Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Intro to Criminology SCSU	Social Studies	11-12	.5

Course Description:

This course introduces students to the study of crime from a sociological perspective, broadly known as criminology. Students will be introduced to national data sources on crime and victimization as well as additional methodologies for measuring and understanding crime and social responses to crime. Students will also learn about the purposes of criminal law, types of crime, theories of criminal behavior, and the social organization of law enforcement, courts and prisons. Students who successfully complete this course can earn 3 credit hours from SCSU in addition to high school credit.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
● Criminology Today: An Integrative Introduction (10th ed)	INFORMATION LITERACY ● Evaluate information critically and competently ● Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information CRITICAL THINKING AND PROBLEM SOLVING ● Reason effectively. Use systems thinking ● Transfer knowledge to other situations

Knowledge/Skill Dependent Courses/Prerequisites:	Link to *Completed Equity Audit*
● Modern American History or concurrent registration in Modern American History	●

Unit Links

Standard Matrix
Unit 1: Research Methods
Unit 2: Theories of Criminology
Unit 3: Types of Crime
Unit 4: Current Issues and Reforms

Unit 1: Research Methods

Overview

Relevant Standards: Bold indicates priority

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

- CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.

- CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

- CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

- CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

- CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.

Overview

This introductory unit explores the scientific study of criminology and the research methods that form its foundation. Students will examine how criminology differs from popular representations of crime, analyze various research methodologies, and learn how to access relevant criminological data. In doing so, students will develop critical skills to evaluate media portrayals of crime against evidence-based criminological findings, first practicing these skills together with their class before analyzing a new media portrayal on their own.

Essential Question(s):

- What is criminology?
- How do we know what we know about crime?

Enduring Understanding(s):

- Criminology is the disciplined study of crime that goes beyond popular media portrayals of crime to examine patterns, causes, and impacts of criminal behavior. As a scientific field, criminology is deeply rooted in research and fundamentally shaped by the variety of research methods used to collect and analyze data.
- Criminologists rely on a variety of different methods, ranging from statistical analysis to interviews with offenders. Each of these methods reveal certain aspects of crime, but also include inherent limitations. The study of crime is especially vulnerable to data limitations such as unreported crimes, sampling bias, and institutional barriers to data collection. Understanding these limitations helps us critically evaluate claims about crime, recognize what remains unknown, and interpret findings or news reports with appropriate caution.

Demonstration of Learning:

- News/Media report Analysis.

Connections to Prior Units:	Connections to Future Units:
-	- Students will continue to question media depictions and popular explanations of crime throughout the course, drawing on the critical and statistical foundation laid in this unit. - Students will need an understanding of criminology as a social science based on research methods in order to understand that the various theories they encounter in Unit 2 can be tested against real world applications. - The skills of analyzing data are useful in understanding the statistical realities of the different types of crime explored in Unit 3, as well as in evaluating policies and proposing solutions in Unit 4.

Family Overview (link below)	Pacing for Unit
-	- 8 classes, 3 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
- Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. -	-

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
●	● Students may assume that popular depictions of crime are objective and/or statistically accurate. ● Students may believe that the presence of data implies settled truth, rather than questioning the limitations of that data and the need for continued research and debate

Differentiation through *Universal Design for Learning*	

| UDL Indicator
● Consideration 7.2 Optimize relevance, value, and authenticity. | Teacher Actions:
● Activate prior knowledge by connecting the scientific study of crime to to popular media portrayals of crime

● Frame research methods as practical tools for answering authentic questions about crime in their own communities.

● Allow students to select a media example that is relevant to them for their final unit analysis. |

Supporting Multilingual/English Learners	

| Related *CELP standards:*
● 9-12.5 I can...conduct research and evaluate and communicate findings to answer questions or solve problems. | Learning Targets:
● Level 1: I can gather and label key facts or statistics about crime from a provided criminological data source.

● Level 2: I can gather key facts from a provided criminological source and write a short summary comparing that information to a media portrayal of crime.

● Level 3: I can gather information from multiple provided sources and paraphrase key findings to make a claim about the accuracy of a media portrayal of crime.

● Level 4: I can use effective search terms to find multiple criminological sources and synthesize the information to draft an organized evaluation of a media portrayal of crime.

● Level 5: I can integrate findings from multiple criminological sources into a coherent argument evaluating the degree to which a media portrayal is accurate or distorted, and how this analysis leads to new research questions. |

Unit 1:

Lesson Map

Lesson	Text/Resources	Learning Target	Knowledge	Vocabulary
1	Schmalleger, Chapter 1	• I can define criminology as a field of study and distinguish it from popular representations of crime.	Criminology Sociology Social Science	Disciplined
2	Schmalleger, Chapter 2	• I can identify and explain major research methods used in criminology. • I can analyze the strengths and limitations of different criminological research methods.	Empirical Evidence Surveys Interviews Statistical analysis Case studies Ethnography	
3	New Analysis	• I can determine the extent to which media portrayals of crime align with criminological research. • I can explain how new compelling research questions may emerge as a result of criminological data.	Media framing Sensationalism	Distorted Accurate
4	Research Practice	• I can find relevant criminological data/research to support my analysis of media portrayals of crime.	Peer Review Scholarly Journal Database Qualitative Data Quantitative Data	
5	Project	• I can critically evaluate a media portrayal of crime based on current criminological research.		
6	Project	• I can synthesize my research findings to produce a coherent evaluation explaining the degree to which a media portrayal of crime is accurate or distorted.		
7	Flex			

8	Flex			

Unit 2: Criminological Theories

Overview

Relevant Standards: Bold indicates priority

- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.
- CG.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed)
- CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
- CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).
- CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).
- CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

Overview

In this unit, students study a wide range of criminological theories that they will use and apply later in the course. These theories range from historical to modern, from individual to systematic, but all seek to explain the causes of criminal behavior. Students will begin by studying classical and neoclassical theories that emphasize free will, move to positivist approaches focusing on biological and psychological factors , and conclude with a deep dive into sociological explanations, including social structure , social process , and social conflict theories. The unit will culminate in a case study analysis where students apply several of these competing theories to a single criminal act, demonstrating how different theoretical perspectives can lead to different explanations or potential responses.

Essential Question(s):

- Why do people break the law?

Enduring Understanding(s):
● Various theories have evolved over time to explain why people break the law, ranging from more individual to more sociological explanations. Any criminal act can be interpreted through different theoretical lenses, and each explanation also points to a different set of solutions for preventing and responding to crime. Criminologists continue to debate why people break the law, and there is no clear consensus in response to this question.

Demonstration of Learning:
● Students will examine a single case study from multiple criminological perspectives.

Connections to Prior Units:	Connections to Future Units:
● Unit 1 seeks to deepen students' understanding of crime by evaluating common portrayals of crime against statistical realities. This unit similarly seeks to move students beyond preconceived notions by exposing them to a broad range of theoretical perspectives.	● Students will continue to draw on their knowledge of the criminological theories they learn in this unit when considering different types of crime in unit 3. ● In Unit 4, students will need to ground their analysis of the criminal justice system and potential reforms in the criminological theories they learn in this unit, deepening their understanding that critiques and reforms are deeply influenced by varying explanations of criminality.

Family Overview (link below)	Pacing for Unit
	● 11 classes, 5 weeks (to be completed in Q1 or 3)

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	● Frederique, Nadine, and Lori Sexton, "Through Their Eyes: How Prisoners Make Sense of Their Incarceration," NIJ Journal 273 (2014): 60-65. ● Flavin, J. 2001. "Feminism for the Mainstream Criminologist: An Invitation." Journal of Criminal Justice, 29(4): 271-285. ● Clifford , Stephanie, and Jessica Silver-Greenberg. _In Prisons, Sky-High Phone Rates and Money Transfer Fees - The New York Times_, 26 June 2014. ● "Guilty and Charged." _NPR_, Accessed 10 June 2025. ● Lopez, German. "Nixon Official: Real Reason for the Drug War Was to Criminalize Black People and Hippies." _Vox_, Vox, 22 Mar. 2016.

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
●	● Students are likely to enter the course with a preference or bias towards one or more of the theories explored in this unit, tending to ascribe criminal behavior to personal failings or environmental factors without having fully considered multiple alternatives.

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
● Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	● Use graphic organizers and comparison charts to help students visualize the differences and similarities between various criminological theories ● Color-code or categorize theories based on their core focus (e.g., individual, social structure, social process) to make the relationships between them clear. ● Provide a clear framework for the case study that models how to apply different theoretical "lenses" to a single criminal act.

