

# BRAINERD HIGH SCHOOL

## Curriculum Map

Name: PEDRO BACON \_\_\_\_\_ Course: CRIMINAL JUSTICE II Date: August 17, 2007

Pre-Assessment: Review and refresher over material covered in CJ I

Mid-Term Assessment: Comprehensive test over work covered in this time frame

Final Assessment: Students will complete a research paper on the topic of their choice. Students will have an oral speech.

*Qtr 1: How and why do Science and Criminal Justice work together?*

*Qtr 2: What techniques are used to investigate crime and how are they chosen?*

| <u>Month</u> | <u>Content</u>   | <u>Essential Question(s)</u>   | <u>Standards (SPI's)</u>  | <u>Literacy Focus</u>   | <u>Assessment</u>   |
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| <b>Aug</b>   | 1. Exploring Careers in Criminal Justice                 | <i>1. How and why do Science and Criminal Justice work together?</i> | <p><b>1. STANDARD 1.0:</b> Students will evaluate career opportunities and paths within criminal justice careers.<br/> <b>STANDARD 4.0:</b> Students will develop a case study addressing a specific problem within criminal justice careers.<br/> <b>STANDARD 8.0:</b> Students will examine standards of ethics and professionalism in criminal justice careers.</p>  | 1. Criminal Justice, Federal Bureau of Investigations, Alcohol Tobacco and Fire Arms, Secret Service Agency, Corrections Officer, Bailiff, Patrol Officer, Investigations | <p><input checked="" type="checkbox"/> Project/Presentation<br/> <input type="checkbox"/> Teacher Observation<br/> <input type="checkbox"/> Show and Tell<br/> <input type="checkbox"/> Self-Assessment<br/> <input type="checkbox"/> Test/Quiz<br/>           Other _____</p>                |
|              | 2. Intro of CJ Project (Begin working on research paper) | 2. What are your interests within Criminal Justice?                  | <p><b>2. STANDARD 1.0:</b> Students will evaluate career opportunities and paths within criminal justice careers.<br/> <b>STANDARD 2.0:</b> Students will analyze the impact of the United States Constitution on current legal issues.<br/> <b>STANDARD 3.0:</b> Students will examine the effects of forensic science on the criminal justice careers.<br/> <b>STANDARD 4.0:</b> Students will develop a case study addressing a specific problem within criminal justice careers.<br/> <b>STANDARD 5.0:</b> Students will analyze criminal court</p> | 2. Varies   | <p><input checked="" type="checkbox"/> Project/Presentation<br/> <input type="checkbox"/> Teacher Observation<br/> <input type="checkbox"/> Show and Tell<br/> <input type="checkbox"/> Self-Assessment<br/> <input type="checkbox"/> Test/Quiz<br/> <input type="checkbox"/> Other _____</p> |

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| <p><b>Aug</b></p> | <p><b>3.</b> (CI, Ch. 1)<br/>Investigation –<br/>Overview</p> | <p><b>3. How and why do<br/>Science and Criminal<br/>Justice work together?</b></p> | <p>procedures and participants.<br/><b>Standard 6.0:</b> Students will analyze the changing philosophy of the correctional system and its impact on criminal justice system.<br/><b>STANDARD 7.0:</b> Students will analyze pre-trial criminal court procedures and participants.<br/><b>STANDARD 8.0:</b> Students will examine standards of ethics and professionalism in criminal justice careers.<br/><b>STANDARD 9.0:</b> Students will analyze and evaluate law enforcement investigative techniques.<br/><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.<br/><b>STANDARD 11.0:</b> Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.</p> <p><b>3. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques.<br/><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.</p> | <p><b>3.</b> Crime, criminal law, precedent, deductive reasoning, due process of law, common law</p> | <p><input type="checkbox"/> Project/Presentation<br/><input type="checkbox"/> Teacher Observation<br/><input type="checkbox"/> Show and Tell<br/><input type="checkbox"/> Self-Assessment<br/><input checked="" type="checkbox"/> Test/Quiz<br/>Other _____</p> |
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| <p><b>Sept</b></p> | <p><b>4.</b> (CI, Ch. 2)<br/>Preliminary Investigation</p> <p><b>5.</b> (CI, Ch. 3)<br/>Preserving the Crime Scene</p> | <p><b>4. <i>How and why do Science and Criminal Justice work together?</i></b></p> <p><b>5. <i>How and why do Science and Criminal Justice work together?</i></b></p> | <p><b>4. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques. workplace.</p> <p><b>STANDARD 11.0:</b><br/>Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and</p> <p><b>5. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques.</p> <p><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.</p> | <p><b>4.</b> Preliminary, investigation, circumstantial evidence, chain of custody, Miranda warning, rules of evidence</p> <p><b>5.</b> Evidence, criminalist, coordinates method, triangulation method, baseline method, standard of comparison</p> | <p><input type="checkbox"/> Project/Presentation</p> <p><input type="checkbox"/> Teacher Observation</p> <p><input type="checkbox"/> Show and Tell</p> <p><input type="checkbox"/> Self-Assessment</p> <p><input checked="" type="checkbox"/> Test/Quiz</p> <p><input type="checkbox"/> Other_____</p><br><p><input type="checkbox"/> Project/Presentation</p> <p><input type="checkbox"/> Teacher Observation</p> <p><input type="checkbox"/> Show and Tell</p> <p><input type="checkbox"/> Self-Assessment</p> <p><input checked="" type="checkbox"/> Test/Quiz</p> <p>Other_____</p> |

