



PATHWAY: Law and Justice
COURSE: Introduction to Law and Justice
UNIT 2: Foundations of Criminal Justice

INTRODUCTION

Annotation:

Students will be introduced to the complex role of government in a democratic society and the rights and responsibilities of its citizens. They will explore the history and evolution of law enforcement in the United States. Roles and responsibilities of different emergency service agencies and systems will be evaluated.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

4. 90 minute periods

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

- PS-ILJ-2** **Students will describe the relationship between police, courts, and corrections.**
- Demonstrate a working knowledge of the criminal justice process and explain how different agencies work together.
 - Identify jurisdictional and venue issues that may arise when different emergency service agencies work together and provide suggestions for resolving them.
 - Describe the roles and responsibilities of private security agencies and explain how they differ from public law enforcement agencies.
 - Discuss the importance of all public safety related agencies working together to serve and protect the public.
 - Describe the roles and responsibilities of local, county, state, and federal agencies.
 - Describe and apply knowledge of how the United States legal system works.

- PS-ILJ-3** **Students will investigate the dangers associated with various Law and Justice professions.**
- Investigate universal precautions and blood born pathogens.
 - Identify hazardous materials and describe the special methods required for handling them.
 - Maintain a safe work environment.

GPS Academic Standards:

- ELA10RC3** The student acquires new vocabulary in each content area and uses it correctly.
- SSCG1** The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.
- SSCG3** The student will demonstrate knowledge of the United States Constitution.
- SSCG4** The student will demonstrate knowledge of the organization and powers of the national government.
- SSCG5** The student will demonstrate knowledge of the federal system of government described in the United States Constitution.
- SB2** Students will analyze how biological traits are passed on to successive generations.
- SB5** Students will evaluate the role of natural selection in the development of the theory of evolution.

National / Local Standards / Industry / ISTE:

Law, Public Safety, and Security Career Cluster

Law Enforcement Pathway Knowledge and Skill Statements: Demonstrate knowledge and understanding of the U.S. legal system and the implications for law enforcement services.

UNDERSTANDINGS & GOALS

Enduring Understandings:

- The criminal justice system is a confederation of agencies unified only by the United States Constitution.

- The public safety system is comprised of many agencies including, but not limited to, police, fire, emergency medical and security agencies.
- Each of the public safety agencies work together and share authority depending upon the nature of the emergency or public need.
- Agencies at the local, state and federal level each have their own responsibilities and unique jurisdictions.
- Law enforcement in the United States has radically changed since the terrorist attacks on 9/11.

Essential Questions:

- Why do people think the justice system is “broken”?
- Are the police always in charge during an emergency?
- What is “HazMat?”
- What makes American law enforcement different?

Learning Objective:

- Students will know how the criminal justice system is organized.
- Students will identify agencies at each level of government that respond to public safety situations.
- Students will define terminology commonly used in the criminal justice system.
- Students will establish a timeline of historical developments that influenced the formation of the American system.
- Students will know ways to avoid exposure to HIV/AIDS and other pathogens.
- Students will know basic safeguards in dealing with potentially hazardous materials.

Skills from this Unit:

- Students will diagram the relationships between public safety agencies.
- Students will evaluate public safety scenarios and determine the best response.
- Students will use terminology appropriately.
- Students will demonstrate proper use of basic protective equipment (i.e. gloves that protect against pathogens)
- Students will assess Southern history and make recommendations for improving police relations in minority communities.
- Students will appraise a hazardous materials situation and recommend where to establish boundaries for green, yellow, and red zones.

ASSESSMENTS

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
- Quizzes/Tests
- Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
- Self-check rubrics
- Self-check during writing/planning process
- Journal reflections on concepts, personal experiences and impact on one’s life
- Reflect on evaluations of work from teachers, business partners, and competition judges

- ___ Academic prompts
- ___ Practice quizzes/tests
- X Subjective assessment/Informal observations
 - x_ Essay tests
 - ___ Observe students working with partners
 - ___ Observe students role playing
- ___ Peer-assessment
 - ___ Peer editing & commentary of products/projects/presentations using rubrics
 - ___ Peer editing and/or critiquing
- ___ Dialogue and Discussion
 - ___ Student/teacher conferences
 - ___ Partner and small group discussions
 - ___ Whole group discussions
 - ___ Interaction with/feedback from community members/speakers and business partners
- ___ Constructed Responses
 - ___ Chart good reading/writing/listening/speaking habits
 - ___ Application of skills to real-life situations/scenarios
- ___ Post-test

