

Standards	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Standard Rating (Fully Met / Partially Met / Not Met)
<b>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</b>					
SSS1.9-12.1 Critique the precision of a claim about an issue or event.	Unit 3: Labeling, Conflict, Environmental, and Radical Theories	Lab	Students are asked to view two videos and answer questions establishing the accuracy of the claims made about concerning crime and violence.	Lab	Fully Met
SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.	Unit 4: Violent Crimes and Crimes Against Property	Lab	Students are asked to view two videos and comment on the possible decline in violent crime as depicted in one of the videos and personal thoughts on the death penalty and how it relates to violent crimes.	Lab	Fully Met
SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.	Unit 2: Biological and Psychological Theories of Crime	Lessons 1-6	Students learn about various biological and psychological theories of crime such as phrenology (shape of the skull), and facial characteristics such as a crooked nose or eyes that were either too close or too far apart; psychological theories included personality types researched and studied by Freud and Eysenck.	Critical Thinking 1, 3-5	Fully Met
SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection	Unit 1: The World of Criminology	Lab	Students will be able to explore resources for monitoring crime in the U.S. such as the FBI's Uniform Crime Report and the National Crime Victimization Survey and report on crime according to multiple criteria in their locale (city or state).	Lab	Fully Met
SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.	Unit 2: Biological and Psychological Theories of Crime	Lessons 1-6	Students will explore the biological and psychological explanations for crime such as phrenology and somatotyping, the unit also explores how pollution, hormones, and the foods eaten can be reasons and triggers for crime.	Critical Thinking 1-5	Fully Met
<b>SSS2: Uses inquiry-based research.</b>					
SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.					Not Met
SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.	Unit 2: Biological and Psychological Theories of Crime	Lab	Students will view a video and be asked specific questions that pertain to the video and questions that are thought provoking in nature relying on the information viewed.	Lab	Fully Met
SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Unit 1: The World of Criminology	Lab	Students will be able to explore resources for monitoring crime in the U.S. such as the FBI's Uniform Crime Report and the National Crime Victimization Survey and report on crime according to multiple criteria in their locale (city or state).	Lab	Fully Met
SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	Unit 3: Labeling, Conflict, Environmental, and Radical Theories	Lab	After viewing the video, "How We're Priming Some Kids for College – and Others for Prison" students reflect and answer guided questions based on the video along with personal outlook.	Lab	Fully Met
<b>SSS3: Deliberates public issues.</b>					
SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.	Unit 7: Enforcing the Law and the Nature of Courts	Discussion 1, 2	Based upon the reading of this Unit, the students will give reasons why or why not criminals should continue to be executed as well as formulate a discussion concerning the crime control model or the due process model and which is better for today's society.	Discussion 1, 2	Fully Met
SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.	Unit 5: White-Collar, Corporate and Public Order Crimes	Lessons 1-6	Students will examine the difference between occupational and corporate crimes, define the costs of white-collar crime in society and the possible solution to controlling organized crime.	Critical Thinking 1-5	Fully Met
SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.	Unit 3: Labeling, Conflict, Environmental, and Radical Theories	Lab	After viewing the video, "Why Violence Clusters in Cities and How to Reduce It", students reflect and answer guided questions based on the video along with personal outlook.	Lab	Fully Met
SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	Unit 3: Labeling, Conflict, Environmental, and Radical Theories	Lab	After viewing the video, "Why Violence Clusters in Cities and How to Reduce It", students reflect and answer guided questions based on the video along with personal outlook.	Lab	Fully Met
SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.	Unit 8: Overview of Punishment and Corrections	Lesson 2	After viewing the video, "How prisons can help inmates live meaningful lives", students are asked to answer questions relating to the video which includes a question about the history of corrections and how it has evolved over time.	Lab	Fully Met
SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	Unit 8: Overview of Punishment and Corrections	Critical Thinking 1-5	Students will be asked to assess such issues as the parole system, prisons running "for profit", alternative sanctions, as well as how the student would reform the system of punishments and corrections.	Critical Thinking 1-5	Fully Met
<b>SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.</b>					
SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.	Unit 5: White-Collar, Corporate and Public Order Crimes	Discussion 1, 2	Students will evaluate information concerning white-collar crime in society and present information addressing how it can be reduced; examine if public order crimes should be legalized, research which ones if any should be legalized and present this information.	Discussion 1, 2	Fully Met
SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.	Unit 6: Criminal Case Process	Lab	Students will examine the stages of a criminal case from the entry into the system to sentencing, corrections, and diversions in adult courts as well as juvenile courts which have some differences.	Lab	Fully Met
SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	Unit 6: Criminal Case Process	Lessons 1-4	Students will explore the goals of the criminal justice system, the stages of a criminal case proceeding as well as the final steps that are followed as part of the case process, this discussion includes both incarceration of adults and juveniles as well as the use and affect of the death penalty.	Critical Thinking 1-5	Fully Met
SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.	Unit 5: White-Collar, Corporate and Public Order Crimes	Discussion 2	Students will discuss their opinion of issues relating to white-collar crime in today's society and support the student's idea of how to reduce such crime.	Discussion 2	Fully Met