

<b>Course Title:</b>	Exploring the U.S. Criminal Justice System
<b>Department:</b>	CTE
<b>Course #:</b>	7960
<b>Grade Level/s:</b>	11-12
<b>Course Length:</b>	1 year
<b>Prerequisite/s:</b>	Introduction to Law Enforcement or Forensic Science/CSI, Algebra II or higher
<b>UC/CSU (A-G) Req:</b>	(G) Elective

**Brief Course Description:** Exploring the Criminal Justice System is the study of the American legal and justice system. Emphasis is placed on the court system and how it relates to the criminal justice system. The United States Constitution, Bill of Rights, and landmark Supreme Court decisions are studied and critiqued in depth. The legislative (law making) process will be studied and analyzed. Students will distinguish how laws are carried out and how the American criminal justice system functions on the federal, state and local levels. Students will explore the history of our federal and state courts, civil and criminal law, and its impact on police and corrections. Through research, students will discover how the criminal justice system has evolved to meet the changing needs of our modern society.

## **I. GOALS**

- A. Students will understand the roots of English and American law, relating to major historical events and developments of both systems
- B. Students will understand and analyze landmark case decisions affecting the criminal justice system
- C. Students will understand the procedural steps in jury and nonjury trials from pretrial through the appeal. Students will understand the role of a jury in a criminal case versus a civil case in state court proceedings
- D. Students will understand the different branches of the Criminal Justice System
- E. Students will be able to exhibit an understanding of the concepts of equal access to justice. Students will be able to compare and identify ethical and non-ethical standards expected of the criminal justice system

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F. Students will understand the importance of a professional resume and unsullied background

## **I. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY**

### **Semester I**

- A. Unit 1: Origins of the US Law and US Constitutional Amendments
  - 1. Criminal Law: The Foundation of Criminal Justice
  - 2. Police History and Organizational Structure
  
- B. Unit 2: The Effects and Outcomes of Landmark Court Cases
  - 1. American Criminal Justice System
  - 2. Landmark US Supreme Court case studies
  
- C. Unit 3: The Courts
  - 1. Criminal Courts: Structure and Process
  - 2. Trial Process

### **Semester II**

- A. Unit 4: Branches of the Criminal Justice System
  - 1. Federal Courts
  - 2. State Courts
  - 3. Appellate Courts
  
- B. Unit 5: Social Responsibilities
  - 1. Critical issues in policing
  - 2. Ethics
  
- C. Unit 6: Employability
  - 1. Resumes
  - 2. Cover letters
  - 3. Application and background check process
  - 4. Educational opportunities

## **II. ACCOUNTABILITY DETERMINANTS**

- A. Key Assignments
  - 1. Unit One - Origins of US Law  
Students will prepare a poster illustrating the definition of case law, how case law is made, identifying component parts of case law, and how to use cases to resolve a legal problem
  - 2. Unit Two - Landmark Court Cases
    - a. Using internet resources students will analyze 6 highlighted landmark cases and prepare a brief case summary of each case using the following IRAC Models:

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- i. I - Issue
- ii. R – Rule
- iii. A - Application
- iv. C - Conclusion

The conclusion shall include the case decision's cause and effects on law enforcement personnel and how an officer performs their jobs based on the following landmark cases:

- i. Miranda V. Arizona
- ii. Mapp V. Ohio
- iii. Weeks V. United States
- iv. Terry V. Ohio
- v. Illinois V. Gates
- vi. United States V. Ross

3. Unit Three - The Courts

There are two key assignments in this unit. The first key assignment relates to how juries are selected and their importance in a case. The second key assignment is a mock trial highlighting each position in the courtroom and how it relates to the trial.

- a. Jury Selection Assignment: After discussion and on how a person can qualify to become a juror, students will be given an opportunity to choose their own jury from a panel of potential jurors. The case, victim and defendant will be described prior to the students hearing the profiles of the potential jurors. Students will be broken up into groups of four. Two students will be chosen as the prosecution and the other two will be defense attorneys. The groups will be shown photos and profiles of 16 potential jurors for a street robbery case. The students must take notes and rate the jurors based their profiles. After all profiles have been presented, the two teams will go back and forth choosing jurors based on how they feel they will see their case. Each side may strike two jurors the other side chooses until 12 jurors are "sitting" for the case. After the panel is set, the instructor will give points for each potential juror based on their potential biases. For example, juror number one, who is an elderly female, may relate more to the victim who is also elderly and therefore the prosecution will earn more points for getting juror one on the panel as opposed to defense who will earn less for having juror one selected. This assignment is a competitive learning activity in which the students want to earn more points than the other side in order to "win" the case.
- b. Mock Trial Assignment: After discussion and research on the courts and how a case is tried the students will participate in a mock homicide trial. Students will be chosen to play the role or part of a judge, bailiff, court clerk, prosecuting attorney and defense attorney. A defendant will be chosen and may or may not testify depending on what the defense attorney decides. Other students will be given the role of investigation police officer, crime scene expert, Sergeant, pathologist, or witness. A jury of twelve will be chosen and will decide if the defendant is guilty beyond a reasonable doubt or not guilty. The prosecution will be tasked with presenting the evidence to prove the elements of a homicide are present and the defendant is responsible. The case is set up so that either side can win depending on the evidence presented or the doubt provided by the defense.

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4. Unit Four- Branches of the Criminal Justice System

a. Assignment 1

Students will explore the court procedures by sitting in on an arraignment, preliminary hearing and/or a Trial. Through this exploration process students will sketch and illustrate the court's design, compile court proceedings (what case is about) and explain the position of each person who took part in the hearing.

b. Assignment 2

Students will evaluate the proceedings, document the proceedings and propose to the class what was discovered without disclosing the type of hearing student attended. Students will interpret to the class their outcome of the court proceeding. Using their sketch and illustration students will present their findings to the class demonstrating their knowledge using technical law terms. During this presentation the class will create questions for the student who completed the court exploration process.

B. Assessment Methods

1. Daily Student Observation of classroom participation and discussions
2. Class/homework
3. Performance Tasks
4. Research Projects and Presentations
5. Quizzes
6. Multiple Choice Quizzes Relating to Required Reading
7. End of Unit Tests
8. Semester Finals

**III. INSTRUCTIONAL MATERIALS AND METHODOLOGIES**

A. Required Textbook(s)

Exploring Criminal Justice, Third Edition Includes: Navigate 2 Advantage Access The Essentials. Author(s): Robert M. Regoli, PhD, Professor Emeritus, University of Colorado at Boulder, John D. Hewitt, PhD, Professor, Grand Valley State University, Anna E. Kosloski, Iowa State University. ISBN-13:9781284112979

B. Supplementary Materials

Not applicable

C. Instructional Methodologies

1. Direct instruction
2. Discussion
3. Demonstration
4. Cooperative learning
5. Analysis of case studies
6. Role Play
7. Guided inquiry
8. Discourse
9. Problem-based learning
10. Peer evaluation - helps students understand and interpret on their own level
11. Guest speakers and advisors - outside current relevance and perspective
12. Internet research - use of technology in investigational practices

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13. Textbook research - draw evidence from informational text
14. Media production (video) - ability to demonstrate in a visual capacity