

## AA: Criminology (11<sup>th</sup> Grade)

### Course Philosophy:

In attempting to create lifelong learners and effective citizens, the philosophy behind this course is to familiarize students with the concepts, theories, and practices present in the study of criminology. The course is designed to provide students with an understanding of the criminal justice system. Understanding crimes, as well as consequences, allows students to gain a further civic understanding of our legal system and its impact on society as well as the effects of crime on victims, the criminal, and society.

The course will also encourage students to determine what causes crimes by examining different sociological, psychological, and biological theories behind criminal behavior. As students understand why criminal behavior occurs, they can enhance their understanding of society's response to crime and methods for alleviating criminal behavior. In determining the causes and effects of criminal behavior, the workings of the criminal justice, and differences between criminal and civil cases, students will gain the ability to analyze and evaluate the effects of the legal system on our society. Students will be able to make informed and effective decisions in the future as knowledgeable citizens.

### Description:

In order to carry out this philosophy, students will take part in a variety of tasks. Students will review, analyze, and evaluate case studies of a variety of criminals to determine factors that led to criminal behavior. Students will also write papers analyzing statistics dealing with criminal tendencies. Cooperative group work, oral and visual presentations, and interactive activities such as mock trials and in class debates will be used to allow students to work together to help teach one another about the concepts brought forth throughout the course. Active participation in the course will be necessary for students to gain a full understanding of the concepts related to AA: Criminology (11<sup>th</sup> Grade).

## Understanding By Design Unit Template

<b>Title of Unit</b>	Criminology, Crime, and Criminal Statistics	<b>Grade Level</b>	11 <sup>th</sup>
<b>Curriculum Area</b>	Social Studies- Law/Criminology	<b>Time Frame</b>	8-10 weeks
<b>Developed By</b>	A. Taha		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**Reading:**[CCSS.ELA-LITERACY.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

[CCSS.ELA-LITERACY.RH.11-12.2](#)

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.

[CCSS.ELA-LITERACY.RH.11-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

[CCSS.ELA-LITERACY.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-LITERACY.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**Writing:**[CCSS.ELA-LITERACY.WHST.11-12.1](#)

Write arguments focused on discipline-specific content.

[CCSS.ELA-LITERACY.WHST.11-12.1.B](#)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

[CCSS.ELA-LITERACY.WHST.11-12.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS.ELA-LITERACY.WHST.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

[CCSS.ELA-LITERACY.WHST.11-12.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[CCSS.ELA-LITERACY.WHST.11-12.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.WHST.11-12.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-LITERACY.WHST.11-12.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

**NJCCCS:**

6.1 A5

6.1 A7

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> <li>• Criminology is the study of criminal activity and how it is dealt with by the law.</li> <li>• Law is a system of rules enforced through local, state, and national governments that govern politics, economics, and society.</li> <li>• The causes of crime are grounded in multiple psychological, sociological, and biological theories.</li> <li>• Crime is an act committed or omitted that is punishable by law.</li> <li>• Civil law deals with the rights of private citizens, as well as organizations.</li> <li>• Society's response to crime attempts to achieve the greater good for the largest number of people.</li> </ul> <p><b>Unit Goal:</b> Students will be able to examine and evaluate criminal activity in terms of types of crime, criminal statistics, and criminal classification.</p>	<ul style="list-style-type: none"> <li>• What constitutes criminal activity?</li> <li>• How are statistics on crime gathered?</li> <li>• How are criminals punished?</li> <li>• How are criminal investigations conducted?</li> <li>• Which careers in criminology help reduce crime rates?</li> <li>• Are causes of crime a social, economic or racial issue?</li> <li>• How have crimes shaped policy?</li> <li>• Which groups of citizens suffer the most as a result of crimes?</li> <li>• Is there an ultimatum to crime?</li> <li>• Can crime be overcome?</li> <li>• How is crime handled comparatively at a local, state, national and international level?</li> </ul>	<ul style="list-style-type: none"> <li>• What is criminology?</li> <li>• What is the difference between the so called "white" and "black" criminal?</li> <li>• What is deviance?</li> <li>• What is crime?</li> <li>• What are the steps of a criminal trial?</li> <li>• What are some types of crime?</li> <li>• What is the difference between criminal and deviant acts?</li> </ul>
Related Misconceptions		
<ul style="list-style-type: none"> <li>• Crime is an "urban" problem</li> <li>• Crime is only committed by criminals</li> <li>• Specific racial group so are responsible for the majority of crimes</li> <li>• The justice system is fair and balanced</li> </ul>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	

