

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Criminal Justice**  
**June 2021**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

The study of criminal justice offers a view of social problems while supplying knowledge of criminality. This course offers practical insight into how our criminal justice functions within the United States. Students are provided with an understanding of their rights as citizens and how our criminal justice system fulfills American values such as liberty, privacy, and individual rights.

Research using the internet and other technology/software applications will be infused into this curriculum.

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Crime & Justice in America	15
Unit 2: Victimization & Criminal Behavior	10
Unit 3: Criminal Justice & the Rule of Law	20
Unit 4: Police & Constitutional Law	20
Unit 5: Prosecution & Defense; Sentencing	10
Unit 6: Juvenile Justice	15

## Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Crime &amp; Justice in America</p>	<p>Define law.</p> <p>Define crime.</p> <p>Contrast the crime control and due process models of crime.</p> <p>Explain the differences between mala in se and mala prohibita crimes.</p> <p>Define and explain the six major crime categories.</p> <p>Differentiate between the UCR Uniform Crime Report and the NCVS National Victimization Survey Method of crimereporting.</p> <p>Identify some of the reasons given to explain the high rate of delinquent and criminal behavior by adolescents and young adults.</p> <p>Identify laws that have domain over teen sexting and discuss underlying goals.</p>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom</li> <li>● Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/ monuments</li> </ul>

	<p>Explore societal problems related to punishments imposed for teen sexing.</p>	<ul style="list-style-type: none"> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p><a href="https://www.pbs.org/kqed/presumedguilty/">https://www.pbs.org/kqed/presumedguilty/</a></p> <p><a href="https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf">https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf</a></p> <p><a href="https://www.lessonplanet.com/lesson-plans/crime-scenarios/all">https://www.lessonplanet.com/lesson-plans/crime-scenarios/all</a></p> <p><a href="https://www.houstonisd.org/Domain/25">https://www.houstonisd.org/Domain/25</a></p>	

<p><b>Unit 2 Victimization &amp; Criminal Behavior</b></p>	<p>Identify the justice system's responses to the needs of crime victims.</p> <p>Explain the protections afforded by the Crime Victim's Bill of Rights.</p> <p>Explain the assistance provided to victims and their families by the Victims of Crime Compensation Office.</p> <p>Discuss the rights and resources available to crime victims and their families on the Federal and State level.</p> <p>Explain the main difference between the U.S. criminal and civil justice system as it relates to victims.</p>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p><a href="https://www.pbs.org/kqed/presumedguilty/">https://www.pbs.org/kqed/presumedguilty/</a></p> <p><a href="https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf">https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf</a></p> <p><a href="https://www.lessonplanet.com/lesson-plans/crime-scenarios/all">https://www.lessonplanet.com/lesson-plans/crime-scenarios/all</a></p> <p><a href="https://www.houstonisd.org/Domain/25">https://www.houstonisd.org/Domain/25</a></p>	

<p><b>Unit 3 Criminal Justice &amp; the Rule of Law</b></p>	<p>Identify and explain the 4 written sources of American criminal law.</p> <p>Define law and the various kinds of laws.</p> <p>Distinguish between a felony and a misdemeanor.</p> <p>Distinguish between substantive and procedural criminal law.</p> <p>Recognize the United States Supreme Court rule in interpreting the criminal justice amendments to the Constitution.</p> <p>Explain the criminal justice protections afforded citizens by the Bill of Rights.</p> <p>Appraise the importance of the due process clause in the criminal justice system.</p> <p>Discuss the primary goals of civil and criminal law and how these goals are realized.</p> <p>Explain the concept and purpose of tort liability.</p> <p>Explain and contrast the burden of proof "beyond a reasonable doubt" in a criminal case and the burden of proof "preponderance of the evidence" in a civil case.</p> <p>Identify and describe the elements of a crime and the requirements that prosecutors face in proving guilt.</p> <p>Explain how the doctrine of strict liability applies to criminal law.</p> <p>Develop an awareness of differences in criminal law in other countries.</p> <p>Identify Islamic Hudud offenses, required proofs, and punishments.</p> <p>List and briefly define the most important excuse defenses for crimes.</p>	
---	---	--

