Punishment

Content Area: **Social Studies**
Course(s): **Criminal Justice**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Section Title

Standards

SOC.12.AD.12.1	Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
SOC.11.US.11.3	Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
SOC.11.US.11.11	Students analyze the major social problems and domestic policy issues in contemporary American society.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Enduring Understandings

- The history of punishment has been determined by context and society's values/beliefs in regards to crime.
- Different types of punishments have proponents depending on what the goal of consequences are.
- Life in prison is complex as a culture develops that is impacted by the population in each individual prison.
- Those that finish their sentences and/or get early release are subject to challenges once reintegrated into society, often resulting in recidivism.

Essential Questions

- How can laws impact people of different socioeconomic classes, genders, race?
- What are the goals of punishment in the criminal justice system?

- What are possible causes for high incarceration rates in the US?
- What are the experiences of people in prisons?
- How effective is the correctional system in the US?
- How have former inmates coped with living outside of prison walls?
- Do current punishments truly match the crime?

Knowledge and Skills

- History of Punishment
    - Early American Jails: Pennsylvania (Walnut Street Prison), New York
- Punish, incarcerate, deter, rehabilitate, transformative
- Recidivism
- Prison vs. Jail
    - Types of prisons: Maximum security, Supermax, Medium and Minimum Security
- Parole vs. probation
- Just and Fair vs. Cruel and Unusual
- Change over time of what is acceptable by society
- Purpose of punishment
- Life in prison/Correctional facilities conditions
    - Prison culture, Rehabilitation programs, Who makes up the Prison population, Violence, Gangs, Segregation
    - Women's prisons
    - Role of correctional officers
    - Re-entry into society
- Restorative justice
- Mandatory minimum sentencing
- Death penalty

- Race and incarceration
- Ethical decision making in determining consequences
- Solitary Confinement

Resources

- The US Constitution
- Greene, Larry and Miller, Roger LeRoy, Criminal Justice in Action 11th Ed. Massachusetts: Cengage, 2022.
- Croddy, Marshall and Hayes, Bill. Criminal Justice in America 5th Edition. Los Angeles, California: Constitutional Rights Foundation, 2012.
- Hayes, Bill. Criminal Justice in America 3rd Edition. Los Angeles, California: Constitutional Rights Foundation, 2000.
- Seigel, Larry J. and Worrall, John L. Introduction to Criminal Justice 17th Edition. Boston, Massachusetts: Cengage, 2022
- C-Span Classroom
    - C-span.org/rights of accused
- Websites Supreme Court Cases
    - Landmarkcases.org, Oyez, supremecourt.gov, uscourts.gov, law.cornell.edu, njcourts. gov
- Council on Criminal Justice
- Websites related to Criminal Justice, Scenarios, Current Issues
    - apnews.com, reuters.com, Politico
- Federal, State, and Municipal agency websites
- Wall Street Journal
- News publications, including but not limited to NYTimes, Washington Post.
- Speakers from law enforcement agencies, attorneys, victims agencies, more

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Transfer Goals

- Through a deep study into the success of different punishments, students will independently make comparisons and contrasts and look at cause and effect, requiring determination based on supporting evidence.
- Looking at life in prisons, students will be responsible for problem-solving and inquiry based questions regarding potential reforms.

Assessments

- Readings and Questions on background information of each topic to check comprehension, clarify content, and promote analysis
- Group activities, Simulations, Debates, Graded discussions
- Scenario Analysis and Comparison to Supreme Court decisions
- Writing investigative Reports
- Presentations and peer teaching
- Career Research
- Connecting with Experts in the Field
- Decipher Statistics

Formative:

- Exit Tickets
- Openings and Closings (Do-Nows/Warm-ups)
- Strategic Questioning - higher order thinking/Historical Thinking Skills
- Think-Pair-Share
- Jigsaws

- Socratic Seminars
- Discussions
- Participation
- Four Corners
- One Minute Papers
- Google Forms
- Turn and Talk
- Response Logs

Alternative:

- Portfolios
- Creative projects - students apply knowledge
- Movie analysis
- Primary source analysis
- Concept maps
- Simulations

Benchmarks:

- SGOs: Writing Process Primary source analysis (must be submitted in oncourse by October 25, revised if necessary by January 25, and 2nd SGO completed by March 25)
- Activities using Historical Thinking Skills
    - Comparison
    - Causation
    - Continuity and Change over Time
    - Point of View
    - Multiple Perspectives
    - Argumentation

- Intended Audience
- Stances

Summative:

- End of Unit Performance Tasks with Rubrics
- Projects
- Presentations/Speeches

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72flT8XsUIe3K1VSG7nxuc4CpCec/edit