- The term criminology refers to a complex and diverse subject matter that includes but is not limited to understanding crime causation, deviance, illegal behavior, law, and social policy.
- The varied roles and careers for criminologists that include social policy creation, data analysis, theory construction, education and training, and threat assessment. - The differences between criminologists, criminalists, and criminal justice personnel.
- The legal definition of crime and other terms associated with crime such as accessory before the fact, accessory after the fact, crime of commission, crime of commission
- Terms associated with crimes against the person such as: homicide, voluntary/ involuntary manslaughter, assault, battery, and rape.
- Terms associated with crimes against property such as arson, vandalism larceny, embezzlement, robbery, extortion, receiving stolen property, and computer crime.
- Terms and concepts associated with the classification of crime such as felony, misdemeanor, white collar crime, vigilantism.
- The major sources of statistical information about crime including the Uniform Crime Report (UCR), National Crime Victimization Survey (NCVS).
- The various ways criminal statistics are determined and patterns are discovered including Part I and Part II offenses, crime index, crime rate, crime clock, dark figures, criminality index, latent crime rate
- How to evaluate the way crime is portrayed in the media as opposed to actual statistics.

- Analyze primary and secondary sources
- Create graphic organizers and Venn diagrams
- Conduct interviews
- Conduct self-evaluations
- Create oral and visual presentations
- Effectively use technology and the internet
- Satisfactorily complete tests and quizzes
- Interpret charts and graphs
- Analyze statistics to find patterns
- Debate relevant topics
- Compose position and research paper

## Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

**Task 1:** Students research and create a graphic organizer highlighting and explaining the roots of criminology in terms of anthropology, law, biology, psychology, political science, philosophy, etc.

**Task 2:** Students review varying perspectives on Crime and Criminology as presented in Criminology Today (Schmalleger) and determine which theory and definition of crime and criminology is most congruent with their own opinion and those of other students in the class. Class discussion will follow.

**Task 3:** Students will research a particular career in criminology, criminality, and criminal justice. Students will create and present a Power Point presentation to the class regarding their findings. As an extension of the lesson, students contact a person in the field that they researched and interview him or her for further information and analysis of the profession.

**Task 4:** Read case studies of acts that may be possible crimes. Students determine whether the act should be treated as a crime. Students rank the seriousness of each act from most to least serious. Class discussion to follow up.

**Task 5:** Research the moral and legal issues concerning determining a homicide as a murder or manslaughter. Compile findings in a research paper. An extension of this strategy can be found at <http://www.nytimes.com/learning/teachers/lessons/crime.html>.

**Task 6:** Read a scenario in which multiple crimes are committed by multiple people. Have students determine what crime(s) each person committed and explain what accounts for their decisions / crime classifications

**Task 7:** Find current event articles in local newspapers that involve crimes against property. Report/discuss findings with the class.

**Task 8:** Research and evaluate different types of white collar crime. Research individual cases of white collar crime, focusing on motives, repercussions, and impact on society. Compile all information on a poster

**Task 9:** Research the history of vigilante justice in the United States. Debate the pros and cons of this form of "community policing" and maintaining "law" and order.

**Task 10:** Students read New York Times article "Violent Crime Rose in '05, With Murders Up by 4.8%" and discuss the reasons they feel contribute most to the rising crime rate in America. Students then use statistical information from Data Universe (sponsored by the Asbury Park Press) to profile the crime rates of local cities and towns in Middlesex County. Students will report their findings to the class.

**Task 11:** Interview a local law enforcement officer or judge to discuss the reasons why many crimes go unreported. Specific emphasis on what types of crime in particular go unreported and why. Students share their findings with the class.

