

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

<p><i>Topic #1: Introduction / Career Pathways</i></p>	
<p><i>21st Century Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none"> ❖ <i>1.1 acquiring and applying knowledge and skills within and across the curriculum.</i> ❖ <i>1.2 Analyzing and evaluating information.</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines.</i> ❖ <i>2.1 Working cooperatively and/ or independently.</i> ❖ <i>2.2 Applying problem solving strategies.</i> ❖ <i>2.3 Utilizing resources and time effectively.</i> ❖ <i>2.4 Accessing, compiling, interpreting and presenting data and information.</i> ❖ <i>3.1 Making informed life and career decisions</i> ❖ <i>3.2 Recognizing and respecting the diversity and individuality of others.</i> ❖ <i>4.1 Reading widely and critically.</i> ❖ <i>4.2 Writing clearly, concisely and persuasively.</i> ❖ <i>4.3 Speaking, listening and interpreting effectively.</i> ❖ <i>4.4 Mastering technology as a means of communication</i> 	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <ul style="list-style-type: none"> ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals. ❖ C&G 2: The Constitution of the United States establishes a government of limited 	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms and purpose of government.</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...</p> <p>C&G 2-1: United States government (local, state, national)...</p>

<p>powers that are shared among different levels and branches.</p> <ul style="list-style-type: none"> ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities. ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>C&G 2-2: The democratic values and principles underlying the U.S. government.</p> <p>C&G 3-1: Citizens’ rights and responsibilities.</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Interpret data presented in time lines. ❖ Draw upon data and historical maps. ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. ❖ Draw upon visual, literary, and musical sources. ❖ Hypothesize the influence of the past. ❖ Obtain historical data. ❖ Interrogate historical data.
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	<ul style="list-style-type: none"> ❖ Evaluate alternative courses of action. ❖ Formulate a position or course of action on an issue and evaluate decisions.
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;"> OC1: Interactive Listening OC2: Make Oral Presentations SS1: Chronological Thinking SS2: Historical Comprehension SS3: Historical Analysis and Interpretation SS4: Historical Research Capabilities SS5: Historical Issues – Analysis and Decision-Making T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts </p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;"> A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others) </p>	
<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> ◆ What skills will be developed in this course? ◆ What career pathways are available in Criminal Justice and related fields? 	
<p><i>Content Topics</i></p> <ul style="list-style-type: none"> ◆ Correction Services ◆ Law Enforcement Services ◆ Legal Services ◆ Security & Protective Services ◆ Governance 	

- ◆ National Security
- ◆ Foreign Service
- ◆ Planning
- ◆ Regulation
- ◆ Public Management and Administration

Student Learning Tasks and Opportunities

- ◆ Students will explore the skills will be developed in this course.
- ◆ Students will research career pathways that are available in Criminal Justice and related fields.

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition. Frank Schmallegger
- ◆ LCD Projector
- ◆ Computer

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Research Assignment
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

<p><i>Topic #2: Overview of Law</i></p>	
<p><i>21st Century Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none"> ❖ <i>1.1 acquiring and applying knowledge and skills within and across the curriculum.</i> ❖ <i>1.2 Analyzing and evaluating information.</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines.</i> ❖ <i>2.1 Working cooperatively and/ or independently.</i> ❖ <i>2.2 Applying problem solving strategies.</i> ❖ <i>2.3 Utilizing resources and time effectively.</i> ❖ <i>2.4 Accessing, compiling, interpreting and presenting data and information.</i> ❖ <i>3.2 Recognizing and respecting the diversity and individuality of others.</i> ❖ <i>3.3 Understanding and accepting the benefits and consequences of his/her behavior</i> ❖ <i>4.1 Reading widely and critically.</i> ❖ <i>4.2 Writing clearly, concisely and persuasively.</i> ❖ <i>4.3 Speaking, listening and interpreting effectively.</i> 	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <ul style="list-style-type: none"> ❖ <i>C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.</i> 	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms and purpose of government.</p>

<ul style="list-style-type: none"> ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities. ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...</p> <p>C&G 2-1: United States government (local, state, national)...</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government.</p> <p>C&G 3-1: Citizens' rights and responsibilities.</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Interpret data presented in time lines. ❖ Draw upon data and historical maps. ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. ❖ Draw upon visual, literary, and musical sources.
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	<ul style="list-style-type: none"> ❖ Hypothesize the influence of the past. ❖ Obtain historical data. ❖ Interrogate historical data. ❖ Evaluate alternative courses of action. ❖ Formulate a position or course of action on an issue and evaluate decisions.
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<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1: Interactive Listening OC2: Make Oral Presentations SS1: Chronological Thinking SS2: Historical Comprehension SS3: Historical Analysis and Interpretation SS4: Historical Research Capabilities SS5: Historical Issues – Analysis and Decision-Making</p> <p style="text-align: center;">T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others)</p>

<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> ◆ What is the concept of law? ◆ Why do we have laws? ◆ What is the Bill of Rights? ◆ How does American society balance individual freedoms with public safety?