<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p><a href="https://www.pbs.org/kqed/presumedguilty/">https://www.pbs.org/kqed/presumedguilty/</a></p> <p><a href="https://www2.ku.edu/~topeka/THEMATIC_U_NITS/Crime.pdf">https://www2.ku.edu/~topeka/THEMATIC_U_NITS/Crime.pdf</a></p> <p><a href="https://www.lessonplanet.com/lesson-plans/crime-scenarios/all">https://www.lessonplanet.com/lesson-plans/crime-scenarios/all</a></p> <p><a href="https://www.houstonisd.org/Domain/25">https://www.houstonisd.org/Domain/25</a></p>	
<p><b>Unit 4</b>  <b>Police &amp; Constitutional Law</b></p>	<p>Discuss police officers' responsibility to control crime under the rule of law.</p> <p>Distinguish between a stop and a frisk.</p> <p>Distinguish between an arrest and a stop.</p> <p>Discuss the legal concepts contained in the Fourth Amendment and why they are important.</p> <p>Discuss search and seizure issues.</p> <p>Summarize the rights to which people accused of crimes are entitled.</p> <p>Explore arrest and interrogation issues.</p> <p>Identify circumstances justifying a warrantless search.</p> <p>Explain the exclusionary rule, its application to the states, and exceptions to the rule.</p> <p>Indicate situations in which a Miranda Warning is unnecessary.</p> <p>Identify your rights when dealing with law enforcement.</p>	



<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p><a href="https://www.pbs.org/kqed/presumedguilty/">https://www.pbs.org/kqed/presumedguilty/</a></p> <p><a href="https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf">https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf</a></p> <p><a href="https://www.lessonplanet.com/lesson-plans/crime-scenarios/all">https://www.lessonplanet.com/lesson-plans/crime-scenarios/all</a></p> <p><a href="https://www.houstonisd.org/Domain/25">https://www.houstonisd.org/Domain/25</a></p>	
<p><b>Unit 5</b>  <b>Prosecution &amp; Defense; Sentencing</b></p>	<p>Describe the roles of a prosecuting attorney.</p> <p>Analyze the process by which criminal charges are filed, and what role the prosecutor's discretion plays in that process.</p> <p>Identify those with whom the prosecutor interacts in decision making.</p> <p>Understand the day-to-day reality of criminal defense work in the United States.</p> <p>Identify how counsel is provided for defendants who cannot afford a private attorney.</p> <p>Understand the defense attorney's role in the system and the nature of the attorney-client relationship.</p> <p>Recognize the goals of punishment and the assumptions on which each theory is based.</p> <p>Identify the types of sentencing judges can impose.</p>	

<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><a href="https://www.pbs.org/kqed/presumedguilty/">https://www.pbs.org/kqed/presumedguilty/</a></p> <p><a href="https://www2.ku.edu/~topeka/THEMATIC_U_NITS/Crime.pdf">https://www2.ku.edu/~topeka/THEMATIC_U_NITS/Crime.pdf</a></p> <p><a href="https://www.lessonplanet.com/lesson-plans/crime-scenarios/all">https://www.lessonplanet.com/lesson-plans/crime-scenarios/all</a></p> <p><a href="https://www.houstonisd.org/Domain/25">https://www.houstonisd.org/Domain/25</a></p>	
<p><b>Unit 6</b> <b>Juvenile Justice</b></p>	<p>Describe one variable that always correlates highly with juvenile crime.</p> <p>Describe the child saving movement and its relationship to the doctrine of <i>parens patriae</i>.</p> <p>Describe how the treatment of juveniles involved with the law has evolved during American history.</p> <p>State the major differences between juvenile courts and adult courts.</p> <p>Identify and describe the important Supreme Court cases with respect to juvenile justice.</p> <p>List the factors that normally determine the pretrial juvenile justice procedure.</p> <p>Explain the distinction between an adjudicatory hearing and a disposition hearing.</p> <p>List the four categories of residential treatment programs.</p>	