**Task 12:** Students work together to create a survey to distribute to students, teachers, and family members regarding their opinion/perception of media coverage of crime. Students will then watch the nightly news and take notes on what types of crime, criminals, and victims are brought to the headlines of news programs. Students will repeat the process with newspapers as well. Students will share/discuss findings with the class.

**Task 13:** Students will view programs such as Law & Order and CSI to determine the reality versus perceived portrayals of crime, criminal justice, and crime resolution in society.

## Other Evidence (Evaluation)

- Teacher will utilize PowerPoint presentation for lecture style sessions.
- Teacher will evaluate the quality of information presented in the student PowerPoint presentations by using a rubric.
- Teacher will also assess students based on their oral presentation of the material by using an oral presentation rubric.
- Students write a 1-2 page persuasive paper trying to convince local government officials for the need of a new law of their choice. A persuasive essay rubric will be used to evaluate student work
- Research paper rubric will be used to assess student papers.
- Students will be assessed on their research, as well as participation in class discussions.
- Poster and presentation rubrics will be used to evaluate student research, organization, and presentations.
- Debate rubric
- One page reaction to outcome of the debate. Grading with a rubric.
- Students will use newspaper archives to find current event articles that highlight crimes in the particular cities/towns they have researched. Students will organize the information into a chart that aligns with their statistics. A rubric will be used to grade this assignment.
- Interview rubric evaluating depth and varied of student interview questions.
- One page student paper including ideas on how to encourage victims to report crimes. Rubric will be used for grading.
- Survey creation and analysis of findings will be assessed by use of a rubric.

### Learning Plan (Stage 3)

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|--|---|
| <ul style="list-style-type: none"> <li>• <b>Where</b> are your students headed? <b>Where have they been? How will you make sure the students know where they are going?</b></li> <li>• <b>How will you hook</b> students at the beginning of the unit?</li> <li>• <b>What events will help students experience and explore</b> the big idea and questions in the unit? <b>How will you equip them with needed skills and knowledge?</b></li> <li>• <b>How will you cause students to reflect and rethink?</b> <b>How will you guide them in rehearsing, revising, and refining their work?</b></li> <li>• <b>How will you help students to exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</li> <li>• <b>How will you tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</li> <li>• <b>How will you organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL students?</li> </ul> | <ul style="list-style-type: none"> <li>• Pre/post assessments on the roots of Criminology</li> <li>• Do Now/Quick Write Questions concerning Criminology</li> <li>• Provide real-life scenarios, case studies, and/or hypotheticals</li> <li>• Include primary/secondary sources, researchable topics and statistical data.</li> <li>• Supply graphic organizers and prompt students to reflect on primary/secondary source analysis regarding criminology</li> <li>• Include specific roles within groups for students. Incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> <li>• Modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects using strategies such as Think-Pair-Shares, 3step interview, Round Tables.</li> <li>• Students will connect the themes of Criminology through the use of student led hands on activities, class discussions, and in-class tasks.</li> <li>• Students research paper, poster and presentation rubrics will be used to evaluate student research, organization, and presentations.</li> </ul> |
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<b>Title of Unit</b>	Criminology Theories: Biological, Psychological, Sociological	<b>Grade Level</b>	11 <sup>th</sup>
<b>Curriculum Area</b>	Social Studies: Law/Criminology	<b>Time Frame</b>	8-10 weeks
<b>Developed By</b>	A. Taha		
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[CCSS.ELA-LITERACY.WHST.11-12.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

**NJCCCS:**

6.1 A 3

6.2 E 10



<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<ul style="list-style-type: none"> <li>• Criminology is the study of criminal activity and how it is dealt with by the law.</li> <li>• Law is a system of rules enforced through local, state, and national governments that govern politics, economics, and society.</li> <li>• The causes of crime are grounded in multiple psychological, sociological, and biological theories.</li> <li>• Crime is an act committed or omitted that is punishable by law.</li> <li>• Civil law deals with the rights of private citizens, as well as organizations.</li> <li>• Society’s response to crime attempts to achieve the greater good for the largest number of people.</li> </ul> <p><b>Unit Goal:</b> Students will be able to evaluate and analyze the development and nature of deviant behavior and criminal intent.</p>	<ul style="list-style-type: none"> <li>• Who commits crimes?</li> <li>• Can the biological factors lead to crime?</li> <li>• Can psychological factors influence criminal mentally?</li> <li>• Can sociological factors influence criminal mentally?</li> <li>• Is criminal intent provable?</li> <li>• Is there such thing as a criminal profile?</li> </ul>	<ul style="list-style-type: none"> <li>• What do criminal statistics tell us about crime at local, state, national level?</li> <li>• What are the biological factors that lead to deviant behavior?</li> <li>• What are the psychological factors that lead to deviant behavior?</li> <li>• What are the sociological factors that lead to deviant behavior?</li> <li>• What is the nature of criminal intent?</li> <li>• What are the pros and cons of criminal profiling?</li> </ul>
<b>Related Misconceptions</b>		
n/a		
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...	

