

Criminal Justice Curriculum Maps

Unit 1: Introduction to Government and Law

Unit 2: Crime

Unit 3: Due Process

Grade: 11th/12th Subject: Criminal Justice	Unit 1: Introduction to Government and Law
Big Idea/Rationale	<ul style="list-style-type: none"> • <u>Unit 1 – Introduction to Government and Law</u> will address the structure of American government under the United States Constitution, as well as the types of laws in America, with an emphasis on the federal judicial branch system and a comparison to the State of New Jersey’s judicial system. Students will have the opportunity to evaluate citizens’ and the government’s role in creating, enforcing, and interpreting laws by examining the roles of the participants of the court.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Identify and explain the structure of American government and the function of the judicial system. • Differentiate between civil and criminal law. • Differentiate between common and statutory law. • Identify and explain the key characters of the American criminal justice system.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is the role of each branch of government in the United States? • What are the key elements in the United States Constitution that creates a federalist system? • What are the key differences between federal and state law? • What effect does lobbying have on the American criminal justice system? • Who are the key characters in criminal justice system? • How does jury selection of a criminal trial occur? • What are the differences between criminal and civil law? • What are the differences between statutory and common law? • What are the key differences in terms of jurisdiction of each level of the federal court system? • What are the key differences in terms of jurisdiction of each level of the New Jersey court system?
Content (Subject Matter)	<ul style="list-style-type: none"> • United States Constitution • Federalism • 10th Amendment • Powers of Congress – elastic clause • Federal Courts – system and structure • New Jersey State Courts – system and structure • Types of law (statutory vs. common) • Kinds of law (civil vs. criminal) • Plaintiff • Defendant • Jury • Judge

	<ul style="list-style-type: none"> • Prosecutor • District attorney • 4th Amendment • State law vs. federal law
<p>Skills/ Benchmarks (NJ Student Learning Standards)</p>	<ul style="list-style-type: none"> • 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.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. • 6.1.12.C.14.b—Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy. • 6.3.12.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy. <p>Content Area: 21st Century Life and Careers</p> <ul style="list-style-type: none"> • Career Cluster: Law, Public Safety, Corrections & Security (LW) <ul style="list-style-type: none"> • 9.3.LW.1—Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy. • 9.3.LW.2—Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services. • 9.3.LW.3—Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment. • 9.3.LW.4—Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements. • 9.3.LW.5—Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security. • 9.3.LW.6—Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways. • Pathway: Law Enforcement Services (LW-ENF) <ul style="list-style-type: none"> • 9.3.LW-ENF.5—Analyze the impact of federal, state and local laws on law enforcement procedures.

	<ul style="list-style-type: none"> • 9.3.LW-ENF.6—Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments. • Pathway: Legal Services (LW-LEG) <ul style="list-style-type: none"> • 9.3.LW.-LEG.1—Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment. • 9.3.LW-LEG.3—Produce written legal materials using writing strategies applicable to the legal services environment. • 9.3.LW-LEG.4—Apply information technology tools to perform daily tasks assigned to legal services professionals. • 9.3.LW-LEG.5—Analyze the role forensics plays in preventing and solving crimes. • 9.3.LW-LEG.6—Use legal terminology to communicate within the legal services community. • 9.3.LW-LEG.7—Compare and contrast different career fields in the legal services. • 9.3.LW-LEG.8—Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services. • 9.3.LW-LEG.9—Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
Technology Standards	<ul style="list-style-type: none"> • 8.1.A Technology Operations and Concepts • 8.1.B Creativity and Innovation • 8.1.C Communication and Collaboration • 8.1.D Digital Citizenship • 8.1.E Research and Information Literacy • 8.1.F Critical Thinking, Problem Solving, and Decision Making • 8.1.A Nature of Technology: Creativity and Innovation • 8.1.B Design: Critical Thinking, Problem Solving and Decision Making • 8.1.C Technological Citizenship, Ethics and Society • 8.1.D Research and Information Fluency • 8.1.E Communication and Collaboration • 8.1.F Resources for a Technological World • 8.1.G The Designed World
21st Century Themes	<ul style="list-style-type: none"> • Civil Literacy • Environmental Literacy • Financial, Economic, Business and Entrepreneurial Literacy • Global Awareness • Health Literacy
Interdisciplinary Standards	<ul style="list-style-type: none"> • 21st Century Life and Careers • Comprehension Health and Physical Education • Language Arts Literacy

	<ul style="list-style-type: none"> • Mathematics • Science • Social Studies • Technology • Visual and Performing Arts • World Languages
21st Century Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills
Materials and Resources	<i>Street Law: A Course in Practical Law</i> . Fifth Edition, Lee P. Arbetman, Edward T. McMahon & Edward L. O'Brien, eds. West Publishing Company, 1994.
Notes	

