# Unit 5 Corrections and Theories of Punishment

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# CRIMINAL JUSTICE SEMINAR

# Grades 10-12

# Corrections and Theories of Punishment

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## Unit Overview

This Unit will focus on changes in U.S. politics and how it has influenced the theoretical purposes of punishment within the Criminal Justice System. Liberal political movements enabled the judicial and executive branches wielded power in sentencing. Legislators designed sentencing laws with rehabilitation in mind. During politically conservative movements, legislators seized power over sentencing, and a combination of theories—deterrence, retribution, and incapacitation—have influenced sentencing laws. The Unit will cover the imposition of hardship in response to misconduct in our society. Students will study how human transgressions have been punished in various ways throughout history. Students will study the governments ability to impose punishments such as community service, monetary fines, forfiture of property, restitution to victims, confinement in jail or prison, and even death.

## Enduring Understanding

Changes in U.S. politics has influenced the theoretical purposes of punishment within the Criminal Justice System. Liberal political movements enabled legislators to design sentencing laws with rehabilitation in mind. During politically conservative movements, legislators seized power over sentencing, and a combination of theories—deterrence, retribution, and incapacitation—have influenced sentencing laws. Human transgressions have been punished in various ways throughout history. The government is authorized by the people to impose hardship in response to misconduct in our society. Theories of punishment can be divided into two general philosophies: utilitarian and retributive. The utilitarian theory of punishment seeks to punish offenders to discourage, or "deter,"

future wrongdoing. The retributive theory seeks to punish offenders because they deserve to be punished. Punishments such as community service, monetary fines, forfiture of property, restitution to victims, confinement in jail or prison, and even death are possible. Correctional theories identify what the purpose of the correctional system should be and what policies should be implemented. Historically, the popularity of competing correctional theories has been shaped by the prevailing social context.

## Essential Questions

How do changes in U.S. politics influence the theoretical purposes of punishment within the Criminal Justice System?
Can liberal and conservative political movements change the ideology of sentencing laws?
In what ways have human transgressions been punished throughout history?
Where does the government derive its power to impose hardship in response to misconduct in our society?
What type of punishments is the government authorized to impose?

## Exit Skills

*By the end of this Unit students will demonstrate the ability to;*

Explain how U.S. politics has influenced the theoretical purposes of punishment within the Criminal Justice System.
Distinguish between conservative and liberal political movements and describe how these political movements influence sentencing laws.
Explain the theories of deterrence, retribution, and incapacitation—have influenced sentencing laws.
Describe how human transgressions have been punished in various ways throughout history.
Identify the governments power to impose hardship in response to misconduct in our society.
Define punishments such as community service, monetary fines, forfiture of property, restitution to victims, confinement in jail or prison, and even death are possible.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.LW.1 | Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy. |
| 9.3.LW.2 | Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, |

| | |
|---|---|
| | public safety, corrections and/or security services. |
| 9.3.LW.5 | Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security. |
| 9.3.LW.6 | Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways. |
| 9.3.LW-COR.1 | Evaluate the correctional environment for signs of potential problems and/or danger. |
| 9.3.LW-COR.3 | Analyze the impact of federal, state and local laws on correctional facilities. |
| 9.3.LW-COR.5 | Describe the legal, regulatory and organizational guidelines governing the correction services. |
| 9.3.LW-COR.6 | Compare and contrast different career fields in the correction services. |
| 9.3.LW-COR.7 | Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment. |
| 9.3.LW-COR.8 | Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments. |
| SOC.6.1.12.A.14.b | Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. |
| SOC.6.1.12.A.14.c | Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. |
| SOC.6.1.12.A.14.d | Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. |
| SOC.6.1.12.A.14.e | Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.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. |
| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |

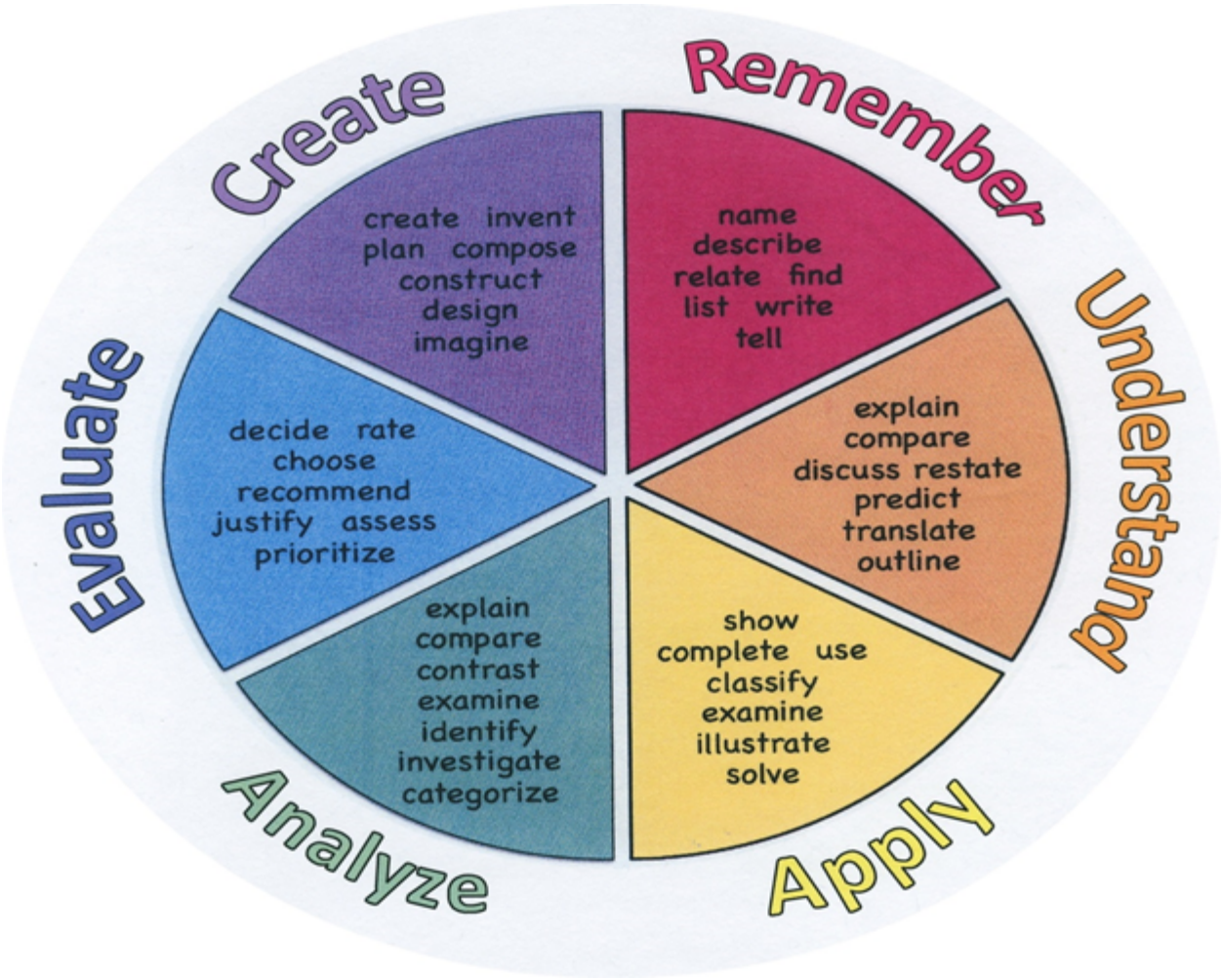
## Learning Objectives

Explain how U.S. politics has influenced the theoretical purposes of punishment within the Criminal

Justice System.
Distinguish between conservative and liberal political movements and describe how these political movements influence sentencing laws.
Explain the theories of deterrence, retribution, and incapacitation—have influenced sentencing laws.
Describe how human transgressions have been punished in various ways throughout history.
Identify the governments power to impose hardship in response to misconduct in our society.
Define punishments such as community service, monetary fines, forfiture of property, restitution to victims, confinement in jail or prison, and even death are possible.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

Use of e-learning platform using Google Classroom, Oncourse and other web based services
Reading and outlining text and other e-material
Using outline templates and PowerPoint presentations to reinforce student outlines
Teacher oriented class discussion
Reaction Papers addressing legal topics and current event issues
Discussion Questions and Unit/Lesson assessment questions
Legal Vocabulary Review
Unit specific Case Study exercises

## Assessment Evidence - Checking for Understanding (CFU)

- KWL Exercise
- Mock Trial Sentencing Project
- Cumulative outline of all lessons in Unit 5
- Reaction Papers on current event legal issues
- Legal Reasoning exercises applying the law
- Case Studies (i.e. State v. McNulty)
- End-of-Unit exam

- Common Benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Multimedia Reports
- Newspaper Headline
- Outline
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- E-Text
- Legal research and internet articles

- PowerPoint software
- Smart T.V./District provided laptop
- E-Learning Platform;

-Google Classroom
-Oncourse
-Quia Web-based testing
-ClassLink
-Edmentum

## Ancillary Resources

Please list all additional resources that will be used to strengthen this unit's lessons.

