

CRIMINAL LAW: LEGAL CAREERS LESSON PLAN

Course Name: Criminal Law	Semester: TBD
Course Section: Legal Careers in Criminal Law	Duration of this course section: 7 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
<u>Objectives covered from the course outline:</u> ChatGPT	
1. Understanding Legal Principles: Students will comprehend fundamental legal concepts relevant to public safety, including constitutional rights, criminal law, and civil law. 2. Exploring Law Enforcement Practices: Students will examine the roles and responsibilities of law enforcement officers in Arizona, including patrol procedures, investigations, and community policing strategies. 3. Analyzing Court Procedures: Students will analyze the criminal justice process in Arizona, from arrest and booking to trial and sentencing, with a focus on legal procedures and rights protections. 4. Examining Legal Issues in Public Safety: Students will investigate contemporary legal issues impacting public safety in Arizona, such as use of force policies, search and seizure laws, and juvenile justice reform. 5. Applying Legal Knowledge to Case Studies: Students will apply legal principles learned in class to real-world case studies and scenarios, demonstrating their ability to analyze and interpret legal issues in public safety contexts.	
<u>Supporting Objectives (if any):</u> ChatGPT	
1. Learning Basic Laws: Understand simple rules and laws that help keep us safe, like stopping at red lights and not taking things that don't belong to us. 2. Exploring Police Jobs: Learn about police officers and how they help our community, like helping lost people find their way home and catching bad guys who break the rules. 3. Understanding Court Stuff: Figure out what happens in a court when someone breaks a rule, like how judges decide who's right and who's wrong and what the consequences are for breaking the rules. 4. Talking About Safety: Talk about important safety things like how to be safe when playing outside or what to do if we see someone we don't know.	

5. Thinking About Real Situations: Think about stories and situations where people need help from the law, like what happens if someone's bike gets stolen or if someone needs help finding their pet.

Essential Questions:

- What different jobs can you have in the criminal law field, and what education, training, and skills do you need to excel in those roles?
- How do you effectively prepare for a job interview in the criminal law field, ensuring you showcase both your legal knowledge and your interpersonal skills, and what strategies do you employ to handle common interview questions specific to legal careers?

Student-Friendly Learning Targets (*Learning Targets are based on the “Competencies” in the course outline):

Standard 1:

- I can list and describe common criminal law careers
- I can determine the skills, education, and training expected for common legal careers.
- I can list participants in the court system and their roles.

Standard 2:

- I can draft a resume
- I can draft a list of training and accomplishments I plan to have accomplished by your first legal interview.
- I can describe what steps are necessary to achieve my desired training and accomplishments.
- Demonstrate effective and professional communication during a mock interview.

Essential Vocabulary

Key Academic Vocabulary:

- Probation
- Attorney
- Criminal Statute
- Plea Bargain
- Legal Precedent
- Arraignment
- Bail
- Paralegal
- Clerk of the Court
- Court reporter
- Defendant

- Prosecution
- Victim
- Bailiff
- Witness
- Legal Expert
- Cross Examine
- Discovery
- Evidence
- Jury
- Grand Jury
- Indictment
- Miranda Rights
- Sentencing
- Pre-trial
- Judge
- Magistrate
- Pro se
- Defense Attorney

Scaffolded/Review Academic Vocabulary:

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PLC Question Two: How will we know when students have learned?

Assessment and Evidence

Vocabulary Activities, Projects, Worksheets, Summative Assessment

Classroom Assessments:

Proficiency Scales

Score 4.0	<u>The student will:</u> • Demonstrates an exceptional understanding of criminal statutes, providing a comprehensive definition and demonstrating the ability to analyze their implications in intricate legal scenarios. • Provides an exceptional and comprehensive definition of Miranda Rights, showcasing an understanding of its role in the criminal justice system. • Provides a comprehensive definition of probation, showcasing an ability to analyze its impact on the criminal justice system comprehensively.		
Score 3.0	<u>The student will:</u> • <i>Displays an understanding of criminal statutes, offering explanations and showcasing how they impact legal systems.</i> • <i>Offers an explanation of Miranda Rights, illustrating an in-depth understanding of its legal implications and historical context.</i> • <i>Offers an explanation of probation, illustrating a deep understanding of its role in rehabilitation and community supervision.</i>		
Score 2.0	<u>The student will:</u> Provide a basic description of the legal system. Displays an understanding of the roles of different careers in the legal system. Demonstrate a basic understanding of the purpose of Miranda Rights, the historical importance, and origins.		
<u>Planning Question: How will teachers facilitate the learning?</u>			
<u>Lesson Outline</u>		<u>Engagement and Application</u>	<u>Links to lesson materials and resources</u>
<u>Segment #1</u> <u>Time</u> - 50 min total, Slides 1-11. Slideshow Link:  Criminal Court Careers <u>Opening/Sponge/Motivator (15 minutes)</u> • Initiate the lesson with a discussion on the significance of legal careers in criminal law. • Share compelling case studies related to criminal law to capture students' interest.		<u>How are students being engaged?</u> <u>Think and Write:</u> notes on google doc, discussion at tables, think-pair-share <u>Discuss and Decide:</u> Answer essential questions on Google doc and share to Google classroom	• Student laptops • Slide Show: Slides 1-11 • Slideshow link:  Criminal Court Careers

● Encourage students to express any pre-existing interest or curiosity about pursuing legal careers. <u>Activity (20 minutes)</u> ● Group discussion on the role of the judge in criminal court ● Group discussion on courtroom management <u>Assessment (15 minutes)</u> Answer essential questions on their notes that will be turned in to Google Classroom <u>Closure (10 minutes)</u> Teacher summarizes the main points of today's lesson, briefly discussing tomorrow's legal careers of police, detectives and their qualifications.	<u>How are students applying what they learn?</u> In preparation for later this week, student will choose one career discussed in class to participate in the Mock Trial exercise	
<u>Segment #2</u> <u>Time</u> -50 min total, slides 12-21.  Criminal Court Careers <u>Opening/Sponge/Motivator</u>- 10 min- Slideshow, students take notes in Google doc <u>Activity</u> -15 min. At your tables, discuss and decide on a list of 5 qualifications to be a police officer, and 2 to be a detective. Be ready to share with the class. 7 minutes to discuss and decide, 8 minutes to share with class.	<u>How are students being engaged?</u> Group discuss and decide, sharing with class, writing their own questions for later in the week <u>How are students using/applying what they learn?</u> ● Answering essential questions in Google doc, writing possible questions for later in the week	● Student lap tops ● Slide Show: Slides 12-21 ● Slideshow link: 

<u>Assessment-</u> 20 min- Answer essential questions on notes Google doc, students write three questions they think relate the lesson to check for understanding later in the week <u>Closure-</u> 5 min- Teacher summarizes main points of today's lesson, briefly discussing tomorrow's legal careers of prosecutors and defense attorneys, as well as their qualifications.		
<u>Segment #3</u> <u>Time</u> - 50 min total, slides 22-34.  Criminal Court Careers <u>Opening/Sponge/Motivator-</u> 10 min-Slideshow, students take notes in Google doc <u>Activity</u> - 15 min. Partner with groups of three and discuss the role that the entertainment industry takes in the understanding that prosecutors and defense attorneys play in the criminal court system. Determine if these roles are being accurately portrayed or embellished. <u>Assessment-</u> 20 min- Answer essential questions on notes Google doc, students write three questions they think relate the lesson to check for understanding later in the week <u>Closure</u> - Teacher summarizes main points of today's lesson, briefly discussing tomorrow's legal careers of paralegals and probation officers, as well as their qualifications.	<u>How are students being engaged?</u> Group discussion on television shows and movies they have watched and determine how realistic those shows are. <u>How are students using/applying what they learn?</u> • Relating to real and accurate representation of the role of prosecutors and defense attorneys.	• Student laptops • Slide Show: Slides 22-34 • Slideshow link:  Criminal Court Careers

<u>Segment #4</u> <u>Time</u> - 50 min total, slides 35-45.  Criminal Court Careers <u>Opening/Sponge/Motivator</u> 10 min-Slideshow, students take notes in Google doc <u>Activity</u> 15 min- group discussion on the roles that both paralegals and probation officers are expected to contribute during a criminal trial. Write three questions on the qualifications of both paralegals and probation officers. <u>Assessment</u> - 20 min- Answer essential questions on notes Google doc, students write three questions they think relate the lesson to check for understanding later in the week <u>Closure</u> Teacher summarizes main points of today's lesson, briefly discussing tomorrow's mock trial exercise and assigns roles to students participating.	<u>How are students being engaged?</u> Group discussions on what a paralegal working with a defense attorney's responsibilities are during a trial. Group discussion on what a court is expecting from the probation officer to contribute to the court process. <u>How are students using/applying what they learn?</u> Using information to determine the proper roles that paralegals and probation officers can contribute to the court system.	- Student laptops - Slide Show: Slides 35-45 - Slideshow link:  Criminal Court Careers
<u>Segment #5</u> <u>Time</u> - 48 min total. Slides 46-53. Intro to resumes slides, 8 min. Build current resume 15 min. Choose legal career and build future resume 15 min. Closure and assessment questions 10 min.  Criminal Court Careers	<u>How are students being engaged?</u> Students will be actively participating by building their current resume, then choosing a legal career and building an example future resume. <u>How are students using/applying what they learn?</u>	- Student laptops - Slide Show: Slides 46-53 - Slideshow link:  Criminal Court Careers

Opening/Sponge/Motivator 5 min- Arrange classroom resemble classroom to include judges bench, witness box, attorney's tables, and jury seating Activity - Intro to resumes slides, 8 min. Build current resume 15 min. Choose a legal career and build a future resume 15 min. Closure and assessment questions 10 min. Assessment Students will complete a Google Doc about answering the question of what was something that they did not know about the court process that they now know after this activity Closure Teacher summarizes main points of today's lesson, and explains the importance of a fair and just court system.	• Apply practical skills that will translate into better knowledge in their role in the court system.	
<i>PLC Question Three: What will we do when students have not learned?</i> Interventions • Reteach and review on designated day by school. If no school reteach day, designate one day per quarter for reteach and enrichment.		
<i>PLC Question Four: What will we do when students have learned?</i> Enrichment • Have student write possible test questions, research case studies for mock trial.		
SkillsUSA Connection(s): • CSI and Law Enforcement Competitive Events Notes: •		

Pacing from a high school with 50 minute class periods.