Content Topics

- ◆ Statutory Law
- ◆ Common Law
- ◆ Bill of Rights
- ◆ Amendments
- ◆ *Rhode Island v. Innis*
- ◆ Legislative Process
- ◆ USA Patriot Act of 2001

Student Learning Tasks and Opportunities

- ◆ Students will analyze the concept of law.
- ◆ Students will evaluate why we have laws.
- ◆ Students will critique and debate the amendments that comprise the Bill of Rights.
- ◆ Students will debate the balance between individual freedoms and public safety.

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition.
Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ Newspaper articles
- ◆ Court cases

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Benchmark assessment
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

Topic #3: Classification of Crimes	
21st Century Graduation Expectation Outcomes:	
<ul style="list-style-type: none">❖ <i>1.1 acquiring and applying knowledge and skills within and across the curriculum.</i>❖ <i>1.2 Analyzing and evaluating information.</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines.</i>❖ <i>2.1 Working cooperatively and/ or independently.</i>❖ <i>2.2 Applying problem solving strategies.</i>❖ <i>2.3 Utilizing resources and time effectively.</i>❖ <i>2.4 Accessing, compiling, interpreting and presenting data and information.</i>❖ <i>3.1 Making informed life and career decisions</i>❖ <i>3.2 Recognizing and respecting the diversity and individuality of others.</i>❖ <i>4.1 Reading widely and critically.</i>❖ <i>4.2 Writing clearly, concisely and persuasively.</i>❖ <i>4.3 Speaking, listening and interpreting effectively.</i>	
Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:	Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:
<ul style="list-style-type: none">❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	<p>C&G 1-1: Origins, forms and purpose of government.</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...</p> <p>C&G 2-1: United States government (local, state, national)...</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government.</p>

<ul style="list-style-type: none"> ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities. ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. 	<p>C&G 3-1: Citizens’ rights and responsibilities.</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p>
<p><i>National Standards in Historical Thinking:</i></p>	<p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p>
<ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking 	<p>HP 3-2: Make personal connections in an historical context.</p>
<ul style="list-style-type: none"> ❖ Standard II: Historical Comprehension 	<p><i>National Standards in Historical Thinking Benchmarks:</i></p>
<ul style="list-style-type: none"> ❖ Standard III: Historical Analysis and Interpretation 	<ul style="list-style-type: none"> ❖ Interpret data presented in time lines.
<ul style="list-style-type: none"> ❖ Standard IV: Historical Research Capabilities 	<ul style="list-style-type: none"> ❖ Draw upon data and historical maps.
<ul style="list-style-type: none"> ❖ Standard V: Historical Issues – Analysis and Decision Making 	<ul style="list-style-type: none"> ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
	<ul style="list-style-type: none"> ❖ Draw upon visual, literary, and musical sources.
	<ul style="list-style-type: none"> ❖ Hypothesize the influence of the past.
	<ul style="list-style-type: none"> ❖ Obtain historical data.
	<ul style="list-style-type: none"> ❖ Interrogate historical data.
	<ul style="list-style-type: none"> ❖ Evaluate alternative courses of action.

❖ Formulate a position or course of action on an issue and evaluate decisions.

Grade Span Expectations

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Chronological Thinking
- SS2: Historical Comprehension
- SS3: Historical Analysis and Interpretation
- SS4: Historical Research Capabilities
- SS5: Historical Issues – Analysis and Decision-Making
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1 Problem Solving
- A4 Critical Thinking (learning and self-management)
- A3 Research (Information Tools)
- A2 Communication (oral and/or written)
- A5 Reflection and Evaluation (working with others)

Essential Questions:

- ◆ What is the difference between a felony and a misdemeanor?
- ◆ What is the difference between civil and criminal law?
- ◆ What are the implications of state and federal crimes?
- ◆ What are the two major national crime data-gathering programs in the US today and how do they differ?