Assessment Attachments and / or Directions:

- Exploratory research assignment: This is a semester long assignment.
ILJ-2 Exploratory 09
- Quiz questions embedded in MS PowerPoint: this can be used with and SRS system.
- Unit test for Overview of the Criminal Justice System: Files included are the keys, reviews, answer sheet and test. The answer sheet is designed to allow the instructor to cut out the correct answers and lay the key over the student submitted sheet. Then using a highlighter the instructor can identify wrong answers. It allows for speedy grading and provides the student with the correct answer on questions they got wrong.
ILJ-2 Test Overview of CJS
ILJ-2 Test Overview of CJS – Answer Sheet
ILJ-2 Test Overview of CJS – Answer Sheet Key
ILJ-2 Test Overview of CJS – Key
ILJ-2 Test Overview of CJS – Review
- Unit test for History of Law Enforcement including Hazardous Materials: Files included are the keys, reviews, answer sheet, and test. The answer sheet is designed to allow the instructor to cut out the correct answers and lay the key over the student submitted sheet. Then using a highlighter the instructor can identify wrong answers. It allows for speedy grading and provides the student with the correct answer on questions they got wrong.
ILJ-2 Test History of CJS
ILJ-2 Test History of CJS – Answer Sheet
ILJ-2 Test History of CJS – Answer Sheet Key
ILJ-2 Test History of CJS – Key
ILJ-2 Test History of CJS – Review

LESSON PLANS

• LESSON 1: Foundations of Criminal Justice

1. Identify the standards. Standards should be posted in the classroom.

PS-ILJ-2

Students will describe the relationship between police, courts, and corrections.

- a) Demonstrate a working knowledge of the criminal justice process and explain how different agencies work together.
- b) Identify jurisdictional and venue issues that may arise when different emergency service agencies work together and provide suggestions for resolving them.
- c) Describe the roles and responsibilities of private security agencies and explain how they differ from public law enforcement agencies.
- d) Discuss the importance of all public safety related agencies working together to serve and protect the public.
- e) Describe the roles and responsibilities of local, county, state, and federal agencies.
- f) Describe and apply knowledge of how the United States legal system works.

PS-ILJ-3

Students will investigate the dangers associated with various Law and Justice professions.

- a) Investigate universal precautions and blood born pathogens.
- b) Identify hazardous materials and describe the special methods required for handling them.
- c) Maintain a safe work environment.

2. Review Essential Question(s). Post Essential Questions in the classroom.

- Why do people think the justice system is “broken”?
- Are the police always in charge during an emergency?

3. Identify and review the unit vocabulary. Terms may be posted on word wall.

Institution of social control	Venue	Jurisdiction
Bench trial	Misdemeanor	Proprietary security
Dispatcher	Booking	Arrestment
Ordinance Violation	HazMat	Complaint
Prosecutor	Felony	Probation
Grand jury	Charging document	EMS

4. Interest approach – Mental set

Ask students these questions to stimulate discussion:

“What is the purpose of the criminal justice system?”

“How bad is crime in America and how do you know that?”

“What keeps you from doing wrong?”

5. Introduce assignments for course gradually. Most first year students do not have good study skills. Do not assume they have *any* study skills. If you take the time to teach them step by step as you start your first course, then you will reap the benefits of having students who know how you want things done while also increasing their overall success in other courses.

