

Criminal Justice Curriculum Maps

Unit 1: Introduction to Government and Law

Unit 2: Crime

Unit 3: Due Process

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

	<ul style="list-style-type: none"> • Prosecutor • District attorney • 4th Amendment • State law vs. federal law
Skills/ Benchmarks (CCSS Standards)	<p>2009 NJCCCS--21st-Century Life and Careers</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p>L. Law, Public Safety, Corrections, & Security Career Cluster</p> <ul style="list-style-type: none"> • (4) Law Enforcement Services <ul style="list-style-type: none"> ○ 9.4.12.L.(4).1—Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services. ○ 9.4.12.L.(4).17—Describe how to ensure compliance with established procedures to avoid the violation of constitutional rights. ○ 9.4.12.L.(4).20—Describe how to present testimony in legal proceedings in accordance with courtroom procedures, and demonstrate this skill by participating in mock trials. ○ 9.4.12.L.(4).40—Examine and summarize the rights of victims and witnesses as well as procedures for protecting them. • (5) Legal Services <ul style="list-style-type: none"> ○ 9.4.12.L.(5).1—Analyze and summarize the roles of the three branches of the U.S. Government (i.e., the judicial, legislative, and executive branches) in order to demonstrate an understanding of how government influences legal services. ○ 9.4.12.L.(5).5—Demonstrate specific academic writing strategies used by professionals in legal services environments. ○ 9.4.12.L.(5).6—Use legal terminology accurately to effectively communicate within the legal services community. ○ 9.4.12.L.(5).12—Demonstrate the technical knowledge and skills required of legal services professionals in order to prepare for the full range of careers in the pathway.
Materials and Resources	<i>Street Law: A Course in Practical Law</i> . Fifth Edition, Lee P. Arbetman, Edward T. McMahon & Edward L. O’Brien, eds. West Publishing Company, 1994.
Notes	

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

	<p>(summary, misdemeanor, felony)</p> <ul style="list-style-type: none"> • Causes of crime • Crimes of omission • Murder statues <ul style="list-style-type: none"> ○ Murder case law (killing out of necessity) ○ Attempted • Negligence • Assault • Battery • Theft • Conspiracy • Ponzi Scheme • White Collar Crime • Securities Fraud • Guns and the law • Rape • Embezzlement • Larceny • Forgery • Cyber crime • Burglary vs. robbery • Cyber crime • Intoxication • Defenses to criminal charges <ul style="list-style-type: none"> ○ Necessity ○ Self-defense ○ Duress ○ Insanity ○ Affirmative defenses • NJ Assault statutory law • NJ Battery statutory law • NJ cybercrime statutory and case law • NJ murder statutory law • NJ Sexual Assault statutory law • NJ White Collar Crime statutory law
<p>Skills/ Benchmarks (CCSS Standards)</p>	<p>2009 NJCCCS--21st-Century Life and Careers</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p>L. Law, Public Safety, Corrections, & Security Career Cluster</p> <ul style="list-style-type: none"> • (4) Law Enforcement Services

	<ul style="list-style-type: none"> ○ 9.4.12.L.(4).1—Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services. ○ 9.4.12.L.(4).15—Examine and summarize state and local ordinances and law enforcement procedures regarding driving under the influence and public intoxication. ○ 9.4.12.L.(4).19—Examine and summarize state and local laws and law enforcement procedures related to driving under the influence violations, with a focus on field sobriety tests, in order to enhance enforcement. ○ 9.4.12.L.(4).20—Describe how to present testimony in legal proceedings in accordance with courtroom procedures, and demonstrate this skill by participating in mock trials. <ul style="list-style-type: none"> • (5) Legal Services <ul style="list-style-type: none"> ○ 9.4.12.L.(5).5—Demonstrate specific academic writing strategies used by professionals in legal services environments. ○ 9.4.12.L.(5).6—Use legal terminology accurately to effectively communicate within the legal services community.
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Grade: 11 and 12 Subject: Criminal Justices	Unit 3: Due Process
Big Idea/Rationale	Unit 3 – Due Process will address the criminal justice process with an emphasis on individual rights in criminal law. Students will be able to identify each step of the criminal justice process from the occurrence of the crime to sentencing. Discussing and relating current events to content will be practiced throughout the unit.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Identify the steps of the criminal justice process in the New Jersey judiciary and the federal judiciary. • Identify and analyze and due process rights guaranteed through the 5th, 6th, and 14th Amendments. • Identify and analyze and Miranda Rights. • Identify due process rights created through common law. • Explain the process of establishing bail. • Distinguish between reasonable suspicion and probable cause. • Distinguish between detainment and custody. • Identify and explain the process of a plea bargain. • Identify and explain the process of indictment in New Jersey. • Define and use practice applications of the exclusionary rule.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is due process? • What due process rights are guaranteed through the 5th Amendment? • What due process rights are guaranteed through the 6th Amendment? • What due process rights are guaranteed through the 14th Amendment? • What precedent was created in <i>Arizona v. Miranda</i>? • What occurs when an officer does not read Miranda Rights? • What precedent was created in <i>Terry v. Ohio</i>? • What is the purpose of a plea bargain? • What is the process of establishing the bail in America? • What role does a bail bondsmen play in the criminal justice process? • What is the difference between detainment and custody? • What occurs if evidence is illegally obtained by law enforcement and/or a prosecutor? • When can an officer arrest a suspect? • What action/s can an officer take with reasonable suspicion? • What action/s can an officer take with probable cause? • When and how do Miranda Rights take effect? • What is the difference between reasonable suspicion and probable cause? • How does one press charges against another person? • What is the purpose of an arraignment? • What precedent was established in <i>Mapp v. Ohio</i>? • What is the purpose of the exclusionary rule?