Content Topics

- ◆ Misdemeanor

- ◆ Felony
- ◆ Civil law
- ◆ Criminal law
- ◆ State crime
- ◆ Federal crime
- ◆ FBI Uniform Crime Report
- ◆ The National Incident-Based Reporting System

Student Learning Tasks and Opportunities

- ◆ Students will compare and contrast a felony and a misdemeanor.
- ◆ Students will compare and contrast civil and criminal law.
- ◆ Students will examine the implications of state and federal crimes.
- ◆ Students will compare the two major crime reporting programs in the USA

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition.
Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ FBI UCR

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Research Assignment
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

<p><i>Topic #4: Types of Crimes</i></p>	
<p><i>21st Century Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none"> ❖ <i>1.1 acquiring and applying knowledge and skills within and across the curriculum.</i> ❖ <i>1.2 Analyzing and evaluating information.</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines.</i> ❖ <i>2.1 Working cooperatively and/ or independently.</i> ❖ <i>2.2 Applying problem solving strategies.</i> ❖ <i>2.3 Utilizing resources and time effectively.</i> ❖ <i>2.4 Accessing, compiling, interpreting and presenting data and information.</i> ❖ <i>3.2 Recognizing and respecting the diversity and individuality of others.</i> ❖ <i>4.1 Reading widely and critically.</i> ❖ <i>4.2 Writing clearly, concisely and persuasively.</i> ❖ <i>4.3 Speaking, listening and interpreting effectively.</i> ❖ <i>4.4 Mastering technology as a means of communication.</i> 	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <ul style="list-style-type: none"> ❖ <i>C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.</i> 	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms and purpose of government.</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...</p>

<ul style="list-style-type: none"> ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities. ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. 	<p>C&G 2-1: United States government (local, state, national)...</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government.</p> <p>C&G 3-1: Citizens' rights and responsibilities.</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p>
<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Interpret data presented in time lines. ❖ Draw upon data and historical maps. ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. ❖ Draw upon visual, literary, and musical sources. ❖ Hypothesize the influence of the past.

	<ul style="list-style-type: none"> ❖ Obtain historical data. ❖ Interrogate historical data. ❖ Evaluate alternative courses of action. ❖ Formulate a position or course of action on an issue and evaluate decisions.
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<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1: Interactive Listening OC2: Make Oral Presentations SS1: Chronological Thinking SS2: Historical Comprehension SS3: Historical Analysis and Interpretation SS4: Historical Research Capabilities SS5: Historical Issues – Analysis and Decision-Making</p> <p style="text-align: center;">T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others)</p>

<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> ◆ What are the elements of a crime? ◆ What are crimes against the person? ◆ What are crimes against property? ◆ Part I offenses ◆ Part II offenses ◆

Content Topics

- ◆ Criminal intent
- ◆ Concurrence
- ◆ Causation
- ◆ Manslaughter
- ◆ Murder
- ◆ Mass murder
- ◆ Assault
- ◆ Battery
- ◆ Robbery
- ◆ Kidnapping
- ◆ Sexual assault
- ◆ Theft
- ◆ Larceny
- ◆ Embezzlement
- ◆ Receiving stolen goods
- ◆ Shoplifting
- ◆ Vandalism
- ◆ Burglary
- ◆ Extortion
- ◆ Petty theft
- ◆ Grand theft
- ◆ Solicitation
- ◆ Conspiracy

Student Learning Tasks and Opportunities

- ◆ Students will examine the various crimes against the person.
- ◆ Students will examine the various crimes against property.
- ◆ Students will evaluate the elements of a crime and what constitutes a crime

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition. Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ Audio/video equipment
- ◆ Newspaper/journal articles

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Research Assignment
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

Topic #5: Defenses to Crimes

21st Century Graduation Expectation Outcomes:

- ❖ ***1.1 acquiring and applying knowledge and skills within and across the curriculum.***
- ❖ ***1.2 Analyzing and evaluating information.***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines.***

- ❖ *2.1 Working cooperatively and/ or independently.*
- ❖ *2.2 Applying problem solving strategies.*
- ❖ *2.3 Utilizing resources and time effectively.*
- ❖ *2.4 Accessing, compiling, interpreting and presenting data and information.*
- ❖ *3.2 Recognizing and respecting the diversity and individuality of others.*
- ❖ *4.1 Reading widely and critically.*
- ❖ *4.2 Writing clearly, concisely and persuasively.*
- ❖ *4.3 Speaking, listening and interpreting effectively.*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

- ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.
- ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
- ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities.
- ❖ C&G 4: People engage in political processes in a variety of ways.
- ❖ HP 1: History is an account of human activities that is interpretive in nature.
- ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

- C&G 1-1: Origins, forms and purpose of government.
- C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...
- C&G 2-1: United States government (local, state, national)...
- C&G 2-2: The democratic values and principles underlying the U.S. government.
- C&G 3-1: Citizens' rights and responsibilities.
- C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.
- C&G 4-1: Political systems and political processes.
- C&G 4-3: Their participation in a civil society.
- HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.
- HP 2-1: Connect the past with the present.
- HP 2-2: Chronicle events and conditions.

