics, and society.	What is law? What is natural law and how does it differ from man-made laws? Who creates laws? How are laws enforced? Who determines punishment for breaking a law? How have laws evolved over time? What is the role of the court in determining justice?	- Pre-quiz on the foundations of law. - “Do Now” question/ response on index card	- Quiz - One-minute papers	- Scenario / skit - Test
6.1 A 3 6.2 E 10	The causes of crime are grounded in multiple psychological, sociological, and biological theories.	Who commits crimes? What are the biological factors that lead to deviant behavior? What are the psychological factors that lead to deviant behavior? What are the sociological factors that lead to deviant behavior? What is the nature of criminal intent? What is a criminal profile?	- “Do Now” question/ response on index card - Scenario Identification (three theories)	- Quiz - Impromptu speech activity - Student debate on ‘Nature versus Nurture’ in the development of criminals.	- Test - Criminal Profile Performance Activity.

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

<p>6.1 A 5 6.1 A 7</p>	<p>Crime is an act committed or omitted that is punishable by law.</p>	<p>What is crime? What are the causes of crime? What are some types of crime? What is the difference between criminal and deviant acts? What are the steps of a criminal trial</p>	<p>- “Do Now” question/ response on index card - Identifying Crimes Activity</p>	<p>_ Quiz - Article Analysis (Group Switch)</p>	<p>- Test - Student oral and visual presentation</p>
<p>6.2 C 6 6.2 D 5 6.2 D 4</p>	<p>Civil law deals with the rights of private citizens, as well as organizations.</p>	<p>On what grounds can a private citizen sue another private citizen? What is a tort? How does a civil trial differ from a criminal trial? What steps can a person take to protect his/her rights?</p>	<p>- “Do Now” question/ response on index card - Identify recent cases concerning civil law cases currently in the media.</p>	<p>- Quiz - Contract Case Study Analysis</p>	<p>- Family Scenario - Create a law initiative - Mock Trial</p>
<p>6.2 A 3 6.2 A 5</p>	<p>Society’s response to crime attempts to achieve the greater good for the largest number of people.</p>	<p>What are social norms, values, and mores? What are the functions of society? What is the relationship between social problems and social responsibility? What are the different philosophies of criminal sentencing? What are the arguments for and against the death penalty?</p>	<p>- “Do Now” question/ response on index card - List/Explain the norms and values held by society.</p>	<p>- Quiz - Criminal Case Study Analysis</p>	<p>- Memo on improving the prison system. - Test</p>

**Freehold Regional High School District
Course Proficiencies and Pacing**

Criminology & Law

Unit Title	Unit Understandings and Goals	Recommended Duration
Law, the Courts, and the Criminal Justice Process	<p>Understanding: Law is a system of rules enforced through local, state, and national governments that govern politics, economics, and society.</p> <p>Goal: Students will be able to evaluate the goals of the American legal system and analyze the role of the courts and law enforcement agencies in maintaining law, order, and justice.</p>	3 weeks
Criminology, Crime, and Criminal Statistics	<p>Understanding: Criminology is the study of criminal activity and how it is dealt with by the law. / Crime is an act committed or omitted that is punishable by law.</p> <p>Goal: Students will be able to examine and evaluate criminal activity in terms of types of crime, criminal statistics, and criminal classification.</p>	4 weeks
Criminology Theories: Biological, Psychological, Sociological	<p>Understanding: The causes of crime are grounded in multiple psychological, sociological, and biological theories.</p> <p>Goals: Students will be able to evaluate and analyze the development and nature of deviant behavior and criminal intent.</p>	4 weeks
Sentencing, Corrections, and Victims of Crime	<p>Understanding: Society's response to crime attempts to achieve the greater good for the largest number of people.</p> <p>Goal: Students will be able to assess and evaluate the relationship between social problems and social responsibility in terms of society's attempt to protect its citizens.</p>	3weeks
Civil Law	<p>Understanding: Civil law deals with the rights of private citizens and organizations.</p> <p>Goals: Students will be able to analyze the civil law process as a means to legally resolving disputes among people and organizations.</p>	3 weeks

Freehold Regional High School District
Criminology & Law
Unit 1: Law, the Courts, and the Criminal Justice Process

Enduring Understandings: Law is a system of rules enforced through local, state, and national governments that govern politics, economics, and society.

Essential Questions: What is law?

What is natural law and how does it differ from man-made laws?

Who creates laws?

How are laws enforced?

Who determines punishment for breaking a law?

How have laws evolved over time?

What is the role of the court in determining justice?

Unit Goal: Students will be able to evaluate the goals of the American legal system and analyze the role of the courts and law enforcement agencies in maintaining law, order, and justice.

