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| <b>Course:</b> IP 11 Public Safety I                                                                                                                                                                                                                                                                                                                                                                    | <b>Semester:</b> TBD               |
| <b>Unit:</b> 4.0 - Court System                                                                                                                                                                                                                                                                                                                                                                         | <b>Duration of Unit:</b> 5.5 hours |
| <b><i>PLC Question One: What do we want all students to know and be able to do?</i></b>                                                                                                                                                                                                                                                                                                                 |                                    |
| <b>Main North Carolina Standards:</b> <ul style="list-style-type: none"> <li>4.0 - Understand the Court System</li> </ul>                                                                                                                                                                                                                                                                               |                                    |
| <b>Supporting Standards (if any):</b> <ul style="list-style-type: none"> <li>1.0 - Understand basic concepts of public Safety</li> </ul>                                                                                                                                                                                                                                                                |                                    |
| <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What type of court system do we have in the United States?</li> <li>How does the court system work as a part of the criminal justice system?</li> </ul>                                                                                                                                                                              |                                    |
| <b>Student-Friendly Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe the types of court systems used in the United States.</li> <li>I can describe the roles and responsibilities of the courtroom members.</li> <li>I can identify the core members of the courtroom.</li> <li>I can list qualifications and educational requirements for key courtroom members.</li> </ul> |                                    |
| <b>Essential Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                             |                                    |
| <b>Key Academic Vocabulary:</b> magistrate, hearing, appeal, dispute, resort, trial, plea-bargain, justice, discretion, indigent, oath, testify, plead, sentence                                                                                                                                                                                                                                        |                                    |
| <b>Scaffolded (Review) Academic Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                         |                                    |
| <b><i>PLC Question Two: How will we know when students have learned?</i></b>                                                                                                                                                                                                                                                                                                                            |                                    |
| <b>Assessment and Evidence</b>                                                                                                                                                                                                                                                                                                                                                                          |                                    |
| <b>Classroom Assessments:</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>WebQuest: Legal Services</li> <li>Vocabulary quiz</li> <li>Summative Assessment</li> </ul>                                                                                                                                                                                                                     |                                    |

| Proficiency Scales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |
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| Score 4.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>The student will be able to:</i> <ul style="list-style-type: none"><li>● Demonstrate the court process from the position of one of the key players in the courtroom</li><li>● Diagram the dual court systems used in the United States</li></ul>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| Score 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>The student will be able to:</i> <ul style="list-style-type: none"><li>● Understand the dual court systems used in the United States</li><li>● Describe the roles and responsibilities of the courtroom members</li><li>● Identify the qualifications of the members of the courtroom</li></ul>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                  |
| Score 2.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>The student will be able to:</i> <ul style="list-style-type: none"><li>● Have a basic understanding of the court process</li><li>● Know who the core members of the courtroom are</li></ul>                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                  |
| Planning Question: How will teachers facilitate the learning?                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |
| Daily Lesson Planning<br><i>Segments are approximately 30 minutes in length</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Daily Reminders:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Resources & Equipment                                                                                                                                                                                                                                                                 |
| <b>Segment 1 - Vocabulary Introduction</b><br><b>Time:</b> 30 min<br><br><b>Opening/Sponge/Motivator:</b> <ul style="list-style-type: none"><li>● Explain how Word Searches help learn the structure and spelling of new words</li></ul><br><b>Activity:</b> <ul style="list-style-type: none"><li>● Word Search - (Click on Link)</li></ul><br><b>Assessment:</b><br><br><b>Closure:</b> <ul style="list-style-type: none"><li>● Explain that some people may need more time to finish but to move onto the Crossword</li></ul> | <b>Engagement:</b> <ul style="list-style-type: none"><li>● Remind students to stay on task and bring up assignment as completed</li></ul><br><b>Student Interactions:</b> <ul style="list-style-type: none"><li>● You might allow ESL or SE students to work with peer mentors or in small groups</li><li>● Word searches can be very difficult and frustrating for some students - particularly dyslexia</li></ul><br><b>Student Reminders</b> <ul style="list-style-type: none"><li>● Remind students to stay on task as there is more to the assignment</li></ul> | <ul style="list-style-type: none"><li>● <a href="#">Word Search</a></li><li>● <a href="#">word Search Answer Key</a></li><li>● Highlighter/pen/pencil</li><li>● <a href="#">Instructor copy of vocabulary list</a> (<i>not for student handout unless using for students with IEP</i>)</li></ul> |

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| <p><b>Segment 2</b><br/> <b>Time:</b> 30 Min</p> <p><b>Opening/Sponge/Motivator:</b></p> <ul style="list-style-type: none"> <li>Explain the crossword is a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Crossword Puzzle</li> </ul> <p><b>Assessment:</b></p> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Explain that some people might need more time to finish but move on to the next segment</li> </ul>                                                       | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task and bring up assignment as completed</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>You might allow ESL or SE students to work with peer mentors on in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task as there is more to this assignment</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Crossword</a></li> <li><a href="#">Crossword Answer Key</a></li> <li>Pen/pencil</li> </ul>                                     |
| <p><b>Segment 3</b><br/> <b>Time</b> - 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Explain the importance of breaking words down and dissecting for further understanding</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Vocabulary flashcards using the Frayer Model of flashcards</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Flashcards are graded</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Explain that some people might need more time to finish but move on to next segment</li> </ul> | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>explain and show examples of Frayer Model flashcards</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task</li> </ul>                                                     | <ul style="list-style-type: none"> <li><a href="#">Frayer Model of flashcards</a></li> <li><a href="#">Frayer Model of Flashcards explanation</a></li> <li>Index cards</li> </ul> |