<ul style="list-style-type: none"> ❖ HP 3: The study of history helps us understand the present and shape the future. <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Interpret data presented in time lines. ❖ Draw upon data and historical maps. ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. ❖ Draw upon visual, literary, and musical sources. ❖ Hypothesize the influence of the past. ❖ Obtain historical data. ❖ Interrogate historical data. ❖ Evaluate alternative courses of action. ❖ Formulate a position or course of action on an issue and evaluate decisions.
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1: Interactive Listening OC2: Make Oral Presentations SS1: Chronological Thinking SS2: Historical Comprehension SS3: Historical Analysis and Interpretation SS4: Historical Research Capabilities SS5: Historical Issues – Analysis and Decision-Making T1 Creativity and Innovation T2 Communication and Collaboration</p>	

T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and
Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A4 Critical Thinking (learning and self-
management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with
others)

Essential Questions:

- ◆ What are the various defenses to crimes?
- ◆ How can those defenses be applied?
- ◆ What is the legal concept of insanity and how does it differ from the psychiatric concept

Content Topics

- ◆ Alibi
- ◆ Justification
- ◆ Self defense
- ◆ Defense of others
- ◆ Defense of property
- ◆ Resisting unlawful arrest
- ◆ Necessity
- ◆ Consent
- ◆ Duress
- ◆ Age
- ◆ Mistake
- ◆ Involuntary intoxication
- ◆ Mental incompetence
- ◆ Unconsciousness
- ◆ Provocation
- ◆ Insanity
- ◆ Diminished capacity
- ◆ Procedural defenses
- ◆ Entrapment

- ◆ Prosecutorial misconduct
- ◆ Double jeopardy
- ◆ Police fraud
- ◆ Collateral estoppel
- ◆ Selective prosecution
- ◆ Denial of speedy trial

Student Learning Tasks and Opportunities

- ◆ Students will examine the various defenses to crimes.
- ◆ Students will analyze how those defenses can be applied to different crimes.
- ◆ Students will analyze various cases and debate on the insanity of the defendants

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition. Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ Case Studies
- ◆ Audio/video equipment

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Video response
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

<i>Topic #6: Policing in America</i>	
<i>21st Century Graduation Expectation Outcomes:</i>	
<ul style="list-style-type: none">❖ <i>1.1 acquiring and applying knowledge and skills within and across the curriculum.</i>❖ <i>1.2 Analyzing and evaluating information.</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines.</i>❖ <i>2.1 Working cooperatively and/ or independently.</i>❖ <i>2.2 Applying problem solving strategies.</i>❖ <i>2.3 Utilizing resources and time effectively.</i>❖ <i>2.4 Accessing, compiling, interpreting and presenting data and information.</i>❖ <i>3.1 Making informed life and career decisions</i>❖ <i>3.2 Recognizing and respecting the diversity and individuality of others.</i>❖ <i>4.1 Reading widely and critically.</i>❖ <i>4.2 Writing clearly, concisely and persuasively.</i>❖ <i>4.3 Speaking, listening and interpreting effectively.</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i>	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i>

<ul style="list-style-type: none"> ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals. ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities. ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>C&G 1-1: Origins, forms and purpose of government.</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...</p> <p>C&G 2-1: United States government (local, state, national)...</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government.</p> <p>C&G 3-1: Citizens' rights and responsibilities.</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Interpret data presented in time lines. ❖ Draw upon data and historical maps. ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
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	<ul style="list-style-type: none"> ❖ Draw upon visual, literary, and musical sources. ❖ Hypothesize the influence of the past. ❖ Obtain historical data. ❖ Interrogate historical data. ❖ Evaluate alternative courses of action. ❖ Formulate a position or course of action on an issue and evaluate decisions.
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<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1: Interactive Listening OC2: Make Oral Presentations SS1: Chronological Thinking SS2: Historical Comprehension SS3: Historical Analysis and Interpretation SS4: Historical Research Capabilities SS5: Historical Issues – Analysis and Decision-Making</p> <p style="text-align: center;">T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others)</p>

<p><i>Essential Questions:</i></p>

- ◆ How did the American system of policing develop?
- ◆ What are the various styles of policing, and how do they differ?
- ◆ How does traditional policing differ from community policing?
- ◆ What are the dangers of police work and what can be done to reduce those dangers?