Duration of Unit: 3 weeks

NJCCCS: 6.2 B5, 6.2 A3, 6.2 C4

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the purpose of law?</p> <p>What are natural rights and human rights and how does the interpretation of natural rights and human rights impact man-made laws in the United States?</p> <p>What are the differences between the various types of law?</p> <p>What process is used to create laws in the United States? What is the source of law in the United States?</p> <p>How are unjust laws dealt with?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The definition of jurisprudence. - The concept of natural law and its basis in the Enlightenment. - The goals of the legal system and the purpose of law. - The definition of various types of law such as: civil law, criminal law, federal law, common law, case law, statutory law, constitutional law. - The relationship between local, state, and national laws and governments. - The lawmaking process, drafting a law, passing a law and definitions such as statute, initiative, and referendum. - The concepts of civil disobedience, social responsibility, social contract government responsibility, and 	<ul style="list-style-type: none"> - Computers with internet access - Newspapers - Human Rights & Purpose of Law Simulation explanation directions - Three column chart template - Copy of Universal Declaration of Human Rights. - Copy of the Bill of Rights - Copies of Martin Luther King Jr.'s <i>Letters from a Birmingham Jail</i>. 	<ul style="list-style-type: none"> - Human Rights & Purpose of Law Simulation: Students pretend that they have been selected to join a group of volunteers to establish a new colony. In order to create the best possible society, students will make a list of all human rights they believe the colonies inhabitants should have. Students will then compare/contrast their list to the Universal Declaration of Human Rights. Students will then determine if all the human rights they listed are also legal rights. Students will answer the question: Should there always be a law to protect a human right? Finally, students will create laws for the colony based on the human rights they listed as necessary and then explain the purpose of each law. - Students will create a list of what they feel are the goals of the legal system and the Bill of Rights. Students will 	<p>Teacher will assess individual student written responses to the question "Should there always be a law to protect a human right?" A rubric will be used to evaluate student work.</p> <p>Paper analyzing the Second Amendment to the Bill of Rights and gun control in terms of maintaining the goals of the legal</p>

	<p>citizenship.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics -Compose position and research papers 		<p>compare/contrast their ideas and share them with the class. A list will be compiled on the board and the teacher will explain to the students the goals of the American legal system and how the legal system and Bill of Rights are all grounded in Enlightenment thought.</p> <ul style="list-style-type: none"> - Students are divided into groups of 3 or 4 and are assigned the task of researching one of the following types of law: constitutional, criminal, statutory, administrative, case and civil. Students present their findings to the class. - In small groups, students identify a problem in the local community, conduct research regarding the problem, and then draft a law to remedy the problem. Laws are presented to the class and a simulation of the law making/passing process takes place. - Students answer the question “Is it ever okay to break the law? Why? Why not?” to begin a class discussion / informal debate. Next, students read Martin Luther King’s <i>“Letters from a Birmingham Jail”</i> and discuss King’s feelings regarding handling unjust laws, as well as the concept of civil disobedience. Students then research and write a paper on other people who practice civil disobedience to protest unjust laws such as Rosa Parks, Mahatma Gandhi. 	<p>system. Essay rubric will be used for grading.</p> <p>Teacher will assess students on the depth and quality of their research, as well as their class presentation. A presentation rubric will be used to assess student work.</p> <p>Teacher will assess students on the final draft of the law they have created. A rubric will be used to assess student understanding of the topic.</p> <p>Teacher will use a rubric to assess student participation in the class discussion.</p> <p>Depth and quality of information in student research paper on people in history who practiced civil disobedience. Essay rubric will be used.</p>
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<p>What is justice?</p> <p>What is the difference between the inquisitorial system, the inquiry system, and the adversary system?</p> <p>How is a jury selected and what is the significance of a “jury of one’s peers”?</p> <p>What is due process? Procedural due process?</p> <p>What is the relationship between the Bill of Rights and criminal justice?</p> <p>What are the various stages of the criminal justice process and what does each stage entail?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - Justice is based on the concept of fairness and an unbiased interpretation of the law. - Terms associated with the criminal justice process such as the adversary system, inquisitorial system, due process. - The Bill of Rights restricts the government and ensures protection of individuals and private groups. - The steps of the criminal justice process, including but not limited to prearrest investigation, arrest, booking, preliminary hearing, formal charges, arraignment, trial, sentencing, appeals, and release. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics -Compose position and research papers 	<ul style="list-style-type: none"> - Computer with access to the internet - Book and magazine sources on the judicial system and process - Mock Trial Scenario - Contact information for a local judge and or lawyer. - Sample criminal cases 	<ul style="list-style-type: none"> - In groups, students examine and research a particular step in the criminal justice process and create a poster. Posters are presented and explained to the class and then displayed in the order in which each step of the criminal justice process is carried out. - Students find a criminal case of interest currently in the news or search newspaper and online archives to find a past criminal case and keep a journal of the case from the prearrest investigation to the appeals process. - Students research and conduct a criminal mock trial in the classroom. - Contact a lawyer or a judge to speak to the class regarding the concept of justice and due process. Then have students review criminal cases to determine if justice was served and whether or not due process was upheld. - Divide the class into two groups. Assign one group the task of creating a skit exhibiting the inquisitorial system of justice and the other group the task of creating a skit on the adversarial system. Have students in the group not performing the skit take note of the similarities, but especially the differences of each system of justice and share/discuss their findings. 	<p>Poster and presentation rubrics are used to assess student research on the steps of the criminal justice process.</p> <p>Teacher will use a rubric to evaluate student journals. Student can also write a one-page summary/evaluation of their criminal case and its outcome to be assessed by the teacher with a rubric.</p> <p>Students will be evaluated on their participation in a mock criminal trial held in class.</p> <p>Students select one criminal case they have reviewed and explain why they feel justice was or was not served in a 1-2 page paper. A rubric will be used for grading.</p> <p>Students write a position paper on the type justice system they feel is most effective and why. An essay rubric will be used for teacher evaluation.</p>
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<p>What are the functions / responsibilities of the police?</p>	<ul style="list-style-type: none"> - Terms and concepts associated with the functions of the police including but not limited to: peacekeeping role, preventative and protective roles, patrol, detective, SWAT teams, police discretion, search and seizure, use of force. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 	<ul style="list-style-type: none"> - Computer with access to the internet - Book and magazine sources - Newspapers - Contact information for local police and SWAT /CERT team members. 	<ul style="list-style-type: none"> - Invite a local police officer or country CERT or SWAT team member speak to students about the roles and responsibilities of law enforcement personnel or have students interview local police officers/ SWAT team members to obtain a better understanding of their career. - Students find examples of police use of excessive force in the news. Students evaluate the case and use it along with other research to write a position paper on the use of force and police discretion. 	<p>Assessment of student interview using a rubric or assessment of the depth and quality of questions posed by students during the presentation.</p> <p>Research paper/essay rubric will be used to evaluate the quality of student position papers on police force and discretion.</p>
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Suggestions on how to differentiate in this unit:

Teacher may include specific roles within groups for students.
Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.
Teacher may modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects.

