# Unit 6 Corrections and Theories of Punishment Copied from: Criminal Justice, Copied on: 02/21/22

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# CRIMINAL JUSTICE

# Grades 11-12

# Corrections and Theories of Punishment

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Gerard V. Ross, Law Related Education Teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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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.
- Punishments such as community service, monetary fines, forfiture of property, restitution to victims, confinement in jail or prison, and even death are possible.

## 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 be able 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)

Please list only the content-level and cross-curricular New Jersey Student Learning Standards applicable to the unit. **Do not list standards that are not used in the unit.**

**12.9.3.LW - [Cluster] - Law, Public Safety, Corrections & Security**

12.9.3.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.

12.9.3.LW. - Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

12.9.3.LW.5 - Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

12.9.3.LW.6 - Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

**12.9.3.LW-COR - Correction Services Pathway**

12.9.3.LW-COR.1 - Evaluate the correctional environment for signs of potential problems and/or danger.

12.9.3.LW-COR.3 - Analyze the impact of federal, state and local laws on correctional facilities.

12.9.3.LW-COR.5 - Describe the legal, regulatory and organizational guidelines governing the correction services.

12.9.3.LW-COR.6 - Compare and contrast different career fields in the correction services.

12.9.3.LW-COR.7 - Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment.

12.9.3.LW-COR.8 - Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments.

12.9.3.LW-COR.10 - Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities.

12.9.3.LW-COR.11 - Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.

12.9.3.LW-COR.12 - Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment.

12.9.3.LW-COR.13 - Describe the knowledge and technical skills needed to carry out the day□to□day operations at a correctional facility.

## Interdisciplinary Connections

Please list all and any additional Interdisciplinary Connections/Cross-Curricular New Jersey Student Learning Standards that link to this unit, and which are not included in the NJSLS section above.

**Act as a responsible and contributing citizen and employee.**

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.

**Research to Build and Present Knowledge**

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.

**Integration of Knowledge and Ideas**

LA.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LA.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LA.WHST.11-12.1.B - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

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.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

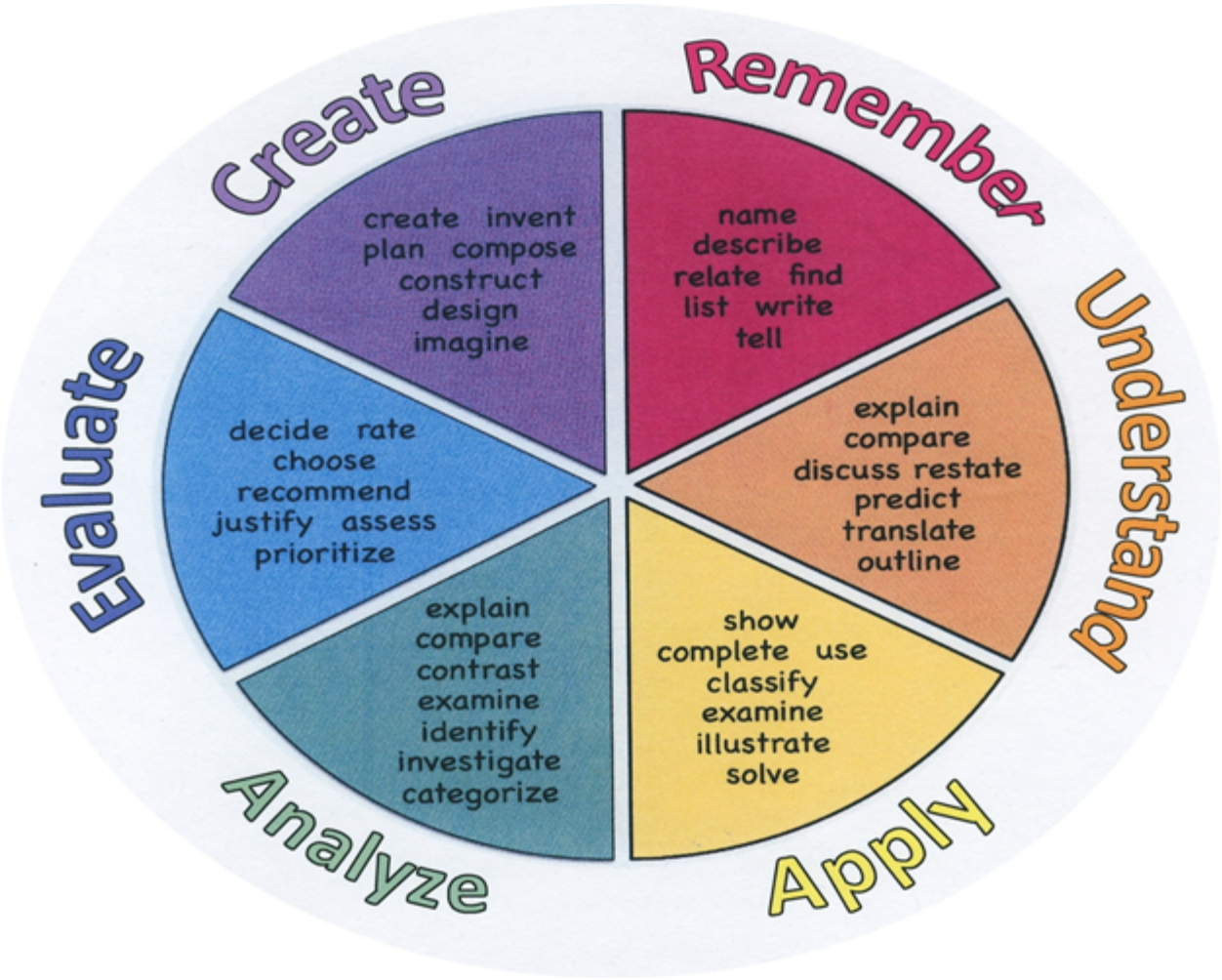
LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