- -Nature v. Nurture: Born Criminals v. Created Criminals -Parental Attachment - Roots of Aggression: Konrad Lorenz -Phrenology -Positivism -Constitutional Theory -Hormones: Testosterone's link to aggression -Neurotransmitters: Serotonin -Criminal Families: Kallikak, Juke -Eugenics
- -Hervey M. Cleckley: Psychopaths and morality -Antisocial personality disorder -Dissociative Identity Disorder -Depression -Eysenck: Crime as a result of personality characteristics -Freudian: Psychoanalysis, Id, Ego, Superego, sublimation, neurosis, schizophrenia -Psychosis -Personality Theory -Bandura: Modeling theory -Behaviorism: Conditioning, rewards/punishments, positive/negative conditioning -Attachment theory -Self-Control Theory -What determines insanity? (legal v. psychological) -M'Naughten Rule, Durham Rule, Brawner Rule, Guilty but Mentally Ill (GBMI)
- Social Structure Theory -Social Disorganization Theory -Social changes, maladaptiveness, disharmony -Social ecology and pathology -Concentric Zones chart -Criminology of Place: Broken window thesis -Strain Theory: -Conformity, Innovation, Ritualism, Retreatism, Rebellion -Distributive justice: -General Strain Theory -Culture Conflict Theory -Subculture -Crime Justification -Poverty -Prejudice and Stereotyping -Bias Crimes -Class Struggle -Reaction formation -Elements of and reasons for gangs
- -Social Process Theory -Social Learning Theory -Principles of differential association -Social Structure-Social Learning theory of crime (SSSL) -Differential Identification Theory -Social Control Theory -Containment Theory -Social Bonds -Labeling Theory -Reintegrative Shaming -Life Course Theory -Persistence v. Desistance -Chicago Human Development Project
- -Social Process Theory -Social Learning Theory -Principles of differential association -Social Structure-Social Learning theory of crime (SSSL) -Differential Identification Theory -Social Control Theory -Containment Theory -Social Bonds -Labeling Theory -Reintegrative Shaming -Life Course Theory -Persistence v. Desistance -Chicago Human Development Project- Conflict Theory
- -Elements of a criminal profile -Psychological Profiling -Forensic/Criminal Psychology -Behavioral Profiling -Composite of crime scene materials, autopsy, police reports, photographs -Characteristics of a typical offender

- Analyze primary and secondary sources
- Create graphic organizers and Venn diagrams
- Conduct interviews
- Conduct self-evaluations
- Create oral and visual presentations
- Effectively use technology and the internet
- Satisfactorily complete tests and quizzes
- Interpret charts and graphs
- Analyze statistics to find patterns
- Debate relevant topics
- Compose position and research paper

## Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **Task 1:** Nature vs. Nurture Debate
- **Task 2:** Students will be shown pictures of different people (criminals and non-criminals). They will determine whether or not the person is a criminal based on physical appearance and explain why.
- **Task 3:** Create a criminal family history: Determine which biological and genetic factors go from parent to child in creating a criminal family.
- **Task 4:** Debate: Does Bandura's Modeling Theory determine how violence in videogames or media can lead to violent or criminal behavior in society? (Show video clips from games/movies/television)
- **Task 5:** Students will read passages dealing with children's relationships to parents. They will have to determine the type of attachment present, and discuss the likelihood of criminal behavior later in life.
- **Task 6:** Students will read case studies of serial killers and crimes committed. They will determine and discuss whether the perpetrator was acting in sound mind or could be considered insane. Use one of the rules or GBMI to support.
- **Task 7:** In groups students will be given a city to research and use a concentric zones chart to determine likelihood of crime in different areas of the assigned city.
- **Task 8:** Scenario analysis: Strain theory and whether people involved have the means to achieve their social goals.
- **Task 9:** Students will analyze video clips from the History Channel miniseries Gangland to discuss and analyze tendencies and rituals of gang life.
- **Task 10:** Debate: Does everyone have the capacity to violate the law?
- **Task 11:** Students will review statistics of domestic violence in terms of those that repeat the behavior and those that avoid the behavior (Social Learning Theory)
- **Task 12:** In examining social control theory, students will be broken into groups. They will work together to create a set of rules to obey while working in their group. Groups will share rules with one another and discuss why each member would feel the desire to follow each rule.
- **Task 13:** Debate: Does social status have play a role in undertaking criminal behavior?
- **Task 14:** Read and analyze writings from convicted criminals that have acquired academic credentials.
- **Task 15:** The class will be broken into groups. Each will be determined to be a different social class. Each group will be given materials to build a model house. Students will be told that the best house receives the best grade. However based on social class each group will receive a different amount and quality of materials.
- **Task 16:** Jigsaw activity: Students will create a crime scene. One group member will stay to explain the evidence present. The rest of the group members will rotate to another group and use the given evidence to determine what happened at the crime scene.

## Other Evidence (Evaluation)

- Paper discussing, analyzing, and giving examples of born criminals versus those created by societal factors. Teacher will use rubric to assess.
- Create a family tree of one of the criminal families. Use positivist and constitutional theories to determine how criminal tendencies are passed. Use family tree rubric for grading.
- Students will write case studies of individuals with different psychological disorders and their effects on criminal deviance. Teacher will use case study written rubric to assess.
- Class presentation: Act out Freudian psychotherapy between psychologist and criminal, include Freudian theories. Teacher will assess using rubric.
- Teacher will use debate rubric Teacher will assign questions for the students to answer about identifying attachment style and their opinions on possibility of future criminal behavior.
- Students will write a position paper arguing for or against the idea that the criminal in one of the case studies was insane. Teacher will use a writing rubric to assess.
- Create a survey dealing with the major concepts of social structure. They will hand the survey to their peers to complete honestly. Students will then analyze results and write a paper discussing the results and what they say about popular disposition towards the effects of social structure on criminal behavior.
- Teacher rubric will assess the concentric circles map.
- Student will answer question about each strain theory scenario as they encounter each.
- Students will follow the Gangland videos with a written analysis of how and why people tend to join gangs, and the difficulty of leaving a gang. Teacher will assess using written rubric.
- Students will create multimedia presentations depicting the ideas behind one of the assigned theories. They will include real life instances of the theory and present the theory to the class.
- Teacher will devise a debate rubric to assess the debate.  
Students will answer a question sheet accompanying the statistics observed and providing their opinions on the statistics.
- Teacher will devise a rules rubric and students will use the rubric to assess the effectiveness of the rules that they are analyzing in terms of Social Control Theory.
- Teacher will devise a debate rubric for assigned debate.
- Students will complete analysis questions dealing with the writing from the convicted criminals.
- Students will write an assessment of the class conflicts and possible criminal deviance that occurred based on how each group acted due to the materials provided and the materials needed to create a quality house. Teacher will use a writing rubric to assess.

### **Learning Plan (Stage 3)**

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Pre/post assessments on the roots of Criminology
- Do Now/Quick Write Questions concerning Criminology
- Provide real-life scenarios, case studies, and/or hypotheticals
- Include primary/secondary sources, researchable topics and statistical data.
- Supply graphic organizers and prompt students to reflect on primary/secondary source analysis regarding criminology
- Include specific roles within groups for students. Incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.
- Modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects using strategies such as Think-Pair-Shares, 3step interview, Round Tables.
- Students will connect the themes of Criminology through the use of student led hands on activities, class discussions, and in-class tasks.
- Students research paper, poster and presentation rubrics will be used to evaluate student research, organization, and presentations.