Freehold Regional High School District
Criminology & Law
Unit 2: Criminology, Crime, and Criminal Statistics

Enduring Understandings: Criminology is the study of criminal activity and how it is dealt with by the law. / Crime is an act committed or omitted that is punishable by law.

Essential Questions: What is criminology?

What is deviance?

What constitutes criminal activity?

How are statistics on crime gathered?

How are criminals punished?

How are criminal investigations conducted?

What are some careers in criminology?

What is crime?

What are the causes of crime?

What are some types of crime?

What is the difference between criminal and deviant acts?

What are the steps of a criminal trial?

Unit Goal: Students will be able to examine and evaluate criminal activity in terms of types of crime, criminal statistics, and criminal classification.

Duration of Unit: 4 weeks

NJCCCS: 6.2 A3, 6.2 A5, 6.1 A5, 6.1 A7

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is criminology?	<p>Students will know:</p> <ul style="list-style-type: none"> - The term criminology refers to a complex and diverse subject matter that includes but is not limited to understanding crime causation, deviance, illegal behavior, law, and social policy. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics 	<ul style="list-style-type: none"> - Computer with internet access - Newspapers - <i>Criminology Today</i>: Chapter 1 - Graphic organizer template 	<ul style="list-style-type: none"> - Students research and create a graphic organizer highlighting and explaining the roots of criminology in terms of anthropology, law, biology, psychology, political science, philosophy, etc. - Students review varying perspectives on Crime and Criminology as presented in <i>Criminology Today</i> (Schmallegger) and determine which theory and definition of crime and criminology is most congruent with their own opinion and those of other students in the class. Class discussion will follow. 	Quiz on the roots and various definitions of criminology.

	- Compose position and research papers			
<p>What is a criminologist?</p> <p>What are some careers in criminology?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The varied roles and careers for criminologists that include social policy creation, data analysis, theory construction, education and training, and threat assessment. - The differences between criminologists, criminalists, and criminal justice personnel. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 		<ul style="list-style-type: none"> - Students will research a particular career in criminology, criminality, and criminal justice. Students will create and present a Power Point presentation to the class regarding their findings. As an extension of the lesson, students contact a person in the field that they researched and interview him or her for further information and analysis of the profession. 	<p>Teacher will evaluate the quality of information presented in the student PowerPoint presentations by using a rubric. Teacher will also assess students based on their oral presentation of the material by using an oral presentation rubric.</p>
<p>What is crime?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The legal definition of crime and other terms associated with crime such as accessory before the fact, accessory after the fact, crime of commission, crime of commission. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews 	<ul style="list-style-type: none"> - Case studies / Scenarios - Computer with internet access - Newspapers - Textbook - Access to the following website: - http://www.nytimes.com/learning/teachers/lessons/crime.html 	<ul style="list-style-type: none"> - Read case studies of acts that may be possible crimes. Students determine whether the act should be treated as a crime. Students rank the seriousness of each act from most to least serious. Class discussion to follow up. 	<p>Students write a 1-2 page persuasive paper trying to convince local government officials for the need of a new law of their choice. A persuasive essay rubric will be used to evaluate student work.</p>

	<ul style="list-style-type: none"> -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 			
What is crime against the person?	<p>Students will know:</p> <ul style="list-style-type: none"> - Terms associated with crimes against the person such as: homicide, voluntary/involuntary manslaughter, assault, battery, and rape. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 		<ul style="list-style-type: none"> - Research the moral and legal issues concerning determining a homicide as a murder or manslaughter. Compile findings in a research paper. An extension of this strategy can be found at http://www.nytimes.com/learning/teachers/lessons/crime.html - Read a scenario in which multiple crimes are committed by multiple people. Have students determine what crime(s) each person committed and explain what accounts for their decisions / crime classifications. - Find current event articles in local newspapers that involve crimes against property. Report/discuss findings with the class. 	<p>Research paper rubric will be used to assess student papers.</p> <p>Students will be assessed on their research, as well as participation in class discussions.</p>
What is crime against property?	<p>Students will know:</p> <ul style="list-style-type: none"> - Terms associated with crimes against property such as arson, vandalism larceny, embezzlement, robbery, extortion, receiving stolen property, and computer crime. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams 			