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
● 9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	● Level 1: I can participate in a short exchange by presenting a key term or basic fact about a criminological theory. ● Level 2: I can participate in a short exchange by asking or answering simple wh- questions about the core concepts of a criminological theory or facts of a case. ● Level 3: I can participate in a discussion by expressing my own idea about how a theory applies to a case study and asking relevant questions to understand others' ideas. ● Level 4: I can participate in a discussion by clearly expressing my ideas about how a theory explains a case study, supporting my points with specific evidence from the case, and asking questions to clarify others' opinions. ● Level 5: I can participate in an extended discussion by clearly arguing for the application of a specific criminological theory to a case study, referring to specific evidence, and asking questions that probe the

	reasoning behind others' analyses.

Unit 2:

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Schmalleger, Chapter 3	• I can explain the core concepts and critiques of Classical and Neo-Classical criminology. • I can apply classical theory and neoclassical theory to evaluate a specific criminal case study.	Classical School Enlightenment Cesare Beccaria Jeremy Bentham Neoclassical criminology Rational Choice Theory Deterrence Just Desserts	Rational
2	Schmalleger, Chapter 4	• I can explain the core concepts and critiques of early biological theories of crime. • I can evaluate the ethical and social implications of early biological theories.	The Positivist School Sociobiology Edward O Wilson Cesare Lombroso Atavism Constitutional Factors Born Criminal Phrenology	Deterministic
3	Schmalleger, Chapter 5	• I can explain the core concepts and critiques of biosocial theories of crime. • I can apply biosocial theory to analyze how genetic and social factors might interact in a specific criminal case study.	Biosocial Criminology Biological Factors Environmental Factors Genetic Predisposition GxE Heritability Neuroplasticity Frontal Brain Hypothesis	Inherit
4	Schmalleger, Chapter 6	• I can explain the core concepts and critiques of major psychological theories of crime.	Personality Behaviorism Psychopathic	

Course Name (BOE Approved Date)

		• I can apply psychological theory to analyze the motivations and mindset of an individual in a criminal case study.	Antisocial Cognitive theories Psychiatric criminology Behavior Theory Psychological Profiling	
5	Schmalleger, Chapter 7	• I can explain the core concepts and critiques of social structure theories of crime. • I can apply social structure theory to a specific criminal case study.	Social Structure Theory Social Disorganization Social Strain Theory Culture Conflict Theory Subculture Chicago School Social Ecology Socioeconomic Status Broken Windows Theory	
6	Schmalleger, Chapter 8	• I can explain the core concepts and critiques of social process theories of crime. • I can apply social process theories by analyzing how a specific criminal case study might be shaped by social interactions.	Socialization Social Learning Theory Social Control Theory Labeling Theory Social Development Life Course Perspective Turning Points Desistance persistence	
7	Schmalleger, Chapter 9	• I can explain the core concepts of social conflict theories, including the roles of power and inequality. • I can apply social conflict theory by analyzing how a specific law or policy may equally affect different groups in society.	Consensus Perspective Pluralist Perspective Conflict Perspective Radical Criminology Left-Realist Criminology Feminist Criminology Postmodern Convict Criminology Cultural Criminology	

8	Project	• I can		
9	Project	• I can		
10	Flex			
11	Flex			

Unit 3: Types of Crime

Overview

Relevant Standards: Bold indicates priority

- CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).
- CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).
- CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).
- CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).
- CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Overview

This unit shifts from the theories of crime to the types of crime. Students will explore the distinct characteristics, motivations, and societal impacts of a wide range of illegal activities. The unit will cover major categories including violent interpersonal crimes, property crimes, white-collar and corporate offenses, public-order crimes, and the emerging challenges of technology-based and transnational crime. Throughout the unit, students will apply the criminological theories from Unit 2 to analyze these different offenses, evaluating why our societal and legal responses to a crime in a corporate suite can be so different from our response to a crime on the street.

Essential Question(s):

- How do we classify, prevent, and respond to different crimes?

Enduring Understanding(s):

- Students will understand that "crime" is a broad label for many different types of offenses with unique characteristics and impacts. The way a specific crime is defined, measured, and punished often depends not only on the act itself but also on the social context, the perceived threat, and the status of the offender and victim. Punishments and policy solutions to a wide range of crimes also often draw upon one or more criminological theories.

