

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Criminal Justice

January 2024

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Criminal Justice

Grades 11 and 12

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including criminal law, police, courts, and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Students have the option of taking this course at the honors level. Please see the instructor.

This applies to our vision of graduate by:

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

Pacing Guide

Criminal Law- 4 weeks

Law Enforcement- 4 weeks

Court Roles and Processes- 4 weeks

Corrections- 4 weeks

<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Integrate evidence from multiple and varied sources to take a position on criminal law. ● Use critical thinking and problem solving skills to evaluate historical and contemporary issues and how they impact today's society. ● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The law is a set of guidelines representative of historical precedent and contemporary norms. ● The purpose of law is to uphold the social contract in order to maintain equality and stability ● There is a constant struggle between the protection of people and the state. ● Criminal laws are created in order to codify social norms. ● People commit crimes when they are 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is law? ● What is justice? ● How do laws balance the needs of the individual and others or the state? ● Why are criminal laws created? How do laws impact people of different socioeconomic classes or genders?

	unable to abide by accepted norms.	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● History of criminal law and justice ● Government's ability to balance majority rule with minority rights ● Purpose of laws ● Levels of crime (misdemeanor vs. felony) ● State vs. federal law ● Rights and responsibilities of the American citizen 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Explaining how a person decides what is ethical in his/her life. ● Illustrating the relationship between law, ethics, and morals. ● Evaluating and categorizing different levels of crime. ● Debating and defending the sources of today's laws.

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>There are many aspects where criminal law and personal rights intersect. Students will research, develop arguments, and debate these issues in a socratic seminar.</p> <p>GRASPS</p> <p>Goal/challenge - Students will actively participate in a socratic seminar about personal rights and civil liberties.</p> <p>Role for student-Debater and evaluator.</p> <p>Audience for student work- Peers who will grade their participation in a seminar using a rubric.</p> <p>Situation - Using an inquiry-based model, students will formulate questions and answers to discuss key issues of criminal law with classmates.</p> <p>Products and performances generated by student- Socratic Seminar</p> <p>Standards/criteria for judging success- rubric will be provided for the seminar.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics.</p>
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Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> Students will complete a Kahoot to activate and test prior knowledge.</p>	
A,T	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Progress Monitoring
A	The teacher presents a Google slide presentation introducing students to important aspects of criminal law history. Students will take notes and discuss material in small groups.	Monitor student progress through class discussions, and exit tickets.
A,M	The teacher presents an overview of criminal law today. Students will complete an analysis of criminal law and the Bill of Rights.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,T	The teacher will lead a class discussion on criminal law and the changes that have occurred over the past few decades. Students will research and share their viewpoints on these issues.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M,T	<p>The teacher will provide primary and secondary sources. Students will use information from readings and apply them to scenarios.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> ● Crash course videos-Criminal Justice ● CT Judicial Branch Library Law Services ● Street Law ● Advanced Introduction to Landmark Criminal Cases (Book) ● Criminal Law Case Studies (Book) 	Score GRASPS via assignment rubric.

<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Reflect on how justice is applied in the modern world. Use critical thinking skills to assess whether or not law meets the needs of American society.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The intent of policing is to prevent crime, but situations make it more of a reactive force. ● Modern policing is an ever changing field to meet the needs of American society. ● Although policing is not a perfect science it is necessary for a peaceful society. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What does justice mean? ● What role do policing systems play in modern society? ● How are the rights of individuals equal under the law?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● Recruitment and education of law enforcement ● Police training ● Racial profiling ● Probable cause ● Warrants ● Search and seizure ● Interrogation and investigation ● Reactive policing ● Proactive policing ● Issues of police officers 	<ul style="list-style-type: none"> ● Exploring the reforms taken in the policing system ● Reviewing policing models ● Discussing problems and issues in policing ● Analyzing the importance of police training ● Explaining the meaning and importance of discretion in policing ● Identifying the major U.S. constitutional provisions that govern policing ● Reviewing the three major areas of police functions ● Identifying the major U.S. constitutional provisions that govern policing

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Further information:</p> <p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Law enforcement is multifaceted. Students are going to explore what it means to be in law enforcement from job training to the policies and procedures that departments follow. Students will learn the different aspects of law enforcement from federal, state and local levels.</p> <p>GRASPS</p> <p>Goal/challenge - Students will produce an infographic trying to define what it means to be in law enforcement.</p> <p>Role for student-Researcher and producer of the infographic.</p> <p>Audience for student work- Classmates</p> <p>Situation - Using an inquiry-based model, students will formulate questions to define what law enforcement is. This critical thinking exercise will allow students to analyze law enforcement and see its impact on society. Students are required to gather evidence from various sources to support their definition of law enforcement.</p> <p>Products and performances generated by students- The creation of an infographic combining text and visual representation of law enforcement. The completed project will show their understanding of the many facets of law enforcement.</p> <p>Standards/criteria for judging success- A rubric will be provided for the project.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics</p>
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Code	Pre-Assessment	
	<p><u>Questions to help complete this portion:</u> Students will complete a Kahoot to activate and test prior knowledge.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A,T	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to important aspects of law enforcement. Students will take notes and discuss in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,T	The teacher provides readings to students about law enforcement. Students will watch documentaries about careers in law enforcement. Students will engage in class discussions and review of materials.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M,T	Students will look at various case studies and evaluate their impact on law enforcement.	Score GRASPS via assignment rubric.
M,T	Students will apply what they learned in the unit with given scenarios to have a working understanding of law enforcement.	
	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> ● Crash course videos-Criminal Justice ● CT Judicial Branch Library Law Services ● Street Law ● Advanced Introduction to Landmark Criminal Cases (Book) ● Criminal Law Case Studies (Book) ● The Police in America (Book) 	

<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<p>Determine the necessity of the judicial system and the effects on society. Evaluate multiple sources of information and create and defend arguments based on the law.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Courtroom procedure guarantees an equal, fair, and professional trial that demonstrates a functioning court system. • Evidence rules are numerous and strict as a mechanism by which to ensure fair trials. • The court system is plagued by inefficiency due to lack of staff and resources. • A jury trial of one's peers is intended to provide justice; however, it is difficult for laypersons to understand the nuances of law. • The justice system is constantly evolving due to precedent, feedback, and a desire for quicker adjudication. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How does the American legal process provide justice for all parties? • How efficient are courts? • What would make the court process fair for all participants?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● Courtroom procedure ● Courtroom decorum ● Trial by jury ● Rules of a trial ● Precedents ● Differences between state and the federal court systems 	<ul style="list-style-type: none"> ● Identifying court procedures ● Arguing different sides of a court case ● Identifying rules of a trial ● Arguing the pros/cons of trial by jury ● Defending precedents ● Predicting changes in the courts ● Role playing court cases

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Further information:</p> <p>The teacher created a Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Assess the functions, successes, and failures of the U.S. legal and criminal justice systems.</p> <p>GRASPS</p> <p>Goal/challenge - Students will develop, research, and perform a mock trial.</p> <p>Role for student-Researcher and performer in a mock trial.</p> <p>Audience for student work- Peers from a civics class</p> <p>Situation - Using an inquiry-based model, students will formulate questions and develop arguments for a criminal case. This critical thinking exercise will allow students to analyze a criminal case and see how a court case develops. Students are required to gather evidence from various sources to support and defend their side.</p> <p>Products and performances generated by students- Students will work together to support their side of the court case in order to win the mock trial.</p> <p>Standards/criteria for judging success- A rubric will be provided for the project.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics</p>
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Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> Students will complete a Kahoot to activate and test prior knowledge.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A,T	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to important aspects of the court system. Students will take notes and discuss in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,T	The teacher provides readings to students about the court system. Students will watch documentaries about the court system. Students will engage in class discussions and review of materials.	Monitor student progress through various summative assessments which may include inquiry-based projects.
A,M	The teacher will provide resources so students will compare and contrast the structure of the federal and state court systems.	Score GRASPS via assignment rubric.
M,T	The teacher can introduce the importance of Supreme court cases and their impact on our country. Students will then look at important Supreme Court cases and evaluate their impact on society.	
M,T		