	<ul style="list-style-type: none"> -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 			
How is crime classified?	<p>Students will know:</p> <ul style="list-style-type: none"> - Terms and concepts associated with the classification of crime such as felony, misdemeanor, white collar crime, vigilantism. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 		<ul style="list-style-type: none"> - Research and evaluate different types of white collar crime. Research individual cases of white collar crime, focusing on motives, repercussions, and impact on society. Compile all information on a poster. - Research the history of vigilante justice in the United States. Debate the pros and cons of this form of “community policing” and maintaining “law” and order. 	<p>Poster and presentation rubrics will be used to evaluate student research, organization, and presentations.</p> <p>Debate rubric</p> <p>One page reaction to outcome of the debate. Grading with a rubric.</p>
What are the major sources of statistical information about crime?	<p>Students will know:</p> <ul style="list-style-type: none"> - The major sources of statistical information about crime including the Uniform Crime Report (UCR), National Crime Victimization Survey (NCVS). - The various ways criminal statistics are determined and patterns are discovered including Part I and Part II offenses, crime index, crime rate, crime clock, dark figures, criminality index, latent crime 	<ul style="list-style-type: none"> - Computer with internet access - APP.com : - DataUniverse website - http://www.nytimes.com/learning/teachers/lessons/crime.html - Newspapers - Contact information for local law enforcement officers - Ability to view episodes of <i>Law & Order</i> and <i>CSI</i>. 	<ul style="list-style-type: none"> - Students read New York Times article “Violent Crime Rose in ’05, With Murders Up by 4.8%” and discuss the reasons they feel contribute most to the rising crime rate in America. Students then use statistical information from Data Universe (sponsored by the Asbury Park Press) to profile the crime rates of local cities and towns in Monmouth and Ocean countries. Students will report their findings to the class. 	<p>Students will use newspaper archives to find current event articles that highlight crimes in the particular cities/towns they have researched. Students will organize the information into a chart that aligns with their statistics. A rubric will be used to grade this assignment.</p>

	<p>rate.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews 			
<p>What kinds of crimes tend to go unreported and why is there so much concealment of crime?</p>	<ul style="list-style-type: none"> -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 		<ul style="list-style-type: none"> - Interview a local law enforcement officer or judge to discuss the reasons why many crimes go unreported. Specific emphasis on what types of crime in particular go unreported and why. Students share their findings with the class. 	<p>Interview rubric evaluating depth and varied of student interview questions.</p> <p>One page student paper including ideas on how to encourage victims to report crimes. Rubric will be used for grading.</p>
<p>What is the difference between public perception of crime rates and actual statistics?</p> <p>What is the media's influence on crime?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - How to evaluate the way crime is portrayed in the media as opposed to actual statistics. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 		<ul style="list-style-type: none"> - Students work together to create a survey to distribute to students, teachers, and family members regarding their opinion/perception of media coverage of crime. Students will then watch the nightly news and take notes on what types of crime, criminals, and victims are brought to the headlines of news programs. Students will repeat the process with newspapers as well. Students will share/discuss findings with the class. - Students will view programs such as Law & Order and CSI to determine the reality versus perceived portrayals of crime, criminal justice, and crime resolution in society. 	<p>Survey creation and analysis of findings will be assessed by use of a rubric.</p>
<p>Suggestions on how to differentiate in this unit:</p> <p>Teacher may include specific roles within groups for students.</p> <p>Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</p> <p>Teacher may modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects.</p>				

Freehold Regional High School District
Criminology & Law
Unit 3: Criminology Theories: Biological, Psychological, Sociological

Enduring Understandings: The causes of crime are grounded in multiple psychological, sociological, and biological theories.

Essential Questions: Who commits crimes?

- What are the biological factors that lead to deviant behavior?
- What are the psychological factors that lead to deviant behavior?
- What are the sociological factors that lead to deviant behavior?
- What is the nature of criminal intent?
- What is a criminal profile?

Unit Goal: Students will be able to evaluate and analyze the development and nature of deviant behavior and criminal intent.

Duration of Unit: 4 Weeks

NJCCCS: 6.1 A 3

6.2 E 10

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does a person's genetic makeup affect his or her likelihood for committing crimes?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> -Nature v. Nurture: Born Criminals v. Created Criminals -Parental Attachment -Roots of Aggression: Konrad Lorenz -Phrenology -Positivism -Constitutional Theory -Hormones: Testosterone's link to aggression -Neurotransmitters: Serotonin -Criminal Families: Kallikak, Juke -Eugenics <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluation -Create oral and visual presentations -Integrate technology -Satisfactory completion of tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns 	<p>Criminology Today Text: Chapter 5</p> <p>Computer with PowerPoint/projector</p>	<p>Nature vs. Nurture Debate</p> <p>Students will be shown pictures of different people (criminals and non-criminals). They will determine whether or not the person is a criminal based on physical appearance and explain why.</p> <p>Create a criminal family history: Determine which biological and genetic factors go from parent to child in creating a criminal family.</p>	<p>Paper discussing, analyzing, and giving examples of born criminals versus those created by societal factors. Teacher will use rubric to assess.</p> <p>Create a family tree of one of the criminal families. Use positivist and constitutional theories to determine how criminal tendencies are passed. Use family tree rubric for grading.</p>

	<ul style="list-style-type: none"> -Debate relevant topics -Compose position papers and research papers 			
<p>What theories in psychology deal with criminal deviance?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> -Hervey M. Cleckley: Psychopaths and morality -Antisocial personality disorder -Dissociative Identity Disorder -Depression -Eysenck: Crime as a result of personality characteristics -Freudian: Psychoanalysis, Id, Ego, Superego, sublimation, neurosis, schizophrenia -Psychosis -Personality Theory -Bandura: Modeling theory -Behaviorism: Conditioning, rewards/punishments, positive/negative conditioning -Attachment theory -Self-Control Theory -What determines insanity? (legal v. psychological) -M'Naughten Rule, Durham Rule, Brawner Rule, Guilty but Mentally Ill (GBMI) <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluation -Create oral and visual presentations -Integrate technology -Satisfactory completion of tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics -Compose position papers and 	<p>Criminology Today Text: Chapter 6</p> <p>DSM IV</p> <p>Computer with Powerpoint/Projector</p>	<p>Teacher will utilize PowerPoint presentation depicting each of the psychological disorders.</p> <p>Debate: Does Bandura's Modeling Theory determine how violence in videogames or media can lead to violent or criminal behavior in society? (Show video clips from games/movies/television)</p> <p>Students will read passages dealing with children's relationships to parents. They will have to determine the type of attachment present, and discuss the likelihood of criminal behavior later in life.</p> <p>Students will read case studies of serial killers and crimes committed. They will determine and discuss whether the perpetrator was acting in sound mind or could be considered insane. Use one of the rules or GBMI to support.</p>	<p>Students will write case studies of individuals with different psychological disorders and their effects on criminal deviance. Teacher will use case study written rubric to assess.</p> <p>Class presentation: Act out Freudian psychotherapy between psychologist and criminal, include Freudian theories. Teacher will assess using rubric.</p> <p>Teacher will use debate rubric Teacher will assign questions for the students to answer about identifying attachment style and their opinions on possibility of future criminal behavior.</p> <p>Students will write a position paper arguing for or against the idea that the criminal in one of the case studies was insane. Teacher will use a writing rubric to assess.</p>