Demonstration of Learning:	
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Connections to Prior Units:	Connections to Future Units:
• Unit 1 introduced the scientific study of crime. Unit 3, Lesson 1, directly builds on this by having students compare the major methods for measuring crime. • Unit 2 provided students with the theoretical "lenses" to explain why crime happens. Unit 3 is where they apply those lenses to real-world examples.	• The analysis of various types of crime in this unit provides students with direct context and background knowledge related to specific reforms in Unit 4. For example, learning about Drug related crimes in this unit sets up conversations about a public health approach to crime in Unit 4. • By learning about the differences in classification between different types of crime will help students evaluate and potentially reform the criminal justice system in Unit 4.

Family Overview (link below)	Pacing for Unit
	• 11 classes, 5 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Suzanne Barakat's TED TALK: Islamophobia Killed My Brother • Anand Giridharas TED TALK: A Tale of Two Americas Post 9/11 • Dalia Mogahed TED TALK: What It's Like to be Muslim in America • Wale Elegbede TED TALK: It takes a community to eradicate hate • Hess, Amanda. "Most of what you think you know about sex trafficking isn't true."

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
•	• Students may believe that the crimes they see on the news is an accurate reflection of all crimes, without considering less common or less commonly reported types of crime. • Students may fail to appreciate the scope, scale, and impact of white collar crimes.

	• Students may think that all victims are simply at the wrong place at the wrong time, and fail to account for various theories of victimization or patterns linked to demographic, social, and environmental factors.

Differentiation through *Universal Design for Learning*

UDL Indicator • Consideration 3.4 Maximize transfer and generalization	**Teacher Actions:** • Use explicit prompts and guiding questions that force students to make connections between criminal theories and different types of crime. • Provide concept maps or matrices that link specific theories to the characteristics of different crime types and help students see patterns between different types of crime. • Provide structured opportunities to debate policy solutions to various types of crime grounded in different criminological perspectives.

Supporting Multilingual/English Learners

Related *CELP standards:* • 9-12.1 An EL can . . .construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	**Learning Targets:** • Level 1: With prompting and support, I can identify a specific type of crime from a description or visual. • Level 2: With prompting, I can identify the main topic of a section of text, such as white collar crime, and some defining characteristics. • Level 3: I can describe key characteristics of a type of crime and provide examples of different crimes that fall under that category • Level 4: I can describe the relationship between two types of crime, such as the difference between transnational organized crime and terrorism. • Level 5: I can explain complex relationships described in a text, such as the roles of and relationship between different types of property offenders and receivers of stolen property.

Unit 3:

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Schmalleger, Chapter 10	• I can compare major methods of measuring crime and describe the key principles of major victimization theories. • I can evaluate the goals and effectiveness of the victims' rights movement and restorative justice programs	Victimology UCR/NIBRS NCVS Dark figure Victim Services Victim Rights VWPA (1982) VOCA (1984) VAWA (1994) Restorative Justice	
2	Schmalleger, Chapter 11	• I can define and distinguish between various types of interpersonal violence. • I can apply a criminological theory to analyze the motivations behind a specific violent crime.	Homicide Rape Robbery Assault Hate Crime Stalking Workplace Violence	
3	Schmalleger, Chapter 12	• I can distinguish between different types of property crime and receivers . • I can apply a criminological theory to analyze the actions of both thieves and receivers.	Larceny Burglary Motor Vehicle Theft Arson Professional Thief Persistent Thief Professional Fence	
4	Schmalleger, Chapter 13	• I can distinguish between white-collar crime and organized crime. • I can apply criminological theory to propose policy solutions to organized crime.	White Collar Crime Occupational Crime Corporate Crime Organized Crime Criminal Enterprise	Fraud Hierarchy

			Ethnic Succession Hobbs Act (1946) RICO Act (1970) Sarbanes-Oxley Act (2002)	
5	Schmalleger, Chapter 14	• I can identify major types of drug and sex crimes and explain why they are classified as public order offences. • I can evaluate the social and economic arguments for and against the decriminalization of a specific public-order crime.	Public Order Offense Controlled Substance Addiction Drug Trafficking Decriminalization Legalization Interdiction	
6	Schmalleger, Chapter 15	• I can distinguish between different types of technology related crimes and different types of cybercriminals. . • I can analyze the tensions between using technology to combat crime and protecting individual rights.	Cybercrime Hacker Threat Analysis Cybersecurity CSEA CISA EFF 1st/4th Amendments	
7	Schmalleger, Chapter 16	• I can distinguish between transnational organized crime and terrorism. • I can evaluate the unique challenges that globalization poses for controlling and prosecuting international criminal activities.	Globalization Transnational crime Human trafficking Human smuggling Terrorism Comparative Criminology Redicalization USA PATRIOT Act	
8	Project			
9	Project			
10	Flex			
11	Flex			

