

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Social Studies	Course:	Criminlal Justice	Unit 1 Title:	Introduction to Criminal Justice	Date Created:	
Assessed Trimester:	1	Pacing:	11-16	Grade Level(s):	11-12	Last Revision Date:	

Course Understandings: <i>Student will understand that:</i> <ul style="list-style-type: none">the criminal justice system in america is an ever evolving system which adapts to our changing culturethe role of the criminal justice system is a balance between individual rights and public safety.the police, courts, and corrections systems exert a great deal of authority over the US population.as technology has advanced the criminal justice system has advanced as well.

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals		
Individuals in a republic have rights, duties and responsibilities. <ul style="list-style-type: none">9.1.3.4.1 Analyze the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; compare and contrast these with rights in the Minnesota Constitution.9.1.3.4.3 Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation.9.1.3.4.4 Explain the current and historical interpretations of the principles of due process and equal protection of the law; analyze the protections provided by the Fourteenth Amendment. Citizenship and its rights and duties are established by law. <ul style="list-style-type: none">9.1.3.5.1 Define the legal meaning of citizenship in the United States, describe the process and requirements for citizenship, and explain the duties of citizenship including service in court proceedings (jury duty) and selective service registration (males). The characteristics, distribution and complexity of the earth’s cultures influence human systems (social, economic and political systems). <ul style="list-style-type: none">9.3.3.7.3 Explain how social, political and economic processes influence the characteristics of places and regions. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. <ul style="list-style-type: none">9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretation Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none">11.12.1.1 Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none">11.12.2.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <ul style="list-style-type: none">11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <ul style="list-style-type: none">11.14.6.6 Use technology, including, but not limited to, the Internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <ul style="list-style-type: none">11.14.10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Transfer		
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare.		
Meaning		
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">The constitution preserves fundamental societal values, protects individual freedoms and rightsThe constitution promotes the general welfareThe constitution responds to changing circumstances and beliefs by defining and limiting the powers of government.	Students will keep considering: <ul style="list-style-type: none">How is the criminal justice system reactive in nature?How have contemporary Supreme Court decisions changed the balance of individual rights and public safety in society?	Essential Question(s):
Acquisition		
Knowledge - Students will: <ul style="list-style-type: none">understand that the government has a dual role of protecting the rights of the citizens and the safety of the public.be able to identify several of their individual rights that are given to them in the Bill of Rights	Reasoning - Students will: <ul style="list-style-type: none">Analyze the meaning and importance of rights guaranteed in the United States Bill of RightsCompare and contrast disparity and discrimination.	Skills - Students will: <ul style="list-style-type: none">

Common Misunderstandings <ul style="list-style-type: none">The Police have complete control in the criminal justice system.Criminal Justice terminology is universal (ie. Assault/Battery, Burglary/Robbery)	Essential new vocabulary <ul style="list-style-type: none">felonymisdemeanorcrimecyber crimepolitical crimevisible crimeorganized crimeoccupational crimecrimes without victimsburglaryrobbery
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