Grade: 11/12 Subject: Criminal Justice	Unit 2: Crime
Big Idea/Rationale	<ul style="list-style-type: none"> • <u>Unit 2 – Crime</u> will address elements, causes, and classes of crime in the United States and New Jersey. An emphasis is placed on specific crimes, as well as, defenses to crime, plea-bargains, three strike laws, and minimum sentencing. Students will understand the role crime plays in the American criminal justice system. Discussing current events and their relationship to the criminal justice is a study throughout the course.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Analyze and identify elements of crime and its role in the criminal justice system. • Analyze and identify the classes of federal crime, state crime, and New Jersey crime. • Distinguish between affirmative and non-affirmative defenses to criminal charges. • Identify specific crimes in the United States and their elements. • Analyze the plea-bargain process and its effect on the criminal justice system. • Identify three strike laws and its effect on the criminal justice system. • Identify minimum sentencing and its role in the criminal justice system.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is an element of a crime? • How are elements of crime outlined in statutes? • Explain the classes of crime in New Jersey. • Explain the classes of federal crimes. • What is the difference between affirmative and non-affirmative defenses to a criminal charge? • What is larceny? • What are the degrees of murder? • What is the difference between assault and battery in criminal law? • What is white collar crime? • What are embezzlement and forgery? • What are federal and state gun statues? • What is the difference between a crime and a crime of omission? • What theories of crime are there? • How do three strike laws and minimum sentence mandates affect the criminal justice system? • What is cyber-crime? • What are examples of cyber-crimes?
Content (Subject Matter)	<ul style="list-style-type: none"> • Crime • Elements of crime (intent, mens rea, intent, motive, malice)

	<ul style="list-style-type: none"> • Classes of crimes – NJ (indictable v. non-indictable) other states (summary, misdemeanor, felony) • Causes of crime • Crimes of omission • Murder statutes <ul style="list-style-type: none"> • Murder case law (killing out of necessity) • Attempted • Negligence • Assault • Battery • Theft • Conspiracy • Ponzi Scheme • White Collar Crime • Securities Fraud • Guns and the law • Rape • Embezzlement • Larceny • Forgery • Burglary vs. robbery • Cybercrime • Intoxication • Defenses to criminal charges <ul style="list-style-type: none"> • Necessity • Self-defense • Duress • Insanity • Affirmative defenses • NJ Assault statutory law • NJ Battery statutory law • NJ cybercrime statutory and case law • NJ murder statutory law • NJ Sexual Assault statutory law • NJ White Collar Crime statutory law
<p>Skills/ Benchmarks (NJ Student Learning Standards)</p>	<ul style="list-style-type: none"> • 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.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

- 6.1.12.C.14.b—Judge to what extent government should intervene the local, state, and national levels on issues related to the economy.
- 6.3.12.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

Content Area: 21st Century Life and Careers

- Career Cluster: Law, Public Safety, Corrections & Security (LW)
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Grade: 11/12 Subject: Criminal Justice	Unit 3: Due Process
Big Idea/Rationale	<ul style="list-style-type: none"> • <u>Unit 3 – Due Process</u> will address the criminal justice process with an emphasis on individual rights in criminal law. Students will be able to identify each step of the criminal justice process from the occurrence of the crime to sentencing. Discussing and relating current events to content will be practiced throughout the unit.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Identify the steps of the criminal justice process in the New Jersey judiciary and the federal judiciary. • Identify and analyze and due process rights guaranteed through the 5th, 6th, and 14th Amendments. • Identify and analyze and Miranda Rights. • Identify due process rights created through common law. • Explain the process of establishing bail. • Distinguish between reasonable suspicion and probable cause. • Distinguish between detainment and custody. • Identify and explain the process of a plea bargain. • Identify and explain the process of indictment in New Jersey. • Define and use practice applications of the exclusionary rule.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is due process? • What due process rights are guaranteed through the 5th Amendment? • What due process rights are guaranteed through the 6th Amendment? • What due process rights are guaranteed through the 14th Amendment? • What precedent was created in <i>Arizona v. Miranda</i>? • What occurs when an officer does not read Miranda Rights? • What precedent was created in <i>Terry v. Ohio</i>? • What is the purpose of a plea bargain? • What is the process of establishing the bail in America? • What role does a bail bondsmen play in the criminal justice process? • What is the difference between detainment and custody? • What occurs if evidence is illegally obtained by law enforcement and/or a prosecutor? • When can an officer arrest a suspect? • What action/s can an officer take with reasonable suspicion? • What action/s can an officer take with probable cause? • When and how do Miranda Rights take effect? • What is the difference between reasonable suspicion and probable cause? • How does one press charges against another person? • What is the purpose of an arraignment? • What precedent was established in <i>Mapp v. Ohio</i>? • What is the purpose of the exclusionary rule? • What precedent was established <i>Kyllo v. US</i>? • What is the process of obtaining a warrant?

	<ul style="list-style-type: none"> • What rights does the 8th Amendment guarantee in terms of bail? • What sentencing options does a judge have? • How does a judge determine sentencing? • What is the “stop and frisk” policy? • What controversy has developed pertaining to the “stop and frisk” policy?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Due process rights • 5th Amendment • 6th Amendment • 8th Amendment • 14th Amendment • Arrest • Probable cause • Arrest warrant • Reasonable suspicion • Detainment • Bail • Bail bondsmen • Indictment (grand jury and judge) • Arraignment • Trial (bench and jury) • Sentencing • Conviction • Conditional treatments • Parole • Probation • <i>Terry v. Ohio</i> • Terry stop • <i>Mapp v. Ohio</i> • Exclusionary rule • Arizona v. Miranda • Miranda rights • Criminal complaint • Plea bargain • “stop and frisk”
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