- a. Introduce **Reading Notes** – assign first reading assignment from text of relevant material. Explain that the brain works by imaging. The more they see material - the more they remember it. The more they manipulate the material – reading it AND writing it – the quicker they learn it. This process means they retain more, cram less, and perform better.
 - i. Talk about how much reading is involved in college.
 - ii. Talk about how much reading a police officer must do to stay current with legal issues, use examples of how reading is in every occupation (McDonalds fry machine has a 30 page manual)
 - iii. Review a page from the text with the students. Help students identify important information as they read.
 - iv. Teach them to stop after every paragraph and think – “what did I just read”
 - v. Explain reading is more than just looking at words – reading understands what is there.
 - vi. Review the page and help them pull out the important information to write down
 - vii. Show them how to make an outline of these notes (Reading Notes) – sometimes the textbook headings help them organize.
 - viii. Explain how some charts, figures, and pictures MAY have important information, but usually it does not.
 - ix. Show them the bold words and have them begin a glossary on another sheet.
 - x. Finish by explaining how the time it takes to indentify these (Reading Notes) in the beginning of the unit will save them time later.
 - xi. Explain that this process better prepares them for class notes because they are already learning the material. Talk about college and how professors expect you to do your reading prior to class. Also talk about how professors do not cover material on the test in class – but rather expect students to learn on their own.
- b. Introduce **Guided Notes**. If you expect students to write thorough notes in the first year, you will spend much of your class time waiting on them to write down each word from the slides. Also, many learners will not have the cognitive skills to write notes as well as process what you are saying, so they either ignore you or try to write down everything, or they will take notes very slowly. Guided Notes help keep them in tune and paying attention while being able to commit their cognition to your lecture and anecdotal illustrations. You will not have to do guided notes as much in the advanced classes. As you work with the students over time to realize taking Reading Notes is beneficial, then they begin to realize their class notes should simply be the jotting down of information they missed while reading the chapter or detailing the things they did not understand in their reading.
 - i. Hand out **Guided Note** packets
 - ii. Explain how they are to fill them out as you go
 - iii. You may want to explain how these will develop their note taking skills and how they work interchangeably with their Reading Notes. You may want to explain the long term plan.
 - iv. Explain that they may add to their notes if they like by writing in the margins.
 - v. As you start your lecture, prompt them to fill in all the blanks before you change slides. You will be surprised at how many kids will not understand how to complete **Guided Notes**, when you start.
 - vi. As you walk around the room while you lecture, be sure to prompt those who are not filling in the blanks. If you train them well in the beginning, they will perform well all year.

6. Lecture using the **PowerPoint for Overview of the Criminal Justice System**

- a. Use the **Guided Notes**
- b. Mention from time to time how the information you are presenting should be organized similar to their Reading Notes

- c. Have students watch 10 minutes of news on crime as a homework assignment. If you have the ability to record news that would be best. Show local news if possible, but also showing national news programs that focus on crime (Nancy Grace on CNN for example) is great. Have students list what stories are covered. Have students list crimes people fear will cause them to be victimized. Then compare these to actual crime statistics.
 - d. When reviewing Institutions of Social Control, have students identify their greatest influence.
 - e. When reviewing a misdemeanor versus a felony, students will want to begin to discuss criminal law – be sure to hold off. Tell them – “we will get to that in about four weeks.” This will also happen when you discuss punishments and they ask about capital punishment. Students will ask about criminal law in numerous other places throughout the beginning of the course. Answering these questions usually results in major deviation from the content for the unit and can cost you valuable class time. Additionally, letting them know that they are going to learn that at a later time creates “cognitive dissonance” and helps keep their attention.
 - f. When you get to the Venn diagram, be sure to review how the diagram represents relationships. You may wish to explain how Venn Diagrams can be used in preparing for test, etc.
 - g. The Models of Criminal Justice (Crime Control and Due Process) is tough for the students to understand at first. Be sure to break it down into digestible parts. Use numerous scenarios to illustrate how each model would view the scenario. Also explain that few people are on the extremes of these models and that most people tend to be somewhere in between.
7. Have your first Skills USA meeting in each period.
- a. You may wish to lead this first meeting since it will be several periods.
 - b. Introduce Skills USA and explain the benefits of joining.
 - c. Talk about competitions
 - d. Start your membership drive
 - i. It is helpful to put membership forms in the parent packet you send home at the beginning of the semester with the syllabus and other materials.
 - e. Write student names on cut outs shaped like gold medals that say “future national champion” to post on the wall when they join.
8. Have a guest speaker come in to discuss being police officer.
- a. The day before discuss how they should behave.
 - i. Best to say things in a positive way – “be sure to raise your hand” rather than “don’t shout out questions.”
 - ii. Be sure to tell them not to tell the officer about their personal, nor their families, experiences with law enforcement.
 - iii. It is critical that your students understand that they support a positive image of students in your program. I tell them that all the students before them have established a fantastic reputation and that this reputation is what allows them to do things other students never get to see or do.
 - iv. If you have not used Name Tents before, prepare them now. Name Tents are used every day in my first year class. They help me and my student learn everyone’s name. Additionally, students stand them on their end to indicate they have a question, so they do not have to raise their arm. And with guest speakers, Name Tents allows the speaker to call students by name.
 - v. You may wish to collect questions they want to ask in advance. This not only allows you to screen them, it also allows the student time to think of good questions. You can always “plant” good questions.
 - b. Try to get the officer to bring their patrol car. The students really enjoy seeing the car and it gives the guest speaker a prop to hold attention.

