

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Social Studies	Course:	Criminal Justice	Unit 4 Title:	Corrections	Date Created:	
Assessed Trimester:	1	Pacing:	11-16	Grade Level(s):	11-12	Last Revision Date:	

<b>Course Understandings:</b> <i>Student will understand that:</i> <ul style="list-style-type: none"><li>the criminal justice system in america is an ever evolving system which adapts to our changing culture</li><li>the role of the criminal justice system is a balance between individual rights and public safety.</li><li>as technology has advanced the criminal justice system has advanced as well.</li></ul>
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals		
Individuals in a republic have rights, duties and responsibilities. <ul style="list-style-type: none"><li>9.1.3.4.1 Analyze the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; compare and contrast these with rights in the Minnesota Constitution.</li><li>9.1.3.4.3 Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation.</li><li>9.1.3.4.4 Explain the current and historical interpretations of the principles of due process and equal protection of the law; analyze the protections provided by the Fourteenth Amendment.</li></ul> Citizenship and its rights and duties are established by law. <ul style="list-style-type: none"><li>9.1.3.5.1 Define the legal meaning of citizenship in the United States, describe the process and requirements for citizenship, and explain the duties of citizenship including service in court proceedings (jury duty) and selective service registration (males).</li></ul> The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems). <ul style="list-style-type: none"><li>9.3.3.7.3 Explain how social, political and economic processes influence the characteristics of places and regions.</li></ul> Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. <ul style="list-style-type: none"><li>9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretation</li></ul> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none"><li>11.12.1.1 Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li></ul> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none"><li>11.12.2.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li></ul> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <ul style="list-style-type: none"><li>11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.</li></ul> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"><li>11.14.1.1 Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and credible 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.</li></ul> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"><li>11.14.2.2 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.</li></ul>		
Transfer		
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none"><li>Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare.</li></ul>		
Meaning		
Unit Understanding(s):  Students will understand that: <ul style="list-style-type: none"><li></li></ul>	Essential Question(s):  Students will keep considering: <ul style="list-style-type: none"><li>How is the criminal justice system reactive in nature?</li><li>How have contemporary Supreme Court decisions changed the balance of individual rights and public safety in society?</li><li>Evaluate how new technology has changed the criminal justice system?</li></ul>	
Acquisition		
Knowledge - Students will: <ul style="list-style-type: none"><li>Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation.</li><li>Explain the current and historical interpretations of the principles of due process and equal protection of the law; analyze the protections provided by the Fourteenth Amendment. Citizenship and its rights and duties are established by law.</li><li>Define the legal meaning of citizenship in the United States, describe the process and requirements for citizenship, and explain the duties of citizenship including service in court proceedings (jury duty) and selective service registration (males).The characteristics, distribution and complexity of the</li></ul>	Reasoning - Students will: <ul style="list-style-type: none"><li>Analyze the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; compare and contrast these with rights in the Minnesota Constitution.</li></ul>	Skills - Students will: <ul style="list-style-type: none"><li>Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretation</li></ul>

earth's cultures influence human systems (social, economic and political systems). <ul style="list-style-type: none"><li>Explain how social, political and economic processes influence the characteristics of places and regions.Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</li></ul>		

<b>Common Misunderstandings</b> <ul style="list-style-type: none"><li>Criminal Justice terminology is universal (probation/parole, jail/prison)</li><li>Judges work independently when sentencing an offender</li></ul>	<b>Essential new vocabulary</b> <ul style="list-style-type: none"><li>retribution</li><li>rehabilitation</li><li>deterrence</li><li>incapacitation</li><li>prison</li><li>jail</li><li>types of sentencing (determinate, indeterminate, mandatory)</li><li>department of corrections</li><li>boot camp</li><li>community service</li><li>sentencing guidelines</li><li>electronic monitoring</li><li>restitution</li><li>treatment</li></ul>
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