<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><a href="https://www.pbs.org/kqed/presumedguilty/">https://www.pbs.org/kqed/presumedguilty/</a>  <a href="https://www2.ku.edu/~topeka/THEMATIC_U_NITS/Crime.pdf">https://www2.ku.edu/~topeka/THEMATIC_U_NITS/Crime.pdf</a>  <a href="https://www.lessonplanet.com/lesson-plans/crime-scenarios/all">https://www.lessonplanet.com/lesson-plans/crime-scenarios/all</a>  <a href="https://www.houstonisd.org/Domain/25">https://www.houstonisd.org/Domain/25</a></p>	
--	---	--

## Curricular Units

### Unit I: Crime & Justice in America

<b>Critical Knowledge &amp; Skills</b> (“Unpacked” Standards)	<b>Content-Specific Practices</b>	<b>Standard Mastery Examples</b> (The Student will be able to:)
<p>What is law and why is it necessary?  What is a crime?</p>	<p>Annotations and close reading activities            Classroom Discussions and Debates            Analysis of graphic organizers and notes            Teacher and student led PowerPoint Presentations            Definitions of key terms and concepts</p>	<p>Create a visual to represent the crime control models.  Brainstorm and discuss the possible origins of “silly laws”.</p>

<p>How do the crime control and due process models of criminal justice help us understand the system?</p> <p>What is the purpose of the criminal justice system?</p>	<p>Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Categorize crimes as mala in se or mala prohibita.  Create a visual to represent the 6 major crime categories and their characteristics.</p>
<p>Who defines certain behaviors as criminal?</p> <p>What are the major types of crime in the United States?</p> <p>What are the two main sources of crime data?</p> <p>How much crime is there and how is it measured?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Research the internet and report on crime statistics.  Read crime related articles; identify &amp; categorize each crime.  Review various cases; class discussions &amp; debates</p>
<p>Has crime in the United States reached record levels?</p> <p>What are key factors in crime trends?</p> <p>What are the legal ramifications of teen sexting?</p> <p>What are societal issues relative to the punishments for teen sexting?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Research the internet and report on teen sexting laws in New Jersey  Compare teen sexting laws to those in other states.  View and critique SVU video episode, "Crush" on teen sexting dangers.  Write an essay on the dangers of teen sexting.</p>

Unit 1 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects	

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 1 Connections		
NISLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NI Technology Standards</a>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NI Career Readiness Practices</a>	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	

<p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	
<p style="text-align: center;"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <u>21st Century Life and Skills</u></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the <u>NJ Student Learning Standards</u></p>
<p><b>9.1 Personal Financial Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p><b>9.3 Career and Technical Education</b></p> <p><b>9.4 Life Literacies &amp; Key Skills</b></p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

## Unit 2: Victimization & Criminal Behavior

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Who are victims of crimes?	Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes	Research the internet for various organizations that are available to help victims or crime and their families.
How has the criminal justice system		

<p>responded to increasing recognition of the needs and experiences of crime victims?</p> <p>What laws provide help for crime victims?</p>	<p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create a PowerPoint brochure or poster that will demonstrate knowledge of the resources available to assist crime victims.</p> <p>Research and report on state and federal laws that protect victims of crime.</p>
<p>What agencies provide monetary compensation and other help to crime victims?</p> <p>What rights are available to crime victims in the U.S. criminal and civil justice system?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>View &amp; critique Court T.V. episode, "Full Court Press" and SVU episode, "My Funny Valentine" as they relate to crime victims.</p> <p>Research/review various cases/current events articles and conclude with supporting reasoning if it is a civil/criminal case.</p>