- c. Be sure the officer reviews requirements to be hired in law enforcement. Particularly regarding criminal records and controlled substance use.
 - d. Ask the officer to review opportunities such as Explorers programs and Citizen Academies in which students may be able to participate.
9. Distribute **review sheets** and have students work on preparing for the test.
- a. Assign student groups. It is best not to allow them to self-organize. Try to distribute students with higher abilities around the groups so that no group has too many lower learners. Groups of 3 to 4 are best.
 - b. Since this is the first review of the year, you will need to heavily monitor group progress.
 - c. You will need to walk them through the process at first. It is amazing how few students know how to prepare for tests. Show them how to use the review sheet to anticipate test questions. Help them a great deal at first as a class; then have them work in groups walking around to make sure they are being successful.
 - d. In the last few minutes of class, you may want to review some test preparation skills such as the use of mnemonic devices. PEPPAS was used in the class notes and is a good starting point for discussing how to prepare for questions where students will need to know a list of things. The more silly or funny the mnemonic device the more likely they will be able to remember the items.
 - e. You may also need to demonstrate how to take the bulleted answers and convert them to sentences. I generally allow first semester students to give short answer and essay questions as bulleted answers, until later in the year when I review how to make bullets into sentences.
10. Have student groups compete in a **game show review**.
- a. Numerous templates are available online
 - b. Use student review groups from review activity to place students quickly into groups. This encourages them to work harder on the next test.
 - c. Student answers can be written on dry erase boards. You can go to a home improvement store and purchase a sheet of “tub” board for about \$10. The store will usually cut it for you for free if you tell them it is for the school. Cut into 16 inch square boards. This will give you eighteen boards. I line them with colored duct tape to make them look finished and make them more durable.
 - d. Use test questions. Look for items that many groups miss. You may need to explain that particular concept again.
 - e. Give prizes to the winner. Giving small “fun” size candy works great. I try to get some sugar free gum for kids with sugar restrictive diets. After the holidays like Halloween and Easter, candy is on sale. Buy bulk and freeze it for later in the year.
11. Assign the **Exploratory** project after unit test. This allows students a majority of the semester to work on the research paper. Now that the students have completed the Overview Unit, they have a good starting place to find a good topic.
- a. Explain that this paper allows them to learn more about the topics they are most excited about.
 - b. Review good websites versus bad websites for research
 - c. Review suggested timeline and explain how that doing 30 minutes a week will get the paper written painlessly.
 - d. Schedule to go to media center after going over the Exploratory project to give them a chance to explore topic ideas.

• **LESSON 2: HAZMAT: A BASIC INTRODUCTION**

1. Review Essential Questions. Post Essential Questions in the classroom.
 - What is “HazMat?”
2. Identify and review the unit vocabulary. Terms may be posted on word wall.

PPE	HazMat	NFPA Hazard Diamond
MSDS Sheet	Shelter in Place	Acute
Chronic	Inhalation	Absorption
Ingestion	DOT Hazard Diamond	Infectious Agent
Pathogen	Corrosive	HazMat Zones
Hepatitis	HIV	Blood Borne

3. Interest approach – Mental set

Ask students these questions to stimulate discussion:
 “What is the most dangerous thing in your home?”
 “What is the most dangerous thing in our school?”
 “What is the most dangerous thing in our city?”

4. Use HazMat PowerPoint to lecture
 - a. Use guided notes for students to follow the slide show
 - b. Identify local sources of potential hazardous materials and create scenario to discuss with the class
 - i. Have students brainstorm for HazMat Zones and how to use community resources to respond
5. Discuss prevention of exposure to AIDS/HIV and other blood borne pathogens like hepatitis
 - c. Use appropriate video
 - i. Create video worksheet for students to fill out as they view video or have students take Media Notes of the video
 - d. Demonstrate proper use of gloves, masks, and other basic protective equipment

• **LESSON 3: HISTORY OF LAW & JUSTICE**

1. Review Essential Questions. Post Essential Questions in the classroom.
 - What makes American law enforcement different?
2. Identify and review the unit vocabulary. Terms may be posted on word wall.

Tithing	Shire Reeve	Constable Watch
Municipal	Proprietary	Vigiles
Praefectus Urbi	Praetorian Guard	Magistrate
Wilson	Vollmer	Hoover
Peel’s Principals		

3. Interest approach – Mental set

Ask students these questions to stimulate discussion:

“What are problems in American policing?”

“What are things that make American policing unique?”