Unit 4: Current Issues and Reforms

Overview

Relevant Standards: Bold indicates priority

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.
- CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of-school civic contexts.
- CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states' rights).
- CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).
- CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).
- CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

Overview

In this culminating unit, students will transition from analyzing crime to evaluating the system designed to control it. Students will examine major critiques of modern policing, courts, and corrections, using criminological theories and empirical data to assess their validity. By analyzing specific reform movements, such as community policing and public health approaches, students consider how best to address specific problems in the criminal justice system.

Essential Question(s):

- How should the criminal justice system be reformed?

Enduring Understanding(s):

- Critiques of the system and proposals for its reform are not neutral; they are deeply informed by one's theoretical perspective, interpretation of data, and definition of what "justice" truly means. Therefore, any meaningful reform requires a clear-eyed assessment of a problem's root causes and the intended—and unintended—consequences of the proposed solution.

Demonstration of Learning:	
● Students will propose a policy to improve the criminal justice system based on current research and criminological perspective.	

Connections to Prior Units:	**Connections to Future Units:**
● Students will need to draw on their knowledge of both criminological theory and types of crime when considering critiques of the criminal justice system as a whole. ● Students will need to draw on their knowledge or criminological data, as well as their research skills, in order to evaluate reforms and propose their own.	● This is the final unit of the course.

Family Overview (link below)	**Pacing for Unit**
	● 9 classes, 3 weeks

Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	●

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
●	● Students may have formed strong opinions regarding police, the criminal justice system, and potential reforms, based on current political debates. This unit should not seek to persuade/dissuade students of any such views, but should push for a more thorough, systematic, and informed consideration of any such critiques. ● Students may believe that crime is a law enforcement problem, and the only solution is more police and tougher punishments, without having fully considered other approaches, such as one based on public health. ● Students may believe that any problems in the criminal justice system are purely the result of a few "bad apples," and that reform must be focused on removing those individuals, without fully considering a

| | variety of systemic issues. |
| | ● Students may see reform as relatively simple, without fully realizing the practical challenges that arise in the translation of a promising theory into effective practice. |

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
● Consideration 9.3 Promote individual and collective reflection	● Provide structured reflection prompts that require students to connect their evaluation of a reform proposal back to the theories they studied.
	● Use rubrics and exemplars to help students self-assess the strength and fairness of their own arguments about justice system reform.
	● Facilitate a final course debrief where students reflect on how their own understanding of "crime" and its challenges has evolved.

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
● 9-12.6 An EL can . . . analyze and critique the arguments of others orally and in writing.	● Level 1: With prompting and support, I can identify the topic and a basic written/oral claim about a specific criminal justice reform.
	● Level 2: With prompting and support, I can identify the main claim of an argument for a specific criminal justice reform, as well as one supporting reason.
	● Level 3: I can describe the main claim of a theory like "Broken Windows" and identify some of the evidence the author uses to support it.
	● Level 4: I can analyze an argument for a specific reform, such as a public health intervention, by evaluating the reasoning and evidence the author uses to support their claims.
	● Level 5: I can analyze and critique an argument, such as the "Broken Windows" theory, by evaluating its reasoning and evidence, using external information to assess its validity and impact.

Unit 4:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Aligning and Policing Public Health	• I can explain the core principles of a public health approach to crime prevention. • I can evaluate a specific public health intervention as an alternative to a traditional law enforcement response.		
2	Discovering the impact of community policing	• I can define the key components and goals of community policing. • I can analyze the potential challenges and benefits of implementing a community policing model in a specific neighborhood.		
3	Reimagining Broken Windows	• I can explain the "Broken Windows" theory of policing and its intended purpose. • I can critique the "Broken Windows" theory using data and social conflict perspectives to evaluate its impact on different communities.		
4	Reforming La Policía	• I can identify and describe several major contemporary proposals for police reform.		
5	The Never Ending Tale	• I can summarize the systemic and political reasons why criminal justice reform is often a difficult and slow process.		
6	Project			
7	Project			
8	Flex			
9	Flex			