

Unit 04: Corrections

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **4 Weeks**
Status: **Published**

Brief Summary of Unit

Unit IV enables students to explore how sentencing decisions are made and what the alternatives are: prison, probation, community service. Students will also learn how prisons developed, the theories behind incarceration, problems prisons currently face, and why the U.S. has the largest prison population in the world today. Finally, students will tackle the most hotly debated of all correctional issues: capital punishment.

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely

	readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
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.
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.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Transfer

Essential Questions

- • What is the purpose of punishment?
- • Why do many U.S. states still hold on to capital punishment when most western nations have abandoned the death penalty?
- • Why has the American corrections system often been described as the “prison-industrial complex?”

Essential Understandings

- • America's attitudes on crime and punishment have changed dramatically many times in its history.
- • at present, the American public generally supports "get tough on crime" measures.
- • drug offense felony convictions, plus a leap in violent crime since the 1960s are largely responsible for the high incarceration rate.
- • half of all released prisoners are arrested again within three years (recidivism).
- • it costs the U.S. over \$30 billion each year to house prisoners and build new prisons.
- • severe overcrowding has led to more experimentation with alternatives to incarceration.
- • the Supreme Court's 1972 ruling that there did not seem to be any consistency in the application of the death penalty caused a short moratorium followed by renewed climb in the execution rate.
- • U.S. corrections have been moving away from rehabilitation, to incapacitation and deterrence.

Students Will Know

- • how and why the U.S. has come to have the largest prison population in the world.
- • how to extrapolate general statements about the U.S. prison system from statistics.
- • key terms such as incapacitation, penitentiary, Pennsylvania System, Elmira System, determinate-indeterminate sentencing, "three strikes" laws, truth in sentencing.
- • the factors that influence types of sentencing.
- • the history of punishment in the U.S.
- • the need for alternatives to prison.
- • the processes of probation and parole.
- • the pros and cons of the capital punishment question.

Students Will Be Skilled At

Evidence/Performance Tasks

- • analyze primary sources and handouts through discussion and writing.
- • be able to succinctly answer the essential overarching questions.
- • be evaluated for their contributions in a well-researched class debate on the effectiveness of the correctional system, specifically incapacitation v. rehabilitation. The same can be done in a class pro-con debate on the death penalty.
- • be observed and assessed by the teacher in general subject discussions.
- • design their own graphic organizers comparing and contrasting the theories of correction, or, the security levels found in prisons.

- • examine landmark Supreme Court decisions that have impacted the corrections system and the application of capital punishment.
- • interpret editorial cartoons commenting on our corrections system.
- • take objective tests and quizzes on key terms, concepts, historical trends, and theories of correction.

Learning Plan

- • Administer the unit test.
- • Discuss the five purposes of punishment.
- • Discuss the several alternatives to incarceration (probation, high-tech house arrest, etc.)
- • Discuss the various factors that influence sentencing and the role of the judge and jury in all of this.
- • Examine all aspects of U.S. incarceration statistics, to be able to grasp the enormity of the problem.
- • Formally research and debate the pros and cons of capital punishment and the theories that support or undermine it.
- • Have students contact (via web or other) the Union County Sheriff's Department for information on its SLAP community service program.
- • Informally debate the pros and cons of collective v. selective incapacitation.
- • Introduce the unit and explain its organization.
- • Outline key terms, references, themes, theories, ideas, and the trends in corrections.
- • Outline the history of punishment and corrections in America.
- • Preview the essential questions and connect to learning throughout the unit.
- • Sum-up by asking the class for ideas to improve the corrections system and lower the incarceration rate in America (oral and written).

Materials

- Court TV: Alaska State Prison (video/maximum security prison in a unique setting)
- NJ Department of Corrections and Union County Sheriff's Department web sites.
- Scared Straight (video/Rahway State Prison Lifer's Program)
- Scared Straight Ten Years After (video/results of the Rahway State Prison Lifer's Program)
- The Capital Punishment Debate. Newsweek Educational Program News Source, 2002.
- Capital Punishment. Raphael Goldman. Congressional Quarterly's Vital Issue Series, Congressional Quarterly Press, Washington, DC, 2002.
- Crime and the Law. Maxine Phillips. The Peoples Publishing Group, Inc., Saddlebrook, NJ, 1995.
- Test: Criminal Justice in America. 4th ed., Marshall Croddy, Bill Hayes, Todd Clark. Constitutional Rights Foundation, Los Angeles, CA, 2005.

Suggested Strategies for Modifications

- • Prison in the Classroom. Have students simulate living in a prison cell, with marked-off 9' x 6' areas including a bunk bed, table, etc. At first, two students occupy the space, then keep adding more "inmates" until it reaches four to five per cell. Debrief. What does overcrowding feel like and how might it cause conflicts?
- • Two-person teams. Research and role-play (act out / scripted) probationer – probation officer scenarios, including submission of researched probation reports.
- • Visual, hands-on learners would benefit from their creating colorful, informative educational posters on the many different New Jersey correctional institutions (location, size, security level, inmate population, layout, programs, etc.)