	research papers			
How does social structure affect criminal behavior?	<p>Students will know:</p> <ul style="list-style-type: none"> -Social Structure Theory -Social Disorganization Theory -Social changes, maladaptiveness, disharmony -Social ecology and pathology -Concentric Zones chart -Criminology of Place: Broken window thesis -Strain Theory: -Conformity, Innovation, Ritualism, Retreatism, Rebellion -Distributive justice: -General Strain Theory -Culture Conflict Theory -Subculture -Crime Justification -Poverty -Prejudice and Stereotyping -Bias Crimes -Class Struggle -Reaction formation -Elements of and reasons for gangs <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluation -Create oral and visual presentations -Integrate technology -Satisfactory completion of tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics -Compose position papers and research papers 	<p>Criminology Today Text: Chapter 7</p> <p>The following website is from the History Channel. It has brief videos of gang life and rituals. Videos are from the miniseries <i>Gangland</i>: http://www.history.com/minisite.do?content_type=mini_home&mini_id=56143</p>	<p>In groups students will be given a city to research and use a concentric zones chart to determine likelihood of crime in different areas of the assigned city.</p> <p>Scenario analysis: Strain theory and whether people involved have the means to achieve their social goals.</p> <p>Students will analyze video clips from the History Channel miniseries <i>Gangland</i> to discuss and analyze tendencies and rituals of gang life.</p>	<p>Create a survey dealing with the major concepts of social structure. They will hand the survey to their peers to complete honestly. Students will then analyze results and write a paper discussing the results and what they say about popular disposition towards the effects of social structure on criminal behavior.</p> <p>Teacher rubric will assess the concentric circles map.</p> <p>Student will answer question about each strain theory scenario as they encounter each.</p> <p>Students will follow the <i>Gangland</i> videos with a written analysis of how and why people tend to join gangs, and the difficulty of leaving a gang. Teacher will assess using written rubric.</p>

<p>How does social development affect criminal behavior?</p>	<p>Students will know: -Social Process Theory -Social Learning Theory -Principles of differential association -Social Structure-Social Learning theory of crime (SSSL) -Differential Identification Theory -Social Control Theory -Containment Theory -Social Bonds -Labeling Theory -Reintegrative Shaming -Life Course Theory -Persistence v. Desistence -Chicago Human Development Project</p> <p>Students will be able to: -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluation -Create oral and visual presentations -Integrate technology -Satisfactory completion of tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics -Compose position papers and research papers</p>	<p>Criminology Today Text: Chapter 8</p> <p>Computers with PowerPoint or alternate multimedia programs (Moviemaker etc.)</p>	<p>Debate: Does everyone have the capacity to violate the law?</p> <p>Students will review statistics of domestic violence in terms of those that repeat the behavior and those that avoid the behavior (Social Learning Theory)</p> <p>In examining social control theory, students will be broken into groups. They will work together to create a set of rules to obey while working in their group. Groups will share rules with one another and discuss why each member would feel the desire to follow each rule.</p>	<p>Students will create multimedia presentations depicting the ideas behind one of the assigned theories. They will include real life instances of the theory and present the theory to the class.</p> <p>Teacher will devise a debate rubric to assess the debate.</p> <p>Students will answer a question sheet accompanying the statistics observed and providing their opinions on the statistics.</p> <p>Teacher will devise a rules rubric and students will use the rubric to assess the effectiveness of the rules that they are analyzing in terms of Social Control Theory.</p>
<p>How is criminal deviance affected by social conflict?</p>	<p>Students will know: -Consensus Perspective, Pluralist Perspective, Conflict Perspective -Maintenance of Social Order - Marxism, social class, Haves vs. Have-Notes -Radical Criminology -Feminist Criminology -Left-Realist Criminology -Postmodernism: Deconstructionist Theory -Peacemaking Criminology -Restorative and Participatory Justice -Convict Criminology</p>	<p>Criminology Today Text: Chapter 9</p> <p>The following website contains excerpts from writing of a man currently in jail: http://nuclearresister.org/nr116/nr116writeaven.html</p>	<p>Debate: Does social status have play a role in undertaking criminal behavior?</p> <p>Read and analyze writings from convicted criminals that have acquired academic credentials.</p> <p>The class will be broken into groups. Each will be determined to be a different social class. Each group will be given materials to build a model house. Students will be told that the best house receives the best grade. However based on social class each</p>	<p>Teacher will devise a debate rubric for assigned debate.</p> <p>Students will complete analysis questions dealing with the writing from the convicted criminals.</p> <p>Students will write an assessment of the class conflicts and possible criminal deviance that occurred based on how each group acted due to the materials provided and the materials needed to create a quality house. Teacher will use a</p>