- BHS Courtroom and video system (Room 240)
- BHS Law Library (Room 240)

## Technology Infusion

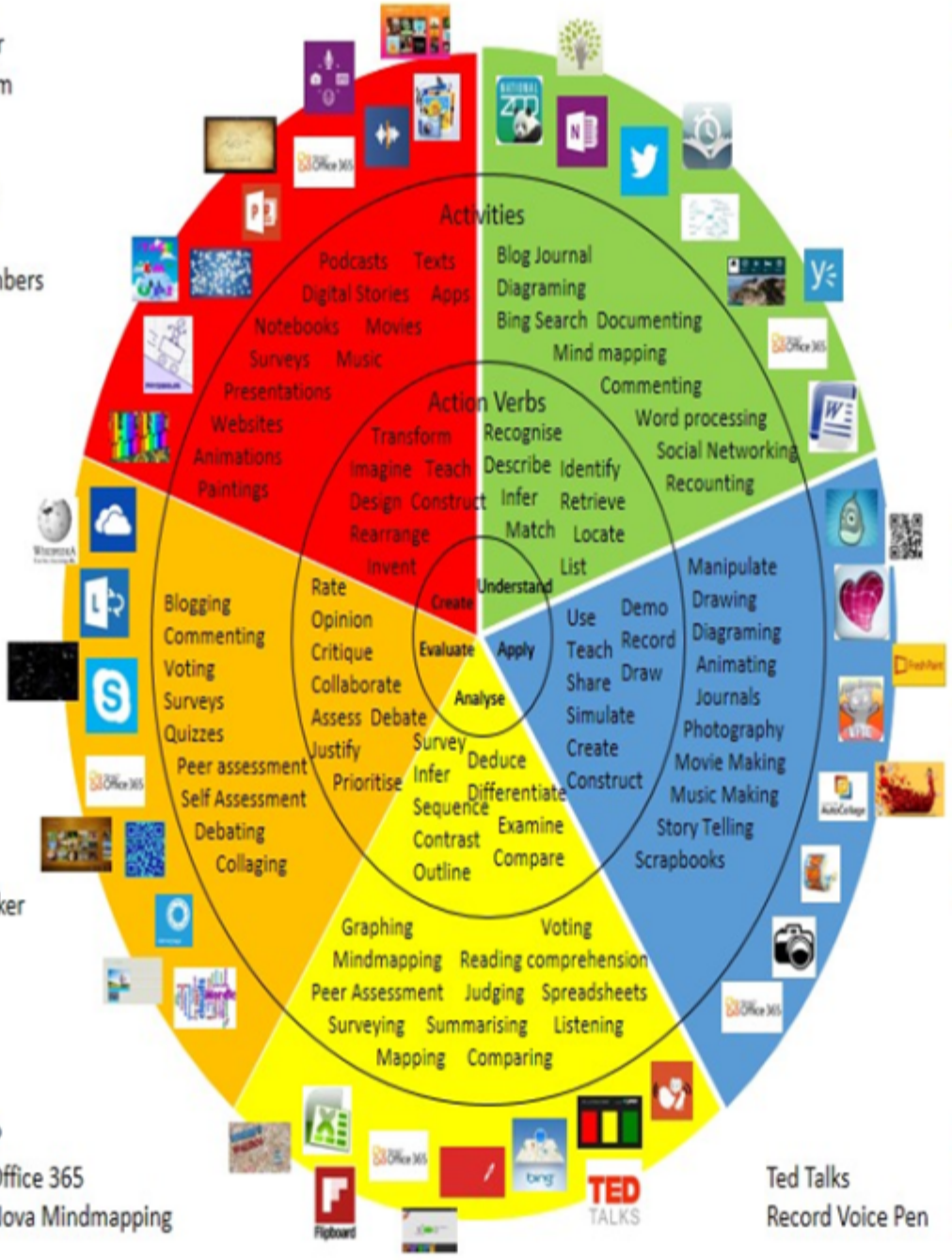
- E-Text
- PowerPoint software
- Smart T.V./District provided laptop
- Video/Audio equipment for recording and reviewing courtroom presentations
- E-Learning Platform;

-Google Classroom
-Oncourse
-Quia Web-based testing
-ClassLink
-Edmentum

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

## Differentiation

- Guided outlining and open outline assessments
- Project-based learning
- Problem-based learning

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts

- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Modified assignments
- Additional time for assignments and assessments

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Providing assignments/assessments in native language

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Modified assignments and assessments

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Providing additional Case Studies for in-depth analysis

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

### Unit Name:

Corrections and Theories of Punishment

### CCSS/NJCCCS:

See Link Below

**Interdisciplinary Connection:**
Critical Thinking

Problem Solving

Reading-Informative text/vocabulary

Writing-analysis/evaluation

**Statement of Objective:**

SWDAT explain various charges that are possible in a motor vehicle accident case **by** reading and outlining BHS MVA case study *State v. McNulty.* 100% of Students will complete the case outline.

**Anticipatory Set/Do Now:**
Read 2C:39-4-Possession of a weapon for an unlawful purpose

**Learning Activity:**
Read and outline Case Study *State v. McNulty.*

**Student Assessment/CFU's:**
See Link Below

**Materials:**
Textbook
Computer/Internet
PowerPoint

**21st Century Themes and Skills:**
See Link Below

**Differentiation:**
See Link Below

**Integration of Technology:**
Computer/Internet
Lap-Tops
PowerPoint
SmartBoard