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**MIDDLE GRADE INITIATIVE**

**College and Career**

**C O N N E C T I O N S**

**S O C I A L J U S T I C E**

Administration of Justice careers vary in focus and intensity and include specialties like law enforcement, criminology, forensics and corrections. This **C O N N E C T I O N** links study at Rio Salado Community College to the Eighth Grade Standards in Social Studies.

**AZCCRS addressed in this C O N N E C T I O N:**

**Social Studies Grade Eight**

Strand 3 Civics and Government

**Rio Salado Community College, Administration of Justice**

**From their website:**

<http://www.riosalado.edu/programs/justice/Pages/default.aspx>

“*Investigate your career options with Rio Salado’s Administration of Justice program. Rio Salado has been a leader in law enforcement education since 1990, providing highly individualized law enforcement education to agencies around the country. Whether you’re looking to enter into the criminal justice field or advance your career, our flexible online courses are designed to meet your goals.*

*With Rio Salado College’s new****Administration of Justice program****, you can get the background you need to enter a variety of careers in the criminal justice field, including:*

* *Patrol officers*
* *Correctional officers and jailers*
* *Judicial law and court clerks*
* *Legal support workers*
* *Private detectives and investigators*
* *Gaming surveillance officers and investigators*
* *Private security personnel*

*Our faculty consists of practitioners and scholars from criminal justice fields such as law enforcement, parole, attorneys, and paralegals. Our experienced faculty will share their knowledge of best practices, outcomes, and current trends in the field. Our courses are designed to promote critical thinking in the theories and foundations of criminology, victimology, social issues, civic responsibility and engagement, ethics, constitutional and criminal law, community relations, and the future of policing.*

*Our 8-week flexible online courses start on just about any Monday which allow you to balance your academic pursuits with your family responsibilities, changing schedules, reassignments, and relocations.”*

**Degree Program:**

[**Associate in Applied Science in Administration of Justice**](http://www.riosalado.edu/programs/justice/Pages/aas-justice.aspx) (Courses include:)

**AJS123; Ethics and the Administration of Justice -** Introduces and explores ethical issues and the justice system. Focuses on ethics and the law, the police, courts and corrections. Reviews ethical theory, concepts and practices as they relate to administration of justice. Encourages critical thinking and value decision making in criminal justice system situations.

**Lesson:**

**The rights of every American depend upon our collective willingness to protect the rights of others. As American values have changed, it has become necessary to reconsider the position and treatment of citizens in various groups. Sometimes, the concerns are straightforward and can be addressed directly by changes in law, but other times, the concerns are more subtle, and require a redefining how laws are enforced. This lesson will explore some of the movements that have affected how we see and treat people in our society.**

**Jigsaw:**

Students will be divided into five expert groups; each exploring an important movement in American society (Jim Crow Laws, Civil Rights Movement, Desegregation, United Farm Workers, Equal Rights Amendment). Expert groups will collect information from curricular and non-curricular sources that will help them to understand the movement. **(Study guide attached.)** Through research and discussion, each member of the expert group will develop a clear understanding of the topic, so they can teach others.

The expert groups are then disbanded, and new groups are formed, composed of at least one expert from each of the original groups. (If the original groups are divided by topic aaa, bbb, and ccc, the new groups will be composed of students having studied different topics; abc, abc and abc.) Using their study guides, experts in the new study groups will take turns sharing their expertise. Each student will keep individual notes so that all become knowledgeable with each topic of study.

**Competitive Quiz:**

Once all students are prepared (possibly the following day), the teacher will collect the study guides, and begin an oral quiz using high impact questioning techniques (appropriate wait time, not calling on any student until all have had the chance to formulate an answer, etc.). The teacher will randomly choose a study group to answer each question, and then randomly choose a student within the group to answer it. (So she will say, “Team A, I want the tallest member of your group to answer the question…” or “Team B, the member who is oldest…”) If the assigned member gets the correct answer, the team gets three points. If the team member misses it, team mates can answer for one point. Acknowledgement of the highest scoring team is left to the teacher.

Expansion possibilities for the quiz: Ask if team members agree with a team mate’s answer; Ask which teams agree with the answer and which disagree; Ask another student to elaborate; Let students know that the quiz questions will be recycled to the unit test.

**Reflection:**

Each student will write and submit a brief summary of the material.

**Deliverables and Assessment**

Standards by assignment

**Jigsaw Study Guide**

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 5. Impact of Social Movements

**Competitive Quiz**

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 5. Impact of Social Movements

The teacher will use this exercise as reinforcement of the information and to help with formative assessment.

**Reflection**

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 5. Impact of Social Movements

**From the Arizona Department of Education Website:**

**AZCCRS Social Studies Grade Eight**

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 5. Describe the impact that the following had on rights for individuals and groups:

a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause

b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks)

c. Desegregation - military, schools, transportation, sports

d. United Farm Workers (i.e., César Chavez)

e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)

Study Guide

Movements in American Civil Rights

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This study guide is designed to offer you direction as you explore the material you are reading, but it does not cover all of the important questions that might be asked. As you look for the answers to these questions, discuss the ideas thoroughly with your group and write questions of your own. Remember that knowing history does not mean having all the answers – it means understanding the problems and actions of the people involved.

Which movement is your group exploring?

When in American history did this movement begin?

Who were the proponents of this movement?

Why did the proponents of this movement believe it was necessary?

What problems did they hope to solve?

What groups of citizens were affected?

What strategies did the proponents of this movement employ?

How successful were their efforts?

What impact has this movement had on our history and laws?

What current issues are connected to this movement?

Do you think there is still work to be done? If so, what?

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**C O N N E C T I O N S**

**Feedback**

**S O C I A L J U S T I C E**

Thank you for taking a moment to share your feedback regarding the **College and Career** **CONNECTION, Social Justice**. We appreciate your time! Please send the completed form to Dawne.Spangler@nau.edu

Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What grade(s) and subject(s) do you teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please share your thoughts: Was this **CONNECTION**

**Relevant**? Yes Somewhat No

Comments

**Interesting to students**? Yes Somewhat No

Comments

**Practical**? Yes Somewhat No

Comments

What suggestions do you have to improve this **CONNECTION**?

What requests or suggestions do you have for new **CONNECTION**