	<p>-Conflict Theory</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluation -Create oral and visual presentations -Integrate technology -Satisfactory completion of tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics -Compose position papers and research papers 		<p>group will receive a different amount and quality of materials.</p>	<p>writing rubric to assess.</p>
<p>How can the psychological, biological, and sociological theories be utilized to develop a criminal profile?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> -Elements of a criminal profile -Psychological Profiling -Forensic/Criminal Psychology -Behavioral Profiling -Composite of crime scene materials, autopsy, police reports, photographs -Characteristics of a typical offender <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluation -Create oral and visual presentations -Integrate technology -Satisfactory completion of tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics -Compose position papers and research papers 	<p>Criminology Today Text: Chapter 6</p> <p>Examples of criminal profiles: http://www.trutv.com/library/crime/criminal_mind/profiling/</p>	<p>Jigsaw activity: Students will create a crime scene. One group member will stay to explain the evidence present. The rest of the group members will rotate to another group and use the given evidence to determine what happened at the crime scene.</p>	<p>Choose a convicted criminal and use biological, psychological, and sociological theory to write a criminal profile on the subject.</p> <p>Write crime scene analysis and disposition on what is believed to have happened at the observed scene. Graded via writing rubric.</p>
<p>Suggestions on how to differentiate in this unit:</p> <p>Teacher may include specific roles within groups for students.</p> <p>Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</p> <p>Teacher may modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects.</p>				

Freehold Regional High School District
Criminology & Law
Unit 4: Sentencing, Corrections, and Victims of Crime

Enduring Understandings: Society’s response to crime attempts to achieve the greater good for the largest number of people.

Essential Questions: What are social norms, values, and mores?

What are the functions of society?

What is the relationship between social problems and social responsibility?

What are the different philosophies of criminal sentencing?

What are the arguments for and against the death penalty?

Unit Goal: Students will be able to assess and evaluate the relationship between social problems and social responsibility in terms of society’s attempt to protect its citizens.

Duration of Unit: 3weeks

NJCCCS: 6.2 A3 6.2 A5

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How do prisons seek to alleviate social problems?	<p>Students will know:</p> <ul style="list-style-type: none"> - The different philosophies of sentencing: retribution, vengeance, incapacitation, deterrence, rehabilitation. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 	<ul style="list-style-type: none"> - Computer with internet access - Graphic organizer template - Access to PowerPoint - Projector 	<ul style="list-style-type: none"> - Students research and create a graphic organizer highlighting the different types of sentencing philosophies and the history behind them. - Students find examples of prisons from around the country that follow one of the prison philosophies outlined in the graphic organizer. Students put together a PowerPoint presentation highlighting the prisons philosophy, structure, funding, personnel, and recidivism and regression rates and share the information with the class. 	<p>Teacher will evaluate student created graphic organizers. Students will write a 2 page position paper on which prison philosophy they think is most effective. A position paper rubric will be used for assessment.</p> <p>Teacher will use a presentation rubric to assess the PowerPoint for visual effectiveness as well as quality of content.</p>

<p>What are the different kinds of sentencing options?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The different types of sentencing options: determinate sentence, indeterminate sentence, definite sentence, mandatory sentence, suspended sentence, probation, parole, home confinement, solitary confinement, fines, drug court, work release, and imprisonment. 	<ul style="list-style-type: none"> - Computer with internet access - Chart template - textbook 	<ul style="list-style-type: none"> - Direct instruction and class discussion on the various types of sentencing options, as well alternative options to conventional sentencing choices. Students may arrange information into a chart for easy review of the information. 	<p>Teacher will assess the depth and quality of the information presented in the charts.</p>
<p>What are some alternatives to conventional sentencing options? What are the disadvantages and advantages of each?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 			
<p>What are some contemporary problems facing jails today and how can they be alleviated?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The types and significance of prison problems such as failing to uphold truth in sentencing laws, overcrowding, lack of medical/health services, outdated facilities, escapes, and monetary funding for prisoner programs and services, as well as prison officer salaries. <p>Students will be able to:</p>	<ul style="list-style-type: none"> - Computer with internet access - Poster board - Book and magazine sources 	<ul style="list-style-type: none"> - Students are divided into seven groups and are assigned the task of researching one of the current problems facing jails. Students will use the internet, book, sources, and statistics to create a poster and a presentation with specific examples and references to particular prisons facing such problems. 	<p>As an extension, students will also create possible solutions to the current prison problems facing the United States in a 2-3 page paper. Teacher will use a rubric to evaluate student posters and an essay rubric to assess each student's paper.</p>

	<ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 			
<p>What is the death penalty? Why is it so controversial?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The major arguments in the death penalty debate including but not limited to economics, retribution, deterrence, community protection, irreversibility, discrimination, and cruel and unusual punishment. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics <ul style="list-style-type: none"> - Compose position and research papers 	<ul style="list-style-type: none"> - Computer with internet access - Access to the following site: www.deathpenaltyinfo.org/ - Debate templates for affirmative and negative sides 	<ul style="list-style-type: none"> - Students use information and statistics from unbiased sources such as the Death Penalty Information Center and prepare for a debate on the death penalty. - Students review criminal cases in which the death penalty has been imposed or has been set down but not carried through and discuss the moral, legal, financial, and social implications of the death penalty versus alternate sources of punishment. Some cases to review include Timothy McVeigh, Scott Peterson, Sacco and Vanzetti, and Charles Manson. Students share information with the class. 	<p>Debate rubric</p> <p>Teacher will assess students on their analysis of the case assigned to them as well as their presentation/class discussion skills. A rubric will be used for assessment.</p>

