

Course: Law Enforcement	Semester: TBD
Unit: Understand Law, Criminal Justice and Trial Proceedings	Duration of Unit: 3 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main Standards: <ul style="list-style-type: none"> 2.02 Understand the criminal justice system 	
Supporting Standards (if any):	
Essential Questions: <ul style="list-style-type: none"> Who are the key players in a courtroom? Which entities make up the criminal justice system? 	
Student-Friendly Learning Targets: <ul style="list-style-type: none"> I Can list the components of the criminal justice system I Can differentiate between the roles and responsibilities of members of the courtroom I Can describe the pre-trial and court process 	
Essential Vocabulary	
Key Academic Vocabulary: <ul style="list-style-type: none"> Criminal Justice System, Police, Court, Corrections, Booking, Prosecutor, Defendant, Charging Document, Indictment, Misdemeanor, Felony, Grand Jury, Perpetrator, Plea Bargain, Verdict, Jury, Dual Court System, Judicial System, 	
Scaffolded (Review) Academic Vocabulary:	
<i>PLC Question Two: How will we know when students have learned?</i>	
Assessment and Evidence	
Classroom Assessments: <ul style="list-style-type: none"> Vocabulary Legal Terms Worksheet Quiz (optional) 	

Proficiency Scales		
Score 4.0	<i>The student will:</i> <ul style="list-style-type: none">● be able to diagram the court structure and describe each part● be able to describe each role of the courtroom members, and how they interact with each● be able to fully explain the criminal justice system, and how each part relates to the other	
Score 3.0	<i>The student will:</i> <ul style="list-style-type: none">● be able to describe the components of the criminal justice system● be able to describe the court structure	
Score 2.0	<i>The student will:</i> <ul style="list-style-type: none">● be able to list the main members of a courtroom● be able to list the three main components of the criminal justice system	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
<p>Segment 1 Vocabulary Introduction Time - 30 min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none">● Bell Ringer: students respond to a prompt. (in writing journal or oral discussion)● Explain how word searches help learn the structure and spelling of new words <p>Activity</p> <ul style="list-style-type: none">● Vocabulary Word Search <p>Assessment</p> <ul style="list-style-type: none">● Word searches will be graded <p>Closure</p> <ul style="list-style-type: none">● Explain that some people might need more time to finish but move on to Crossword	<p>Engagement:</p> <ul style="list-style-type: none">● remind students to stay on task and bring up assignment as completed <p>Student Interactions:</p> <ul style="list-style-type: none">● You might allow ESL or SE students to work with peer mentors or in small groups● Word searches can be very difficult and frustrating for some students - particularly dyslexia <p>Student Reminders:</p> <ul style="list-style-type: none">● Remind students to stay on task as there is more to this assignment	<ul style="list-style-type: none">● Instructor can create his/her own Bell Ringer prompt, or choose from this list: Bell Ringer List● word search sheet● highlighter● word search answer key

<p>Segment 2: Vocab Introduction <i>Time:</i> 30 min Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> 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 <p>Activity</p> <ul style="list-style-type: none"> crossword puzzle <p>Assessment</p> <ul style="list-style-type: none"> Check for understanding <p>Closure</p> <ul style="list-style-type: none"> Explain that some people might need more time to finish but move on to Flash Cards 	<p>Engagement:</p> <ul style="list-style-type: none"> remind students to stay on task and bring up assignment as completed <p>Student Interactions:</p> <ul style="list-style-type: none"> You might allow ESL or SE students to work with peer mentors or in small groups <p>Student Reminders:</p> <ul style="list-style-type: none"> Remind students to stay on task as there is more to this assignment 	<ul style="list-style-type: none"> crossword puzzle sheet crossword puzzle answer key
<p>Segment 3 <i>Time</i> - 30 min Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Explain the importance of breaking words down and dissecting for further understanding <p>Activity</p> <ul style="list-style-type: none"> Vocabulary flashcards using the Frayer Model of flashcards <p>Assessment</p> <ul style="list-style-type: none"> Flashcards are graded <p>Closure</p> <ul style="list-style-type: none"> Explain that some people might need more time to finish but move on to next segment 	<p>Engagement:</p> <ul style="list-style-type: none"> explain and show examples of Frayer Model flashcards <p>Student Interactions:</p> <ul style="list-style-type: none"> You might allow ESL or SE students to work with peer mentors or in small groups <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students to stay on task 	<ul style="list-style-type: none"> Frayer Model of flashcards Frayer Model of Flashcards explanation Index cards

<p>Segment 4 <i>Time - 30 Min</i></p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Ask this question: Is the criminal justice system perfect? <p>Activity</p> <ul style="list-style-type: none"> PowerPoint presentation: Criminal Justice System <p>Assessment</p> <ul style="list-style-type: none"> Check for understanding <p>Closure</p> <ul style="list-style-type: none"> Ask and discuss: Is there truly a way to ensure “justice for all”? 	<p>Engagement:</p> <ul style="list-style-type: none"> Engage students during presentation of slides <p>Student Interactions:</p> <ul style="list-style-type: none"> Students should be interacting through open discussion and feedback during presentation to ensure understanding <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students that information in this presentation will be tested 	<ul style="list-style-type: none"> PowerPoint - CJ System Whiteboard/smartboard Computer
<p>Segment 5 <i>Time - 30 Min</i></p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Explain the importance of knowing various legal terms in criminal justice <p>Activity</p> <ul style="list-style-type: none"> Legal Terms Worksheet <p>Assessment</p> <ul style="list-style-type: none"> Worksheet will be graded <p>Closure</p> <ul style="list-style-type: none"> Formative assessment of legal terms (verbal) 	<p>Engagement:</p> <ul style="list-style-type: none"> remind students to stay on task and bring up assignment as completed <p>Student Interactions:</p> <ul style="list-style-type: none"> You might allow ESL or SE students to work with peer mentors or in small groups <p>Student Reminders:</p> <ul style="list-style-type: none"> Remind students to stay on task 	<ul style="list-style-type: none"> Worksheet Worksheet Answers

<p>Segment 6 Time - 30 Min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Poll students to see how many courtroom members they can name, and what their function is <p>Activity</p> <ul style="list-style-type: none"> • PowerPoint presentation: American Court Structure <p>Assessment</p> <ul style="list-style-type: none"> • Check for understanding <p>Closure</p> <ul style="list-style-type: none"> • Have students discuss how the members of the courtroom operate collaboratively to ensure justice 	<p>Engagement:</p> <ul style="list-style-type: none"> • Engage students during presentation of slides <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students should be interacting through open discussion and feedback during presentation to ensure understanding <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students that information in this presentation will be tested 	<ul style="list-style-type: none"> • PowerPoint -American Court Structure • Whiteboard/smartboard • Computer
<p>PLC Question Three: What will we do when students have not learned?</p>		
<p>Interventions</p> <ul style="list-style-type: none"> • Reteach • Recovery • Peer teach • Alternative assignments 		
<p>PLC Question Four: What will we do when students have learned?</p>		
<p>Enrichment</p>		
<p>Additional Information Related to the Unit:</p> <ul style="list-style-type: none"> • TEDx Video: How to fix our broken criminal justice system • Video: Racial Inequality in the Criminal Justice System <p>SkillsUSA Connection(s):</p> <ul style="list-style-type: none"> • SkillsUSA Framework Connection Activity - “Mystery Connect the Dots” (personal skills enhancement - Work Ethic) <p>Notes:</p> <ul style="list-style-type: none"> • 2.02 Capstone Competency Review 		

Pacing from a comprehensive high school with 90 minute block class periods:

Week 1

1. Vocabulary
2. PowerPoint presentation: CJ System
Legal Terms Worksheet
3. PowerPoint presentation: American Court Structure
Review
4. Quiz (optional)