

# Fundamentals of Criminal Justice - Unit 1 - The Police

## Unit Focus

In this first unit of study students will be introduced to the criminal justice process of police, court and corrections. This unit focuses on the first part of the process, the police. The unit will revolve around being able to protect an individual's rights while protecting the community and delivering justice to those who have violated the law. Students will learn about Packer's two models of criminal justice; crime control and due process, and apply those models throughout the unit. The learning activities center around the 4th amendment, search and seizure and the exclusionary rule. The PBA has students acting as both a prosecuting attorney and defense attorney for a case involving a search without a warrant to determine if the search was reasonable.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Goals and Standards</b>  <i>Business Law : 12</i></p> <ul style="list-style-type: none"> <li>Analyze and solve ethical and legal problems. <i>BL.1.1.1.1</i></li> <li>Analyze the specific cases by stating facts, finding the legal questions, applying the laws, and resolving the issues. <i>BL.1.2.1.1</i></li> <li>Analyze the reasons that certain cases reach the U.S. Supreme Court. <i>BL.1.3.1.1</i></li> </ul> <p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 12</i></p> <ul style="list-style-type: none"> <li>Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. <i>D2.Civ.11.9-12.</i></li> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences. <i>D2.Civ.13.9-12.</i></li> </ul> <p><b>Common Core</b>  <i>English Language Arts: 9-10</i></p> <ul style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <i>CCSS.ELA-LITERACY.W.9-10.1.A</i></li> </ul>	<p><b>T1</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary.  <b>T2</b> Demonstrate professionalism through exhibiting attentiveness, growing from feedback, and adhering to industry standards (safety).</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><b>U1</b> Law is a system of rules enforced through local, state, and national governments that govern politics, economics, and society.  <b>U2</b> Criminal justice is a complex integration of structures and processes that must operate independently and cooperatively to ensure the overall stability of society while protecting the safety of its members, their rights and property on a day-to-day basis.  <b>U3</b> The main components of the criminal justice system- law enforcement, courts, corrections, - exist at all three levels of government in the United States: local, state, and federal.</p>	<p><b>Q1</b> How do criminal justice systems balance the safety of the community with the need to protect individual rights?  <b>Q2</b> How does the amount of criminal activity affect and change the way we view the criminal justice system?</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. <i>CCSS.ELA-LITERACY.W.9-10.1.B</i></li> <li>Provide a concluding statement or section that follows from and supports the argument presented. <i>CCSS.ELA-LITERACY.W.9-10.1.E</i></li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <i>MM.1.3</i></li> </ul> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> <li>Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. <i>MM.5.2</i></li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><b>K1</b> Packer's Two Models of Criminal Justice: Crime control, due process</p> <p><b>K2</b> 4th Amendment Rights</p> <p><b>K3</b> Reasonable searches: plain view, exigent circumstances, reasonable suspicion</p> <p><b>K4</b> 7 Elements of a crime: Harm, Legality, Actus reus, Mens rea, Causation, Concurrence, Punishment</p> <p><b>K5</b> Exclusionary rule: evidence obtained illegally is not permissible in trial</p>	<p><b>S1</b> Identify characteristics of the crime control model and due process model in a given criminal case.</p> <p><b>S2</b> Apply the fourth amendment to determine if a search is legal based on it being reasonable</p> <p><b>S3</b> Apply the seven elements of a crime to determine if a crime exists.</p> <p><b>S4</b> Debate the merits of the exclusionary rule as it relates to the balance of protecting individual rights while delivering criminals justice.</p>