<p>What are prisons? Jails? Detention centers?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The differences between prisons, jails, and detention centers such as size, major source of funding, running of daily operations, seriousness of crimes committed, extent of security and training of officers and wardens. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics <ul style="list-style-type: none"> - Compose position and research papers 	<ul style="list-style-type: none"> - Computer with internet access - Contact information for local corrections officers 	<ul style="list-style-type: none"> - Students research via the internet and by contacting local corrections officers the requirements to work at a correctional facility including benefits, statistics regarding age, sex, education, as well as obstacles physically and psychologically of working with inmates on a daily basis. 	<p>Students compile their research and create an “orientation” manual for new prison employees. Teacher will assess the students’ final product by using a rubric.</p>
<p>What is recidivism? Are American prisons/jails effective?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The reasons why the recidivism rate for criminals in the United States is very high as compared to other countries with a focus on the punishment versus rehabilitation philosophies as a foundational basis for study. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews 	<ul style="list-style-type: none"> - Computer with internet access - <i>Criminology Today</i> text - NY Times article, “City Creates Post-Jail Plan for Inmates” found at http://www.nytimes.com/learning/teachers/lessons/20030922monday.html - Copy of documentary - “Morgan Spurlock’s 30 Days: I’m Going to Jail” 	<ul style="list-style-type: none"> - Students view clips from “Morgan Spurlock’s 30 Days: I’m Going to Jail” documentary regarding prisoner recidivism. Then, discuss the needs of recently released prisoners to help them make an easy transitional back into society. Next read New York Times Article “ City Creates Post-Jail Plan for Inmates” and discuss major problems facing newly released criminals and use internet sources to look up statistics regarding the recidivism rate in New 	<p>Teacher will assess students based on the information included in their memo.</p>

	<ul style="list-style-type: none"> -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 		<p>York and New Jersey. Lastly, students will use the information they researched to write a memo to local government officials proposing a possible solution to the recidivism rate that includes information on government/community involvement, anticipated outcomes, and financial expenses.</p>	
<p>How do corrections institutions differ for men and for women?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The historical reasons leading to the fact that women’s prison programs are underdeveloped compared to men’s programs. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 	<ul style="list-style-type: none"> - Computer with internet access - Venn diagram template - Textbook - Newspaper/magazine articles on women in prisons and juvenile detention centers. 	<ul style="list-style-type: none"> - Students research and create a Venn Diagram comparing and contrasting the prison programs for men and women in terms of medical care, education, workload etc. As an extension of this lesson students may add to the Venn Diagram by also comparing/contrasting juvenile detention centers to those of adults. 	<p>Teacher will evaluate the information included in the students’ Venn Diagrams.</p> <p>Students may also write a position paper on when and or whether or not children should be tried as adults. Essay rubric will be used for assessment.</p>
<p>What is criminal classification and how does it help determine the appropriate prison program for an inmate?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The steps in the criminal classification process such as orientation, reception centers, medical, educational, and vocational evaluation. 	<ul style="list-style-type: none"> -Computer with internet access - Handout of fictional case studies 	<ul style="list-style-type: none"> - Students take notes on the different types of prison programs offered in the United States today. Then, students read and evaluate five fictional case studies that include the charges, 	<p>Teacher will assess student evaluation of each case and their ultimate decision for a sentencing option.</p> <p>Quiz on sentencing options.</p>

	<ul style="list-style-type: none"> - The different types of prisons programs offered to prisoners such as health and medical, religious, education, drug/alcohol abuse, psychological, vocational. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics <ul style="list-style-type: none"> - - Compose position and research papers 		<p>employment, education, and criminal record for each person convicted of a particular crime. The students determine which prison program and sentencing options are appropriate in each case and share their findings/opinions with the class for further discussion.</p>	
<p>What are the characteristics of the inmate social system?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - The definition and significance of the term prisonization as it relates to the values and norms established in the prison system, as well as evaluate how these values and norms compare to those in society outside of prison. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations 	<ul style="list-style-type: none"> -Computer with internet access - Copy of documentary - “Morgan Spurlock’s 30 Days: I’m Going to Jail” 	<ul style="list-style-type: none"> - Students view clips from “Morgan Spurlock’s 30 Days: I’m Going to Jail” regarding the prison environment in incapacitated and rehabilitation facilities. Students write a one-page evaluation of the prison environment and the “rules” set forth by the inmates as they create a unique culture inside the prison walls. Students then discuss why they think a prison culture develops and share their opinions with the class. 	<p>Essay rubric to evaluate one-page reflection about prison rules.</p>

	<ul style="list-style-type: none"> -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics <ul style="list-style-type: none"> - Compose position and research papers 			
Who are the victims of crime and what is society's responsibility to help the victims of crime cope with their ordeal?	<p>Students will know:</p> <ul style="list-style-type: none"> - Terms and concepts associated with victims of crime including restitution, age, race, and victimization. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze primary and secondary sources -Create graphic organizers and Venn diagrams -Conduct interviews -Conduct self-evaluations -Create oral and visual presentations -Effectively use technology and the internet -Satisfactorily complete tests and quizzes -Interpret charts and graphs -Analyze statistics to find patterns -Debate relevant topics - Compose position and research papers 	<ul style="list-style-type: none"> -Computer with internet access - Chart displaying crime victim statistics (age and race). 	<ul style="list-style-type: none"> - Examine statistics of violent crime rates by age of victim and race of victim. Students then analyze the statistics to determine among which age and race groups crime happens most frequently. - Students create a pamphlet to inform the public how to prevent crime and becoming a victim of crime, as well as what steps to follow if one becomes a victim of crime. 	<p>Teacher will assess student ability to analyze statistical information and determine patterns in terms of crime victims.</p> <p>Teacher will use a rubric to assess student pamphlets regarding preventing crime and victim response to crime.</p>
<p>Suggestions on how to differentiate in this unit:</p> <p>Teacher may include specific roles within groups for students. Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class. Teacher may modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects.</p>				

Freehold Regional High School District
Criminology & Law
Unit 5: Civil Law

Enduring Understandings: Civil law deals with the rights of private citizens and organizations.