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| <p><b>Sept</b></p> | <p><b>6.</b> (CI, Ch. 4)<br/>Physical Evidence</p> <p><b>7.</b> Blood Splatter Analysis<br/>labs</p>          | <p><b>6. What techniques are used to investigate crime and how are they chosen?</b></p> <p><b>7. What techniques are used to investigate crime and how are they chosen?</b></p> | <p><b>6. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques. workplace.<br/><b>STANDARD 12.0:</b><br/><b>Students will perform safety exams and maintain safety records</b></p> <p><b>7. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques. workplace.<br/><b>STANDARD 12.0:</b><br/><b>Students will perform safety exams and maintain safety records</b></p> | <p><b>6.</b> Interview, interrogation, rapport, complainant, alibi, confession, admission</p> <p><b>7.</b> Angle of Impact, Arterial Gushing, arterial spurts, clots, cast- off stains, drop patterns, impact site</p> | <p><input type="checkbox"/> Project/Presentation<br/><input type="checkbox"/> Teacher Observation<br/><input type="checkbox"/> Show and Tell<br/><input type="checkbox"/> Self-Assessment<br/><input checked="" type="checkbox"/> Test/Quiz(safety test)<br/><input checked="" type="checkbox"/> Other: labs</p> <p><input type="checkbox"/> Project/Presentation<br/><input type="checkbox"/> Teacher Observation<br/><input type="checkbox"/> Show and Tell<br/><input type="checkbox"/> Self-Assessment<br/><input checked="" type="checkbox"/> Test/Quiz(safety test)<br/><input checked="" type="checkbox"/> Other: labs</p> |
| <p><b>Oct</b></p>  | <p><b>8.</b> (CI, Ch. 5)<br/>Criminal Patterns</p> <p><b>9.</b> (CI, Ch. 6) Interviews and Interrogations</p> | <p><b>8. How and why do Science and Criminal Justice work together?</b></p> <p><b>9. How and why do Science and Criminal Justice work together?</b></p>                         | <p><b>8. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques. workplace.<br/><b>STANDARD 12.0:</b><br/><b>Students will perform safety exams and maintain safety records</b></p> <p><b>9. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques.<br/><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.</p>         | <p><b>8.</b> Motive, modus operandi, identification, apprehension, repression, trademark</p> <p><b>9.</b> Interview, interrogation, rapport, complainant, alibi, confession, admission</p>                             | <p>Project/Presentation<br/><input type="checkbox"/> Teacher Observation<br/><input type="checkbox"/> Show and Tell<br/><input type="checkbox"/> Self-Assessment<br/><input checked="" type="checkbox"/> Test/Quiz<br/><input type="checkbox"/> Other_____</p> <p>Project/Presentation<br/><input type="checkbox"/> Teacher Observation<br/><input type="checkbox"/> Show and Tell<br/><input type="checkbox"/> Self-Assessment<br/><input checked="" type="checkbox"/> Test/Quiz<br/>Other_____</p>  |