## 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

- Reading and outlining text
- Teacher oriented class discussion
- Use of PowerPoint to reinforce outlines
- Reaction Papers/Current and proposed Laws
- Answering Discussion Questions
- Use of e-learning platform (Google Classroom) to extend learning environment beyond classroom.
- Vocabulary
- Use of Case Studies

## Assessment Evidence - Checking for Understanding (CFU)

- Unit tests including outline review-summative assessment
- Web-Based Assessments using Google Classroom-alternate assessment
- Written Reports including Reaction Papers of current event legal issues
- Teacher Observation Checklist
- Student prepared outlines
- Teacher/Student class discussion
- Oral Presentations/Mock Trial activities-benchmark assessment
- Exit ticket-formative assessment

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys

- Teacher Observation Checklist
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Please list all district-provided Primary Resources & Materials and/or those outside that are accessed with district resources.

- Textbook
- internet
- PowerPoint Software
- E-Learning Platform (Google Classroom)
- Smart T.V.
- Case Reporters
- U.S. Constitution
- New Jersey Statutes Annotated
- New Jersey Administrative Code

## Ancillary Resources

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

- BHS Courtroom
- BHS Law Library

## Technology Infusion

What Technology Infusion and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

- Internet Access

- Library of Congress website
- Lap-top cart/Chromebook
- PowerPoint software
- Smart T.V.
- E-Learning Platform (Google Classroom)



## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- 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. |

## 21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

## Differentiation

Please remember: Effective educational Differentiation in a lesson lies within content, process, and/or product. Please identify the ones that will be employed in this unit.

- Students will be given additional time for completion of assignments or assessments
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trials
- Use of visual and auditory presentations (i.e. PowerPoint, video clips, pictures) to introduce and support lesson delivery

**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)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Students will work in cooperative groups to prepare Unit outline
- Students will use Unit outline to complete Unit assignments and assessments
- Students will work cooperatively to resolve legal disputes using Legal Reasoning problem solving skills

- printed copy of board work/notes provided
- 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)

Please identify the **English Language** Learning adaptations that will be employed in the unit, using the ones identified below.

- Students will work with a peer tutor on Unit assignments and assessments
- Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
- Students and teacher will use translation apps to enable students to focus on selected objectives such as legal vocabulary

- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- Students will be provided with Unit PowerPoint study guide
- Students will be allowed to use study guide/outline on Unit assessments
- Alternate assessments will be used such as Reaction Papers focusing on current events

- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Students will use Legal Reasoning problem solving skills to resolve legal disputes
- Students will work in groups to represent each side of legal dispute and present arguments to student jurors
- Students will identify a current legal issue and present the issue and arguments on class web page for other students to participate in a threaded discussion

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

**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