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none">● Crash course videos-Criminal Justice● CT Judicial Branch Library Law Services● Street Law● Advanced Introduction to Landmark Criminal Cases (Book)● Criminal Law Case Studies (Book)● 12 Angry Men- movie	
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<p>ESTABLISHED GOALS Standards adopted by the Connecticut Social Studies Standards.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p> <p>CG.Inq. 1 c: Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.</p> <p>CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Determine prison's role in modern society.</p> <p>Use evidence from various sources to assess the effectiveness of prisons in society.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The correctional system serves as a deterrent, while at the same time not preventing recidivism. • Mass incarceration and its racial implications impact sentencing and corrections. • Prisoners' legal rights have developed over time through legal precedents. • There are major challenges in contemporary corrections, including the rise in mentally disordered offenders, private prisons, soaring costs, and wrongful convictions. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How are people who break the law rehabilitated? • What factors play a role in corrections and sentencing? • What role does the death penalty play in American society?

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Prisoners' rights ● Prison systems ● Probationary rules ● Parole procedures ● Women in prison ● Juveniles in prison ● Death penalty ● Mental health within the correctional facility ● Drug abuse within the correctional facility 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the development and types of prisoners' legal rights. ● Comparing and contrasting the different functions and operations of jails, prisons, probation, parole, and intermediate sanctions. ● Discussing and debating the issues regarding the incarceration of men, women, and juveniles. ● Debating the core controversies surrounding the death penalty. ● Explaining the emergent problem of prisoner reentry and the barriers to reintegration. ● Identifying the major challenges in contemporary corrections, including the rise in mentally disordered offenders, private prisons, soaring costs, and wrongful convictions.

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> - Required elements - Authentic Content - Presentation Style - Process 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>This unit will provide an overview of the American correctional system including the history of corrections, probation, incarceration, community corrections, and the prison experience.</p> <p>GRASPS Goal/challenge - Students will research, design, and create a prison to meet the four major purposes of prison.</p> <p>Role for student-Researcher, designer, creator and evaluator.</p> <p>Audience for student work- Their classmates will use the given rubric and score each prison system.</p> <p>Situation - Using an inquiry-based model, students will research and create a model prison based on the four goals of prison systems.</p> <p>Products and performances generated by students- A detailed model of a prison and policies and procedures that would make this the ideal prison.</p> <p>Standards/criteria for judging success- rubric will be provided for the seminar.</p>

<p>A</p> <p>A,M</p> <p>T,A</p> <p>T,M,A</p> <p>T,M,A</p> <p>T,M,A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Answer questions based on various levels of Bloom's Taxonomy in class discussions.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics.</p>
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Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> Students will complete a Kahoot to activate and test prior knowledge.</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A,T	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to important aspects of corrections. Students will take notes and discuss in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
A,M	The teacher provides readings to students about the correction in the United States. Students will watch documentaries about the prisons. Students will engage in class discussions and review of materials.	Monitor student progress through various summative assessments which may include inquiry-based projects.
A,M	The teacher presents a Google slide presentation with an overall structure of the correctional system. Students will research and explain the duties and responsibilities of correctional officers, the history of prisons in the United States, and the constitutional rights of inmates in prisons and jails.	Score GRASPS via assignment rubric.
M,T	Students will attend a program at a local correctional facility and evaluate its effectiveness within its four goals.	
	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> ● Crash course videos-Criminal Justice ● CT Judicial Branch Library Law Services ● Street Law ● Just Mercy- Book and movie 	