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| <p><b>Segment 4</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Discuss the importance that the court system plays in the criminal justice process</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Lecture - Court System</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Check for understanding</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Cold call on students to review the material covered</li> </ul> | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Engage students during presentation of slides</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students should be interacting through open discussion and feedback during presentation to ensure understanding</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students that information in this presentation will be tested</li> </ul>                                                                    | <ul style="list-style-type: none"> <li><a href="#">PowerPoint - Court System</a></li> <li>Computer/smartboard</li> <li>White Board</li> </ul> |
| <p><b>Segment 5</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Give instructions for completing webquest</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Begin WebQuest: Legal Services</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>WebQuest can be graded for accuracy</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Continue to next segment</li> </ul>                                                  | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Students will be working individually</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task, and that this material may be covered in a test</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">WebQuest assignment</a> (this could be digital or paper copy)</li> </ul>                   |

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| <p><b>Segment 6</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Continue from previous segment</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Complete WebQuest: Legal Services</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>WebQuest can be graded for accuracy</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Explain that students may need more time to complete the webquest, but move on to next segment</li> </ul>                                               | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Students will be working individually</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Walk among the students as they complete the webquest, giving assistance where needed</li> <li>You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students to stay on task, and that this material may be covered in a test</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">WebQuest assignment</a> (this could be digital or paper copy)</li> </ul>                      |
| <p><b>Segment 7</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Ask students to name different members of the courtroom, and if they know what their job is in the courthouse.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Lecture - Courtroom Roles</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Check for understanding</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Discuss how all courtroom personnel work together for one common goal - justice.</li> </ul> | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Engage students during presentation of slides</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Students should be interacting through open discussion and feedback during presentation to ensure understanding</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students that information in this presentation will be tested</li> </ul>                                                                    | <ul style="list-style-type: none"> <li><a href="#">PowerPoint - Courtroom Roles</a></li> <li>Projector/smartboard</li> <li>Whiteboard</li> </ul> |

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| <p><b>Segment 8</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>• Prepare students for the quiz</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Teacher-made vocabulary quiz</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Grade quiz for accuracy. (<b>Optional:</b> <i>you may consider allowing students to take the quiz multiple times until they can score 100 - this ensures they see the words and definitions repeatedly and increases familiarity</i>)</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Move on to next segment</li> </ul> | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Students will be working individually on the quiz</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Walk among students to ensure academic integrity</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind students that this information could be on a final test</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>• Teacher should make his/her own vocabulary quiz and answer key</li> </ul>                                                                                             |
| <p><b>Segment 9</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Review</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Check for understanding</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Review study strategies</li> </ul>                                                                                                                                                                                                                                                            | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Students are actively engaged in the review process by participating individually or in groups depending on the activity</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>• Guide the activity with the students' participation</li> <li>• You might allow ESL or SE students to work with peer mentors or in small groups</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>• Remind the students to study</li> </ul> | <ul style="list-style-type: none"> <li>• Ideas for Review games: <ul style="list-style-type: none"> <li>○ Quizlet.com</li> <li>○ Quizizz.com</li> <li>○ Jeopardy</li> <li>○ Trasketball</li> </ul> </li> </ul> |

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| <p><b>Segment 10</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Review test taking strategies</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Unit 4 Summative Assessment (teacher made)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Grade for accuracy</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Prepare students for next Unit</li> </ul> | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Students will be working individually on the test</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Walk among students to ensure academic integrity</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students that this information could be on a final exam</li> </ul> | <ul style="list-style-type: none"> <li>Teachers can access quiz/test questions using the unsecured item bank in SchoolNet for standard 4 OR create their own review/test from the information in the assignments and lecture material from this unit</li> </ul> |
| <p><b>Segment 11</b><br/> <b>Time:</b> 30 min</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Review test taking strategies</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Unit 4 Summative Assessment (teacher made)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Grade for accuracy</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Prepare students for next Unit</li> </ul> | <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Students will be working individually on the test</li> </ul> <p><b>Student Interactions:</b></p> <ul style="list-style-type: none"> <li>Walk among students to ensure academic integrity</li> </ul> <p><b>Student Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students that this information could be on a final exam</li> </ul> | <ul style="list-style-type: none"> <li>Teachers can access quiz/test questions using the unsecured item bank in SchoolNet for standard 4 OR create their own review/test from the information in the assignments and lecture material from this unit</li> </ul> |

| <b>PLC Question Three: What will we do when students have not learned?</b>                                                               |  |
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| <b>Interventions</b>                                                                                                                     |  |
| <ul style="list-style-type: none"> <li>• Reteach</li> <li>• Recovery</li> <li>• Peer teach</li> <li>• Alternative assignments</li> </ul> |  |
| <b>PLC Question Four: What will we do when students have learned?</b>                                                                    |  |
| <b>Enrichment</b>                                                                                                                        |  |
| <b>Additional Information Related to the Unit:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                   |  |
| <b>SkillsUSA Connection(s):</b> <ul style="list-style-type: none"> <li>• Apply knowledge through the SkillsUSA Framework</li> </ul>      |  |
| <b>Notes:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                        |  |

### **Pacing from a comprehensive high school with 85-90 minute class periods on a block schedule:**

#### **Week 1**

1. Vocabulary activities
2. Lecture - Court System  
WebQuest: Legal Services
3. Lecture - Courtroom Roles  
Vocabulary Quiz  
4.0 Review Games
4. Summative Assessment