Content Topics

- ◆ Bobbies
- ◆ *Comes stabuli*
- ◆ Municipal police
- ◆ New police
- ◆ Night watch
- ◆ Vigilantism
- ◆ Watchman style
- ◆ Legalistic style
- ◆ Service style
- ◆ Traditional policing
- ◆ Community policing
- ◆ Deadly force
- ◆ Excessive force
- ◆ Internal affairs
- ◆ Police corruption

Student Learning Tasks and Opportunities

- ◆ Students will examine the development of the American structure of policing
- ◆ Students will compare and contrast the various styles of policing
- ◆ Students will describe community policing, and explain how it differs from traditional policing
- ◆ Students will analyze police discretion and how it affects the practice of contemporary law enforcement

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition. Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ Case Studies

- ◆ Guest speaker

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Interviews
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

Topic #7: The Fourth, Fifth, and Sixth Amendments

21st Century Graduation Expectation Outcomes:

- ❖ *1.1 acquiring and applying knowledge and skills within and across the curriculum.*
- ❖ *1.2 Analyzing and evaluating information.*
- ❖ *1.3 Applying technology as a learning tool across all disciplines.*
- ❖ *2.1 Working cooperatively and/ or independently.*
- ❖ *2.2 Applying problem solving strategies.*
- ❖ *2.3 Utilizing resources and time effectively.*
- ❖ *2.4 Accessing, compiling, interpreting and presenting data and information.*
- ❖ *3.2 Recognizing and respecting the diversity and individuality of others.*
- ❖ *4.1 Reading widely and critically.*
- ❖ *4.2 Writing clearly, concisely and persuasively.*
- ❖ *4.3 Speaking, listening and interpreting effectively.*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

- ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.
- ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
- ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities.

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

- C&G 1-1: Origins, forms and purpose of government.
- C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...
- C&G 2-1: United States government (local, state, national)...
- C&G 2-2: The democratic values and principles underlying the U.S. government.
- C&G 3-1: Citizens' rights and responsibilities.

<ul style="list-style-type: none"> ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Interpret data presented in time lines. ❖ Draw upon data and historical maps. ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. ❖ Draw upon visual, literary, and musical sources. ❖ Hypothesize the influence of the past. ❖ Obtain historical data. ❖ Interrogate historical data. ❖ Evaluate alternative courses of action.
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❖ Formulate a position or course of action on an issue and evaluate decisions.

Grade Span Expectations

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Chronological Thinking
- SS2: Historical Comprehension
- SS3: Historical Analysis and Interpretation
- SS4: Historical Research Capabilities
- SS5: Historical Issues – Analysis and Decision-Making
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1 Problem Solving
- A4 Critical Thinking (learning and self-management)
- A3 Research (Information Tools)
- A2 Communication (oral and/or written)
- A5 Reflection and Evaluation (working with others)

Essential Questions:

- ◆ What constitutes an arrest and seizure?
- ◆ What constitutes a search?
- ◆ What is reasonable expectation of privacy?
- ◆ What are the rights guaranteed by the fourth amendment?
- ◆ What are the procedural rights of the sixth amendment?
- ◆ What are the Fifth Amendment rights?
- ◆ What are *Miranda* rights?
- ◆ What is the right to counsel?

Content Topics

- ◆ Arrest
- ◆ Seizure
- ◆ Search
- ◆ Reasonable expectation of privacy
- ◆ *Mapp v. Ohio*
- ◆ *New Jersey v. TLO*
- ◆ Warrant
- ◆ Fourth amendment
- ◆ Sixth amendment
- ◆ Fifth amendment
- ◆ Self incrimination
- ◆ Confidentiality
- ◆ *Miranda v. Arizona*
- ◆ *Gideon v. Wainwright*
- ◆ Interrogation
- ◆ Confession
- ◆ Immiscible evidence

Student Learning Tasks and Opportunities

- ◆ Students will debate what constitutes an arrest and seizure.
- ◆ Students will discuss what constitutes a search.
- ◆ Students will analyze what is a reasonable expectation of privacy.
- ◆ Students will evaluate the rights guaranteed by the Fourth Amendment.
- ◆ Students will evaluate the procedural rights of the Fifth Amendment.
- ◆ Students will evaluate the procedural rights of the Sixth Amendment.
- ◆ Students will examine *Miranda* rights.
- ◆ Students will debate the right to counsel.
- ◆ Students will analyze various Supreme Court Cases for the Fourth, Fifth, and Sixth Amendments.

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition.
Frank Schmalleger

- ◆ LCD Projector
- ◆ Computer
- ◆ Case Studies
- ◆ Newspaper/journal articles
- ◆ Audio/visual equipment

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Court Case Analysis
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

Topic #8: Court Systems

21st Century Graduation Expectation Outcomes:

- ❖ ***1.1 acquiring and applying knowledge and skills within and across the curriculum.***
- ❖ ***1.2 Analyzing and evaluating information.***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines.***

- ❖ *2.1 Working cooperatively and/ or independently.*
- ❖ *2.2 Applying problem solving strategies.*
- ❖ *2.3 Utilizing resources and time effectively.*
- ❖ *2.4 Accessing, compiling, interpreting and presenting data and information.*
- ❖ *3.2 Recognizing and respecting the diversity and individuality of others.*
- ❖ *4.1 Reading widely and critically.*
- ❖ *4.2 Writing clearly, concisely and persuasively.*
- ❖ *4.3 Speaking, listening and interpreting effectively.*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

- ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.
- ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
- ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities.
- ❖ C&G 4: People engage in political processes in a variety of ways.
- ❖ HP 1: History is an account of human activities that is interpretive in nature.
- ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

- C&G 1-1: Origins, forms and purpose of government.
- C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...
- C&G 2-1: United States government (local, state, national)...
- C&G 2-2: The democratic values and principles underlying the U.S. government.
- C&G 3-1: Citizens' rights and responsibilities.
- C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.
- C&G 4-1: Political systems and political processes.
- C&G 4-3: Their participation in a civil society.
- HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.
- HP 2-1: Connect the past with the present.
- HP 2-2: Chronicle events and conditions.

- ❖ HP 3: The study of history helps us understand the present and shape the future.

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

HP 2-3: Show understanding of change over time.

HP 3-1: Demonstrate an understanding of how the past frames the present.

HP 3-2: Make personal connections in an historical context.

National Standards in Historical Thinking Benchmarks:

- ❖ Interpret data presented in time lines.
- ❖ Draw upon data and historical maps.
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- ❖ Draw upon visual, literary, and musical sources.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data.
- ❖ Interrogate historical data.
- ❖ Evaluate alternative courses of action.
- ❖ Formulate a position or course of action on an issue and evaluate decisions.

Grade Span Expectations

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Chronological Thinking
- SS2: Historical Comprehension
- SS3: Historical Analysis and Interpretation
- SS4: Historical Research Capabilities
- SS5: Historical Issues – Analysis and Decision-Making
- T1 Creativity and Innovation

T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and
Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A4 Critical Thinking (learning and self-
management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with
others)

Essential Questions:

- ◆ What is the difference between the federal and state courts?
- ◆ What are the different levels of the court systems?
- ◆ Who are the court personnel and what are their various roles?
- ◆ What are the roles of lay witnesses and expert witnesses and how might their testimonies differ?

Content Topics

- ◆ Federal court
- ◆ State court
- ◆ Jurisdiction
- ◆ Trial courts
- ◆ Appellate courts
- ◆ Supreme court
- ◆ Supreme court justices
- ◆ Probate court
- ◆ Municipal court
- ◆ Superior court
- ◆ Judge
- ◆ Bailiff
- ◆ Juror
- ◆ Prosecution

- ◆ Defense/defense counsel

Student Learning Tasks and Opportunities

- ◆ Students will distinguish between federal and state courts.
- ◆ Students will distinguish between the different levels of the court systems.
- ◆ Students will analyze court personnel and assess their various roles.

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition. Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ Case Studies
- ◆ Newspaper/journal articles

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

Topic #9: Trial Proceedings

21st Century Graduation Expectation Outcomes:

- ❖ ***1.1 acquiring and applying knowledge and skills within and across the curriculum.***
- ❖ ***1.2 Analyzing and evaluating information.***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines.***
- ❖ ***2.1 Working cooperatively and/ or independently.***
- ❖ ***2.2 Applying problem solving strategies.***
- ❖ ***2.3 Utilizing resources and time effectively.***
- ❖ ***2.4 Accessing, compiling, interpreting and presenting data and information.***
- ❖ ***3.2 Recognizing and respecting the diversity and individuality of others.***
- ❖ ***4.1 Reading widely and critically.***
- ❖ ***4.2 Writing clearly, concisely and persuasively.***
- ❖ ***4.3 Speaking, listening and interpreting effectively.***

<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <ul style="list-style-type: none"> ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals. ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities. ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension 	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms and purpose of government.</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...</p> <p>C&G 2-1: United States government (local, state, national)...</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government.</p> <p>C&G 3-1: Citizens' rights and responsibilities.</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p>

- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

- National Standards in Historical Thinking Benchmarks:***
- ❖ Interpret data presented in time lines.
 - ❖ Draw upon data and historical maps.
 - ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
 - ❖ Draw upon visual, literary, and musical sources.
 - ❖ Hypothesize the influence of the past.
 - ❖ Obtain historical data.
 - ❖ Interrogate historical data.
 - ❖ Evaluate alternative courses of action.
 - ❖ Formulate a position or course of action on an issue and evaluate decisions.

Grade Span Expectations

OC1: Interactive Listening
 OC2: Make Oral Presentations
 SS1: Chronological Thinking
 SS2: Historical Comprehension
 SS3: Historical Analysis and Interpretation
 SS4: Historical Research Capabilities
 SS5: Historical Issues – Analysis and Decision-Making
 T1 Creativity and Innovation
 T2 Communication and Collaboration
 T3 Research and Information Fluency
 T4 Critical Thinking, Problem Solving, and Decision Making
 T5 Digital Citizenship
 T6 Technology Operations and Concepts

Applied Learning Standards
 A1 Problem Solving

A4 Critical Thinking (learning and self-management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with others)

Essential Questions:

- ◆ What are the pretrial proceedings?
- ◆ What is the order of a trial?
- ◆ How is jury selection conducted?
- ◆ What is the concept of pleas and plea bargaining?
- ◆ What are the defendant's rights?
- ◆ What are the levels of burden of proof?
- ◆ What is reasonable doubt?
- ◆ What are possible verdicts?

Content Topics

- ◆ Pretrial release
- ◆ Bail
- ◆ Recognizance
- ◆ Property bond
- ◆ Bounty hunter
- ◆ Plea bargaining
- ◆ Arraignment
- ◆ Probable cause
- ◆ Gag order
- ◆ Jury selection
- ◆ Opening statement
- ◆ Evidence
- ◆ Examination
- ◆ Testimony
- ◆ Perjury
- ◆ Hearsay
- ◆ Closing arguments
- ◆ Judges charge to the jury
- ◆ Deliberation
- ◆ Verdict

Student Learning Tasks and Opportunities

- ◆ Students will map the pretrial proceedings.
- ◆ Students will examine the order of a trial.
- ◆ Students will research how a jury is selected.
- ◆ Students will analyze the concept of pleas and plea bargaining.
- ◆ Students will examine defendant's rights.
- ◆ Students will debate the levels of burden of proof.
- ◆ Students will analyze reasonable doubt.
- ◆ Students will research the possible verdicts.

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition.
Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ Case Studies
- ◆ Audio/video equipment

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Video analysis
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

<p><i>Topic #10: Sentencing and Corrections</i></p>	
<p><i>21st Century Graduation Expectation Outcomes:</i></p>	
<ul style="list-style-type: none"> ❖ <i>1.1 acquiring and applying knowledge and skills within and across the curriculum.</i> ❖ <i>1.2 Analyzing and evaluating information.</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines.</i> ❖ <i>2.1 Working cooperatively and/ or independently.</i> ❖ <i>2.2 Applying problem solving strategies.</i> ❖ <i>2.3 Utilizing resources and time effectively.</i> ❖ <i>2.4 Accessing, compiling, interpreting and presenting data and information.</i> ❖ <i>3.2 Recognizing and respecting the diversity and individuality of others.</i> ❖ <i>4.1 Reading widely and critically.</i> ❖ <i>4.2 Writing clearly, concisely and persuasively.</i> ❖ <i>4.3 Speaking, listening and interpreting effectively.</i> 	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <ul style="list-style-type: none"> ❖ <i>C&G 1: People create and change structure of power, authority, and</i> 	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p><i>C&G 1-1: Origins, forms and purpose of government.</i></p>

<p>governance in order to accomplish common goals.</p> <ul style="list-style-type: none"> ❖ C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities. ❖ C&G 4: People engage in political processes in a variety of ways. ❖ HP 1: History is an account of human activities that is interpretive in nature. ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form. ❖ HP 3: The study of history helps us understand the present and shape the future. <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...</p> <p>C&G 2-1: United States government (local, state, national)...</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government.</p> <p>C&G 3-1: Citizens' rights and responsibilities.</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&G 4-1: Political systems and political processes.</p> <p>C&G 4-3: Their participation in a civil society.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Interpret data presented in time lines. ❖ Draw upon data and historical maps. ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. ❖ Draw upon visual, literary, and musical sources.
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- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data.
- ❖ Interrogate historical data.
- ❖ Evaluate alternative courses of action.
- ❖ Formulate a position or course of action on an issue and evaluate decisions.

Grade Span Expectations

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Chronological Thinking
- SS2: Historical Comprehension
- SS3: Historical Analysis and Interpretation
- SS4: Historical Research Capabilities
- SS5: Historical Issues – Analysis and Decision-Making
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1 Problem Solving
- A4 Critical Thinking (learning and self-management)
- A3 Research (Information Tools)
- A2 Communication (oral and/or written)
- A5 Reflection and Evaluation (working with others)

Essential Questions:

- ◆ What is the purpose and structure of sentencing?
- ◆ What are some inconsistencies in sentencing?

- ◆ What is capital punishment?
- ◆ What were the main issues in the capital punishment debate?
- ◆ What are alternative sentences?
- ◆ What are the various eras of the prison system?

Content Topics

- ◆ Rehabilitation
- ◆ Restitution
- ◆ Incapacitation
- ◆ Deterrence
- ◆ Retribution
- ◆ Eighth amendment
- ◆ Victim impact statement
- ◆ Capital punishment
- ◆ Penitentiary
- ◆ Just deserts
- ◆ Parole
- ◆ Home confinement
- ◆ Community service
- ◆ Prisoner rights
- ◆ *Roper v. Simmons*

Student Learning Tasks and Opportunities

- ◆ Students will analyze the purpose and structure of sentencing.
- ◆ Students will research inconsistencies in sentencing.
- ◆ Students will evaluate capital punishment.
- ◆ Students will debate the main issues surrounding capital punishment.
- ◆ Students will evaluate alternative sentencing.
- ◆ Students will examine the various eras of the prison system.

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition.
Frank Schmalleger

- ◆ LCD Projector
- ◆ Computer
- ◆ Case Studies
- ◆

Assessment Tasks:

- ◆ Class Discussion
- ◆ Quizzes
- ◆ Research Assignment
- ◆ debate
- ◆ Internet Research
- ◆ Article response
- ◆ Graphic Organizer
- ◆ Response papers
- ◆ Common Assessment Task: Analysis of Supreme Court Case

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Introduction to Criminal Justice (RWU CJ-105)

GRADE/LEVEL: 11 & 12

Topic #11: Juvenile Justice

21st Century Graduation Expectation Outcomes:

- ❖ ***1.1 acquiring and applying knowledge and skills within and across the curriculum.***
- ❖ ***1.2 Analyzing and evaluating information.***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines.***
- ❖ ***2.1 Working cooperatively and/ or independently.***
- ❖ ***2.2 Applying problem solving strategies.***
- ❖ ***2.3 Utilizing resources and time effectively.***
- ❖ ***2.4 Accessing, compiling, interpreting and presenting data and information.***
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- ❖ ***4.1 Reading widely and critically.***
- ❖ ***4.2 Writing clearly, concisely and persuasively.***
- ❖ ***4.3 Speaking, listening and interpreting effectively.***

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

- ❖ **C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.**
- ❖ **C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.**
- ❖ **C&G 3: In a democratic society, all people have certain rights and responsibilities.**
- ❖ **C&G 4: People engage in political processes in a variety of ways.**

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

- C&G 1-1: Origins, forms and purpose of government.
- C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...
- C&G 2-1: United States government (local, state, national)...
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- C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.

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Applied Learning Standards

A1 Problem Solving
A4 Critical Thinking (learning and self-management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with others)

Essential Questions:

- ◆ What are major differences between juvenile and adult courts?
- ◆ What is the significance of *Kent v. the United States*?
- ◆ What are the trends in juvenile delinquency?
- ◆ What are some ways to keep juvenile delinquency under control?

Content Topics

- ◆ Juvenile detention center
- ◆ Boot camp
- ◆ *Kent v. United States*
- ◆ Child abuse
- ◆ Child neglect
- ◆ Runaways
- ◆ Detention centers
- ◆ Juvenile delinquency

- ◆ Training schools
- ◆ Residential treatment programs
- ◆ Aging out
- ◆ Youth gangs

Student Learning Tasks and Opportunities

- ◆ Students will analyze the major differences between juvenile and adult courts.
- ◆ Students will examine the significance of *Kent v. the United States*.
- ◆ Students will evaluate the trends in juvenile delinquency.
- ◆ Students will critique and debate ways to keep juvenile delinquency under control.

Instructional Resources and Equipment

- ◆ *Criminal Justice Today*, Tenth Edition. Frank Schmalleger
- ◆ LCD Projector
- ◆ Computer
- ◆ Case Studies

Assessment Tasks:

- ◆ Class Discussion
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