Essential Questions: On what grounds can a private citizen sue another private citizen?

What is a tort?

How does a civil trial differ from a criminal trial?

What steps can a person take to protect his/her rights?

Unit Goal: Students will be able to analyze the civil law process as a means to legally resolving disputes among people and organizations.

Duration of Unit: 3 weeks

NJCCCS: 6.2 C6, 6.2 D5, 6.2 D4

Guiding / Topical Questions	Content and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is civil law?</p> <p>What is the purpose of a civil lawsuit?</p> <p>What is a tort?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> - Civil law / lawsuits seek to solve non-criminal disputes and are a legal way to solve problems among people and organizations. - Terms associated with civil law such as tort, liable, liability, damages, remedy, judgment, settlement, and preponderance of the evidence. 	<ul style="list-style-type: none"> - Computer with internet access - Summary / old news articles of the O.J. Simpson Case - Venn diagram template - Graphic organizer template 	<ul style="list-style-type: none"> - Students read a summary of the O.J. Simpson cases (criminal and civil). Students will create a Venn diagram to compare/contrast the different components/proceedings in each case. Students will discuss their findings and evaluate the outcome of each case in terms of Simpson's acquittal in the criminal case and his conviction in the civil case. - Direct instruction / graphic organizer on important terms associated with civil law. 	<p>Teacher will assess students on their response to the following: Imagine you are a family member of a person who was the victim of a crime and the defendant was convicted in civil court but not criminal court. What would your reaction be? Is this fair legally? Morally? Essay rubric will be used for evaluation.</p>
<p>What are the types of civil law?</p>	<ul style="list-style-type: none"> - The different types of civil law including, but not limited to intentional torts, negligence, strict liability, class action, family law, consumer law, and contract law. 	<ul style="list-style-type: none"> - Computer with internet access - Civil law case scenarios - Access to the following website: http://www.mobar.org/112cc5d6-4ec9-4c75-b542-310f7f492b00.aspx 	<ul style="list-style-type: none"> - Jigsaw Activity: In small groups, students are assigned one type of civil law to research. Students will write the information for their topic on a chart. Upon completion, all groups will share their information and students will complete their charts with the information presented. - Students are presented with various civil law cases. They determine which type of civil 	<p>Students find examples of the type of civil law they researched in local newspapers and present their findings to the class. Teacher will assess the depth of student findings and presentation skills.</p>

			law governs each case.	
Who are the parties in a civil case?	<ul style="list-style-type: none"> - The parties involved in a civil case including plaintiff, defendant, attorney, judge. 		<ul style="list-style-type: none"> - Direct Instruction: Class notes on the people involved in a civil case and their role in the case and the courtroom. 	
What are the components / procedure of a civil trial?	<ul style="list-style-type: none"> - The components of a civil trial such as initial court papers, fact finding, court motions (resolution, settlement), trial and verdict, judgment, appeals. 	<ul style="list-style-type: none"> - Computer with internet access - PowerPoint and projector - Case Scenarios - Explanation handouts for judge, attorney, plaintiff and defendants. 	<ul style="list-style-type: none"> - PowerPoint Presentation on the steps of a civil trial. - Civil Court Simulation: Prepare for short mock-hearings using civil law case scenarios. Students will be assigned to groups and then assume the role of the plaintiff, plaintiff attorney, defendant, defendant's attorney, a student or the teacher may serve as the judge. Students read case scenarios and prepare a brief closing statement (attorneys) and facts to testify (plaintiff/defendant) to present to the class. Judge will make a judgment. Whole class debriefing session will take place at the end of each session. 	- Students write a one page response/reaction to the outcome of the civil trial they were involved in.
How can a person advocate for a civil trial?	<ul style="list-style-type: none"> - In some cases a tort may also be a crime. In these circumstances the government will take a person to criminal court, but a family member / organization may take a person to court. 			
What are the differences between civil and criminal law?	<ul style="list-style-type: none"> - The difference between civil and criminal law as it pertains to trials, penalties, and types of activities covered by each type of law. 	<ul style="list-style-type: none"> -Computer with internet access - Clips from film "A Civil Action" 	<ul style="list-style-type: none"> - View clips from the film "A Civil Action" and discuss the major components of a civil case, the impact on the plaintiffs and defendants in the case (psychologically, monetarily), and alternatives 	<p>Create a chart outlining the differences between civil and criminal trials.</p> <p>Identification quiz on civil and criminal trials using scenarios.</p>

<p>What are some alternatives to taking a civil case to court?</p>	<p>- The alternatives to taking a civil case to court such a mediation negotiation, and settlement.</p>		<p>to taking a civil case to court including advantages and disadvantages.</p>	<p>Students create skit depicting a negotiation, mediation, or settlement. Teacher will evaluate the students on the depth and quality of information included and presented in the skit.</p>
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Suggestions on how to differentiate in this unit:

Teacher may include specific roles within groups for students.
 Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.
 Teacher may modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects.