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)

Connecticut Goals and Standards
Business Law : 12

- Analyze and solve ethical and legal problems. *BL.1.1.I.1*
- Analyze the specific cases by stating facts, finding the legal questions, applying the laws, and resolving the issues. *BL.1.2.I.1*

C3 Framework for Social Studies State Standards
Social Studies: 12

- Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. *D2.Civ.11.9-12.*
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. *D2.Civ.13.9-12.*

Common Core
English Language Arts: 9-10

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *CCSS.ELA-LITERACY.RI.9-10.1*
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. *CCSS.ELA-LITERACY.W.9-10.2.A*
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

Transfer

Students will be able to independently use their learning to...
T1 Communicate effectively based on purpose, task, and audience using appropriate vocabulary.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **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.	*Students will keep considering...* **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?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** 5th Amendment Rights **K2** The court process and points of exit **K3** How a jury gets selected (voir dire)	*Students will be skilled at...* **S1** Interpret the fifth amendment of the U.S. Constitution to identify the rights it provides an individual accused of a crime

Stage 1: Desired Results - Key Understandings		
articulating implications or the significance of the topic). *CCSS.ELA-LITERACY.W.9-10.2.F* **Madison Public Schools Profile of a Graduate** • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	**K4** Plea bargain **K5** Packer's two models of criminal justice: crime control and due process.	**S2** Evaluate our criminal justice system pertaining to a 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?