

Fundamentals of Criminal Justice - Unit 2 - The Courts and Corrections

Unit Focus

The criminal justice process consists of police, court, and corrections. Unit 1 looked at the police process, and unit 2 looks at court and corrections processes in the criminal justice system. Students will learn about the arrest process, and how a criminal progresses through the court system. The students will continue to apply what they learned about the two models of criminal justice (crime control and due process) throughout the unit as they evaluate and identify issues and problems with our current system. The PBA has students acting as a consultant for the United States criminal justice process, and comparing our process and individual rights against another country's criminal justice program, and highlighting strengths and weaknesses of our system as compared to another country.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Business Law : 12</i></p> <ul style="list-style-type: none"> Analyze and solve ethical and legal problems. <i>BL.1.1.1.1</i> 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> <p>C3 Framework for Social Studies State Standards <i>Social Studies: 12</i></p> <ul style="list-style-type: none"> 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> Evaluate public policies in terms of intended and unintended outcomes, and related consequences. <i>D2.Civ.13.9-12.</i> <p>Common Core <i>English Language Arts: 9-10</i></p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>CCSS.ELA-LITERACY.RI.9-10.1</i> Introduce a topic; organize complex ideas, concepts, and information to make important 	<p>T1 Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</p>	
	<p style="text-align: center;">Meaning</p>	
	<p style="text-align: center;">Understanding(s)</p>	<p style="text-align: center;">Essential Question(s)</p>
	<p>U1 The efficacy of the justice process is a consistently debated topic. U2 The correctional system serves to provide punishment, deterrence, and rehabilitation, while at the same time not preventing recidivism. U3 Courtroom procedure guarantees an equal, fair, and professional trial that demonstrates a functioning court system.</p>	<p>Q1 How do criminal justice systems balance the safety of the community with the need to protect individual rights? Q2 How does the amount of criminal activity affect and change the way we view the criminal justice system? Q3 Does the American legal process provide justice for all parties? What would make the court process fair for all participants? Q4 How effective is the correctional system in the United States?</p>
	<p style="text-align: center;">Acquisition of Knowledge and Skill</p>	
	<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skill(s)</p>
<p>K1 5th Amendment Rights K2 The court process and points of exit K3 How a jury gets selected (voir dire) K4 Plea bargain</p>	<p>S1 Interpret the fifth amendment of the U.S. Constitution to identify the rights it provides an individual accused of a crime S2 Evaluate our criminal justice system pertaining to a</p>	

Stage 1: Desired Results - Key Understandings

<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <i>CCSS.ELA-LITERACY.W.9-10.2.A</i></p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <i>CCSS.ELA-LITERACY.W.9-10.2.F</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • 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> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences. <i>MM.5.1</i> 	<p>K5 Packer's two models of criminal justice: crime control and due process.</p>	<p>specific legal issue. S3 Diagram the criminal justice process and its points of exit S4 Interpret how our society's political beliefs affect the criminal justice process?</p>
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