Unit 2 Assessment Plan		
Formative Assessment		Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>

<p>c. Model and provide examples d. Extended time on assessments when needed.</p>	<p>d. Provide modified assessments when necessary.</p>	
---	--	--

Unit 2 Connections		
<p><b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a></p>	<p><b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a></p>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural/global competence.</p>	
<p><b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a></p>	<p><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p>	



Refer to the NJ Student Learning Standards	
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

### Unit 3: Criminal Justice & the Rule of Law

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to)
<p>What are the bases and sources of American Criminal Law?</p> <p>What is the difference between a felony and a misdemeanor?</p> <p>How does substantive criminal law define a crime and the legal responsibility of the accused?</p> <p>How does procedural criminal law define the rights of the accused and the processes for dealing with a case?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Draw a chart listing the sources of our laws.</p> <p>Research the internet and compare degrees of crime and penalties in New Jersey and other states.</p>

<p>How has the United States Supreme Court interpreted the criminal justice amendments to the Constitution?</p> <p>What is the importance of procedural due process?</p> <p>What is the difference between civil and criminal law?</p> <p>What is the burden of proof in a criminal case? Civil case?</p> <p>What are the elements of a crime? What are the seven principles of criminal law?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Review various cases and identify if it is a felony or misdemeanor.</p> <p>Provide real life examples of procedural due process.</p> <p>Case study: "Gideon vs. Wainwright (1963). Summarize and state issues in case. Follow up with class discussion.</p> <p>View video: Why OJ Won the Criminal Case and segment of Why OJ Lost the Civil Case. List &amp; provide supportive reasons for the outcome. Follow up with class discussion/debate.</p>
<p>How does strict liability negate the mens rea requirement?</p> <p>How do laws/punishments differ in other countries?</p> <p>What are the accepted defenses and their justifications under substantive criminal law?</p> <p>What are the criminal justice rights set forth in the fourth, fifth, sixth and eighth Amendments?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Create a Venn Diagram of the differences/similarities between a civil and criminal case.</p> <p>Rephrase and state the meanings of the fourth, fifth, sixth, and eighth Amendments.</p> <p>Create a PowerPoint brochure, children's booklet, or poster that will demonstrate knowledge of the protections afforded under the fourth, fifth, sixth, and eighth Amendments.</p>

Unit 3 Assessment Plan		
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 3 Connections		
<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>		<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

<p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p style="text-align: center;"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <u>21st Century Life and Skills</u></p> <p><b>9.1 Personal Financial Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p><b>9.3 Career and Technical Education</b></p> <p><b>9.4 Life Literacies &amp; Key Skills</b></p>
	<p style="text-align: center;"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the <u>NJ Student Learning Standards</u></p> <p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

## Unit 4: Police & Constitutional Law

<b>Critical Knowledge &amp; Skills</b> ("Unpacked" Standards)	<b>Content-Specific Practices</b>	<b>Standard Mastery Examples</b> <i>(The Student will be able to:)</i>
--	-----------------------------------	---

<p>What authority do police possess to stop and search people in their vehicle?</p> <p>What justification do police officers need to make a stop?</p> <p>What knowledge must a police officer possess in order to conduct a stop &amp; frisk search on the street?</p> <p>What is the difference between an arrest and a stop?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Q &amp; A with guest speaker (police officer) on search &amp; seizure laws in New Jersey.</p> <p>Case Study: "Terry vs. Ohio" (1968). Role-Play. Summarize and state key issues in the case. Follow up with class discussion/debate.</p> <p>Case Study: "NJ vs. TLO" (1985). Role Play. Summarize and state key issues in case. Follow up with class discussion/debate.</p>
<p>When and how do police officers seek warrants in order to conduct searches and make arrests?</p> <p>Can police officers look in people's windows or backyards to see if evidence of a crime exists?</p> <p>In which situations can police officers conduct searches without obtaining a warrant?</p> <p>What are Miranda rights and the legal basis for it?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Case Study: "Miranda vs. Arizona (1966). Role Play. Summarize and state key issues in case. Follow up with class discussion/debate.</p> <p>Recite the Miranda Warning.</p> <p>View DVDs: "Flex your Rights", "10 Rules for Dealing with Police". Create a flyer/poster listing these rules.</p>
<p>What is the purpose of the privilege against compelled self-incrimination?</p> <p>What is the exclusionary rule?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries</p>	<p>View Court TV episode segment, "Zen &amp; the Art of Murder". Discuss the importance of police investigation.</p> <p>View Court TV episode segment, "Fallen Heroes". Discuss rule of law, policing the police.</p>

In what situations does the exclusionary rule apply?	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers
What Rules should a citizen follow when dealing with the police?	

Unit 4 Assessment Plan	
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 4 Suggested Modifications/Accommodations/Extension Activities	
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

Unit 4 Connections	
<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities,</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p>

<p>social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p><b>9.1 Personal Financial Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p><b>9.3 Career and Technical Education</b></p> <p><b>9.4 Life Literacies &amp; Key Skills</b></p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

## Unit 5: Prosecution & Defense; Sentencing

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to...)</i>
<p>What are the roles of the prosecuting attorney?</p> <p>What is the process by which criminal charges are filed and what role does the prosecutor play in that process?</p> <p>With whom does the prosecutor interact in decision making?</p> <p>What is the day-to-day reality of criminal defense work in the United States.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will participate in mock trials.</p> <p>View segments of the film, My Cousin Vinny (1992). Describe the roles of the prosecutor &amp; defense attorney.</p> <p>Search media and report on current events related to justice topics in the unit.</p>
<p>How is counsel provided for defendants who cannot afford a defense attorney?</p> <p>What role does the defense attorney play in the system, and what is the nature of the attorney-client relationship?</p> <p>What are the goals of punishment?</p> <p>What types of sentences can judges impose?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>List &amp; define the different types of punishments and their underlying theories.</p> <p>View &amp; critique DVD, Guilt by Association (2005). Follow up with class discussion/debate on mandatory sentencing laws.</p>



Unit 5 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides.	Tests, Quizzes, Projects	

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 5 Connections		
NJSLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	

<p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the 21st Century Life and Skills</p>	<p><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>	

## Unit 6: Juvenile Justice

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<p>What might explain the epidemic of violent crime committed by juveniles in the 1990s?</p>	<p>Annotations and close reading activities  Classroom Discussions and Debates  Analysis of graphic organizers and notes  Teacher and student led PowerPoint Presentations</p>	<p>Research the internet for various residential facilities/detention centers that are available to house juvenile criminals.</p>

<p>How did the juvenile justice system develop, and what assumptions was it based on?</p> <p>What is the core difference between the juvenile justice system and the adult criminal system?</p>	<p>Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Create a PowerPoint brochure or poster that will demonstrate knowledge of a juvenile facility/detention center and their services/programs. Research juvenile criminal cases that explore societal problems. Summarize and state key issues in case. Follow up with class discussion.</p>
<p>What determines the jurisdiction of the juvenile justice system.</p> <p>How does the juvenile justice system operate?</p> <p>What are some of the problems facing the juvenile justice system today?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>View the 20/20 show on the Lionel Tate case and complete related handout. Follow up with class discussion/debate. Case Study: View PBS-Frontline Documentary DVD, When Kids Get Life (2007). Complete related handouts. Follow up with class discussion/debate. View Court TV episode segment, Every Mother's Son. Follow up with class discussion/debate on the pros/cons for waiving a juvenile into the adult system.</p>

Unit 6 Assessment Plan	
Formative Assessment	Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>a. Read written instructions/ Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/ Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>
Unit 6 Connections		
<p><b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p><b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.  8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	

<p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/SS/ standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