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| <p><b>Nov</b></p> | <p>13. (CI, Ch. 9)<br/>Report Writing</p> <p>14. (CI Ch. 19)<br/>Organized Crime</p> <p>15. (CI Ch. 20)<br/>white collar crime</p> | <p><b>13. <i>How and why do Science and Criminal Justice work together?</i></b></p> <p><b>14. <i>How and why do Science and Criminal Justice work together?</i></b></p> <p><b>15. <i>How and why do Science and Criminal Justice work together?</i></b></p> | <p><b>13. STANDARD 9.0:</b><br/>Students will analyze and evaluate law enforcement investigative techniques.<br/><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.</p> <p><b>14. 1. STANDARD 1.0:</b><br/>Students will evaluate career opportunities and paths within criminal justice careers.<br/><b>STANDARD 8.0:</b> Students will examine standards of ethics and professionalism in criminal justice careers.<br/><b>STANDARD 9.0:</b> Students will analyze and evaluate law enforcement investigative techniques.<br/><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.</p> <p><b>15. STANDARD 1.0:</b><br/>Students will evaluate career opportunities and paths within criminal justice careers.<br/><b>STANDARD 8.0:</b> Students will examine standards of ethics and professionalism in criminal justice careers.<br/><b>STANDARD 9.0:</b> Students will analyze and evaluate law enforcement investigative techniques.<br/><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.</p> | <p><b>13.</b> Cop speak, sexist language, form section, narrative section, incident report, felony report, arrest report</p> <p><b>14.</b> organized crime, money laundering, predicate crime, forfeiture, injunction, informer, conspiracy</p> <p><b>15.</b> white collar crime, occupational crime, corporate crime, embezzlement, industrial espionage, insider trading, bribe, kick back, payola</p> | <p>Project/Presentation<br/> <input type="checkbox"/> Teacher Observation<br/> <input type="checkbox"/> Show and Tell<br/> <input type="checkbox"/> Self-Assessment<br/> <input checked="" type="checkbox"/> Test/Quiz<br/> Other_____</p> <p><b>X</b> Project/Presentation<br/> <input type="checkbox"/> Teacher Observation<br/> <input type="checkbox"/> Show and Tell<br/> <input type="checkbox"/> Self-Assessment<br/> <input type="checkbox"/> Test/Quiz<br/> Other_____</p> <p>Project/Presentation<br/> <input type="checkbox"/> Teacher Observation<br/> <input type="checkbox"/> Show and Tell<br/> <input type="checkbox"/> Self-Assessment<br/> <input checked="" type="checkbox"/> Test/Quiz<br/> Other_____</p> |
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| <p style="text-align: center;"><b>Dec</b></p> | <p><b>16.</b> (CI Ch. 22)<br/>Terrorism</p> | <p><b>16. <i>How and why do Science and Criminal Justice work together?</i></b></p> | <p><b>16. STANDARD 1.0:</b><br/>Students will evaluate career opportunities and paths within criminal justice careers.</p> <p><b>STANDARD 8.0:</b> Students will examine standards of ethics and professionalism in criminal justice careers.</p> <p><b>STANDARD 9.0:</b> Students will analyze and evaluate law enforcement investigative techniques.</p> <p><b>STANDARD 10.0:</b> The student will demonstrate an understanding of advanced legal terminology.</p> | <p><b>16. terrorism, hate group, domestic terrorism, terrorist incident, suspected terrorist, survivalist training, international terrorist</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Project/Presentation</li> <li><input type="checkbox"/> Teacher Observation</li> <li><input type="checkbox"/> Show and Tell</li> <li><input type="checkbox"/> Self-Assessment</li> <li><input type="checkbox"/> Test/Quiz</li> <li><input type="checkbox"/> Other _____</li> </ul> |
|   | <p><b>17.</b> Finals Prep and Exams</p>     | <p><b>17.</b> What did I discover about my criminal justice interests?</p>          | <p><b>17. same as week 2</b></p>   | <p><b>17. Varies depending on subject chosen.</b></p>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Project/Presentation</li> <li><input type="checkbox"/> Teacher Observation</li> <li><input type="checkbox"/> Show and Tell</li> <li><input type="checkbox"/> Self-Assessment</li> <li><input type="checkbox"/> Test/Quiz</li> <li>Other _____</li> </ul>               |