	<ul style="list-style-type: none"> • What precedent was established <i>Kyllo v. USA</i>? • What is the process of obtaining a warrant? • What rights does the 8th Amendment guarantee in terms of bail? • What sentencing options does a judge have? • How does a judge determine sentencing? • What is the “stop and frisk” policy? • What controversy has developed pertaining to the “stop and frisk” policy?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Due process rights • 5th Amendment • 6th Amendment • 8th Amendment • 14th Amendment • Arrest • Probable cause • Arrest warrant • Reasonable suspicion • Detainment • Bail • Bail bondsmen • Indictment (grand jury and judge) • Arraignment • Trial (bench and jury) • Sentencing • Conviction • Conditional treatments • Parole • Probation • <i>Terry v. Ohio</i> • Terry stop • <i>Mapp v. Ohio</i> • Exclusionary rule • Arizona v. Miranda • Miranda rights • Criminal complaint • Plea bargain • “stop and frisk”
<p>Skills/ Benchmarks (CCSS Standards)</p>	<p>21st-Century Life and Careers 9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

L. Law, Public Safety, Corrections, & Security Career Cluster

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- 9.4.12.L.(4).1—Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services.
- 9.4.12.L.(4).1—Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services.
- 9.4.12.L.(4).11—Examine and summarize Fourth Amendment concerns in the areas of search and seizure and probable cause.
- 9.4.12.L.(4).12—Examine and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in the law enforcement environments.
- 9.4.12.L.(4).13—Examine and summarize the impact of the Fourteenth Amendment as it relates to due process and equal protection, with a focus on both current events and historical accounts in order to ensure that law enforcement professionals respect the constitutional rights of individuals they encounter.
- 9.4.12.L.(4).14—Examine and summarize limits on and types of interrogation procedures, with a focus on Miranda rights and the Fifth Amendment, in order to protect the rights of both U.S. and non-U.S. citizens in the course of providing law enforcement services.
- 9.4.12.L.(4).15—Examine and summarize state and local ordinances and law enforcement procedures regarding driving under the influence and public intoxication.
- 9.4.12.L.(4).16—Examine and summarize procedures and protocols involved in basic civil law enforcement procedures in order to serve writs, warrants, and summonses.
- 9.4.12.L.(4).17—Describe how to ensure compliance with established procedures to avoid the violation of constitutional rights.
- 9.4.12.L.(4).18—Describe how to ensure compliance with established procedures to avoid the violation of constitutional protections regarding search and seizure, with a focus on the Terry stop (stop and frisk) and attaining warrants.
- 9.4.12.L.(4).19—Examine and summarize state and local laws and law enforcement procedures related to driving under the influence violations, with a focus on field sobriety tests, in order to enhance enforcement.
- 9.4.12.L.(4).20—Describe how to present testimony in legal proceedings in accordance with courtroom procedures, and demonstrate this skill by participating in mock trials.
- 9.4.12.L.(4).26—Examine and summarize strategies to properly protect, document and process crime scenes and all related evidence.
- 9.4.12.L.(4).27—Describe how to conduct interviews and

	<p>interrogations using appropriate law enforcement procedures in order to ensure the protection of individual rights and effective information gathering.</p> <ul style="list-style-type: none"> ○ 9.4.12.L.(4).40—Examine and summarize the rights of victims and witnesses as well as procedures for protecting them. ○ 9.4.12.L.(4).41—Describe how to conduct building searches. ○ 9.4.12.L.(4).42—Describe the paper collection of evidence to prevent corruption of crime scenes. <ul style="list-style-type: none"> ● (5) Legal Services <ul style="list-style-type: none"> ○ 9.4.12.L.(5).5—Demonstrate specific academic writing strategies used by professionals in legal services environments. ○ 9.4.12.L.(5).6—Use legal terminology accurately to effectively communicate within the legal services community. ○ 9.4.12.L.(5).9—Evaluate and model appropriate reactions to situations involving Fourth Amendment rights in order to demonstrate an understanding of the impact this amendment has on individuals providing legal services and their actions. ○ 9.4.12.L.(5).10—Evaluate and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in legal services environments. ○ 9.4.12.L.(5).11—Analyze and summarize the impact of the Fourteenth Amendment as it relates to due process and equal protection in order to ensure that legal service professionals respect the constitutional rights of individuals they encounter. ○ 9.4.12.L.(5).12—Demonstrate the technical knowledge and skills required of legal services professionals in order to prepare for the full range of careers in the pathway.
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