4. Assign Reading Notes on relevant reading from text and/or other resources.
5. Use Police History PowerPoint to lecture
 - a. Included PowerPoint has portion on history of Roswell Police – check with local police department to see if they have historical information about your local department. Some have very nice bound books.
 - b. Distribute Guided Notes
 - c. This PowerPoint has quiz questions embedded. This can be used in a Student Response System, as a written quiz, or simply to check for understanding as you go. Students tend to pay more attention when they know quiz questions are coming up. I allow students to use their notes, but there is a time limitation.
6. Use review and game show to prepare students for unit test.

• ATTACHMENTS FOR LESSON PLANS

Lesson 1: Overview of the Criminal Justice System

- [ILJ-2 Assignment Log - Overview](#)
- [ILJ-2 Daily Outline](#)
- [ILJ-2 Essential Question - 2](#)
- [ILJ-2 Game Show Overview 1](#)
- [ILJ-2 Guided Notes Overview](#)
- [ILJ-2 Honesty Homework](#)
- [ILJ-2 Instructors Notes Overview](#)
- [ILJ-2 Notes about Overview of Criminal Justice System](#)
- [ILJ-2 Overview of CJS – wall poster](#)
- [ILJ-2 Reading Notes](#)
- [ILJ-2 The Law & Justice System an Overview](#)
- [ILJ-2 Word Wall – Overview](#)

Lesson 2 & Lesson 3

- [ILJ-2 Daily Outline - History](#)
- [ILJ-2 Game Show History 2 millionaire \(note: this file and the following wav files must be in the same folder for the game show to work properly\)](#)
 - [Lets Play Theme \(wav file\)](#)
 - [New Question \(wav file\)](#)
 - [Regis Walks In \(wav file\)](#)
 - [Value of Next Question \(wav file\)](#)
 - [Who Wants to Be a Millionaire \(wav file\)](#)
- [ILJ-2 Guided Notes History](#)
- [ILJ-2 Guided Notes on HAZMAT](#)
- [ILJ-2 HazMat](#)
- [ILJ-2 History of LE](#)
- [ILJ-2 Instructors Notes History](#)
- [ILJ-2 Instructors Notes on HAZMAT](#)
- [ILJ-2 Lab Sheet Blood Borne Pathogens](#)

• **NOTES & REFLECTION:**

This unit introduces the students to the academic expectations for the whole program. It is a chance to get students off on the right foot. You will find many students have poor work ethics, lack of study skills, and other limitations to their success. With some effort in the unit you can resolve many of these issues. I arrange for my seniors to come in once a week to offer tutoring to first year students. This really works well.

This unit is also one of the biggest. That is partially because it is a foundational unit – which means you will “scaffold” future learning off of this material. It is important they get the basics.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Why OJ Simpson Won – What is wrong with our criminal justice system?

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

This task has students learn more about one of the most influential trials in history. They will apply all that they have learned to evaluate the trial and its’ reflection on our system.

Why OJ Won from A&E is a two hour video that thoroughly evaluates the trial. The student sheets helps the students keep up with the material. The analysis sheets help the students organize the action of the court actors.

You can choose to do the task two ways. One would be an argumentative essay that discusses problems in the American system as illustrated in the OJ Simpson trial. You may wish to walk them through taking their worksheets to create the essay in stages (introductory paragraph, body paragraph, and conclusion). You could also do this by having a class debate on the same subject. This depends on the skills your students have.

Attachments for Culminating Performance Task:

- ILJ-2 Video Analysis OJ
- ILJ-2 Why OJ Simpson Won

UNIT RESOURCES

Web Resources:

- http://en.wikipedia.org/wiki/Law_enforcement_in_the_United_States
- <http://www.fbi.gov/libref/historic/history/origins.htm>
- http://www.txdps.state.tx.us/director_staff/texas_rangers/
- <http://www.swatsr.com/gsp/history/>
- <http://www.phmsa.dot.gov/hazmat>
- <http://www.fema.gov/hazard/hazmat/index.shtml>
- <http://www.usfa.dhs.gov/fireservice/subjects/hazmat/>
- <http://www.phmsa.dot.gov/hazmat/library/erg>
- <http://www.law.umkc.edu/faculty/projects/FTRIALS/Simpson/simpson.htm>
- <http://www.cnn.com/US/OJ/>

Materials & Equipment:

- Computer
- Projector/TV
- Gloves, face masks, shoe covers for students to practice putting on
- PPE and/or HazMat suit to demonstrate
- Skills USA Membership Kit
- VHS/DVD on HIV/AIDS and other blood borne pathogen exposure prevention
- VHS/DVD on OJ Simpson trial (or similar example of a case that demonstrates flaws in the system)
- Prizes for winning review teams

21st Century Technology Used:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input checked="" type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input checked="" type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker