

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Georgia Studies Social Studies Course.

<b>8<sup>th</sup> Grade Georgia Studies - Unit 12 – Adult and Juvenile Justice Systems</b>	
<b>Elaborated Unit Focus</b>	This unit will examine Georgia’s justice system. Students will analyze and compare Georgia’s juvenile and adult processes and how these exemplify the concept of <b>rule of law</b> . Additionally, students will look at ways to solve conflicts without becoming part of the justice system.
<b>Connection to Connecting Theme/Enduing Understandings</b>	<b>Rule of Law</b>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</b> d. Explain the steps in the adult criminal justice system beginning with arrest.</p> <p><b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b> a. Explain the difference between delinquent and unruly behavior and the consequences of each. b. Describe the rights of juveniles involved in the juvenile justice system. c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	<p><b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>L6-8RHSS6:</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>L6-8WHST1:</b> Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<ul style="list-style-type: none"><li>• Compare similarities and differences</li><li>• Identify and use primary and secondary sources</li><li>• Draw conclusions and make generalizations</li></ul>
--	---



## Essential Questions and Related Supporting/Guiding Questions

**Enduring  
Understanding  
1 Rule of Law**

1. How are citizens influenced by laws? Or How do citizens influence law?
  - a. What is the need for laws?
  - b. How do laws protect us?
  - c. How are laws made?

## Sample Instructional Activities/Assessments

### Adult Criminal Justice System Line Art Activity

#### Description

Students should complete the activity below based on their understanding of the adult criminal justice system.

Access to the following document will help students understand the process to complete the activity:

<http://www.markcantrellattorneyatlaw.com/criminal-process.php>

Students have a choice to decide which way they want to complete this activity (3 documents attached below).

Student's final product should consist of images that describe/explain the adult criminal justice system.

#### GSE Standards and Elements

**SS8CG4 Analyze the role of the judicial branch in Georgia state government.**

d. Explain the steps in the adult criminal justice system beginning with arrest.

#### Literacy Standards Social Studies Matrices Enduring Understanding(s)

**L6-8RHSS6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)

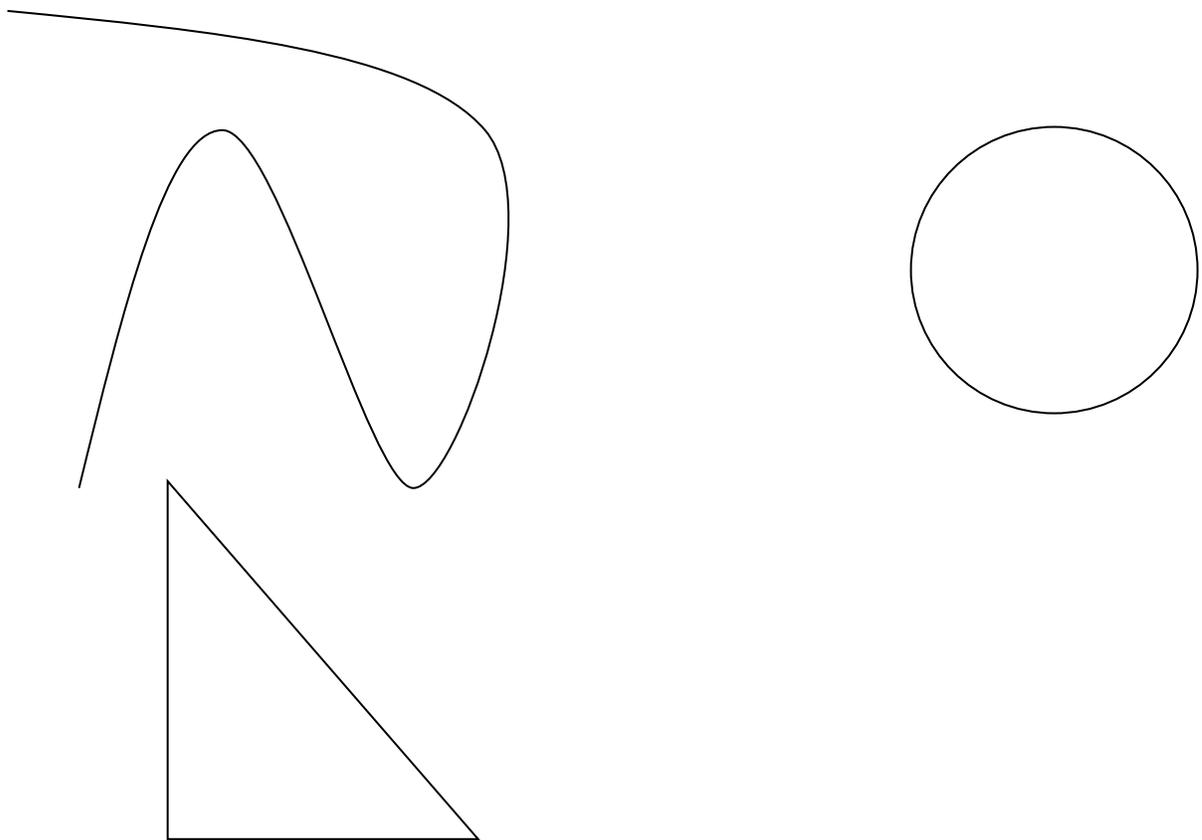
Draw conclusions and make generalizations

Rule of Law

## 1) Let's Be Creative Line Art

### Your Job:

- 1) Create a picture of something that comes to mind once you have studied steps in adult criminal justice system. You must do this by “completing” the picture below. You must draw directly on this paper. It must be colored and use all the pieces already on the paper below.
  - 2) Once you have finished, you must complete the writing assignment in which you explain your drawing and why it represents the steps in adult criminal justice system.
- 



## 2) Let's Be Creative

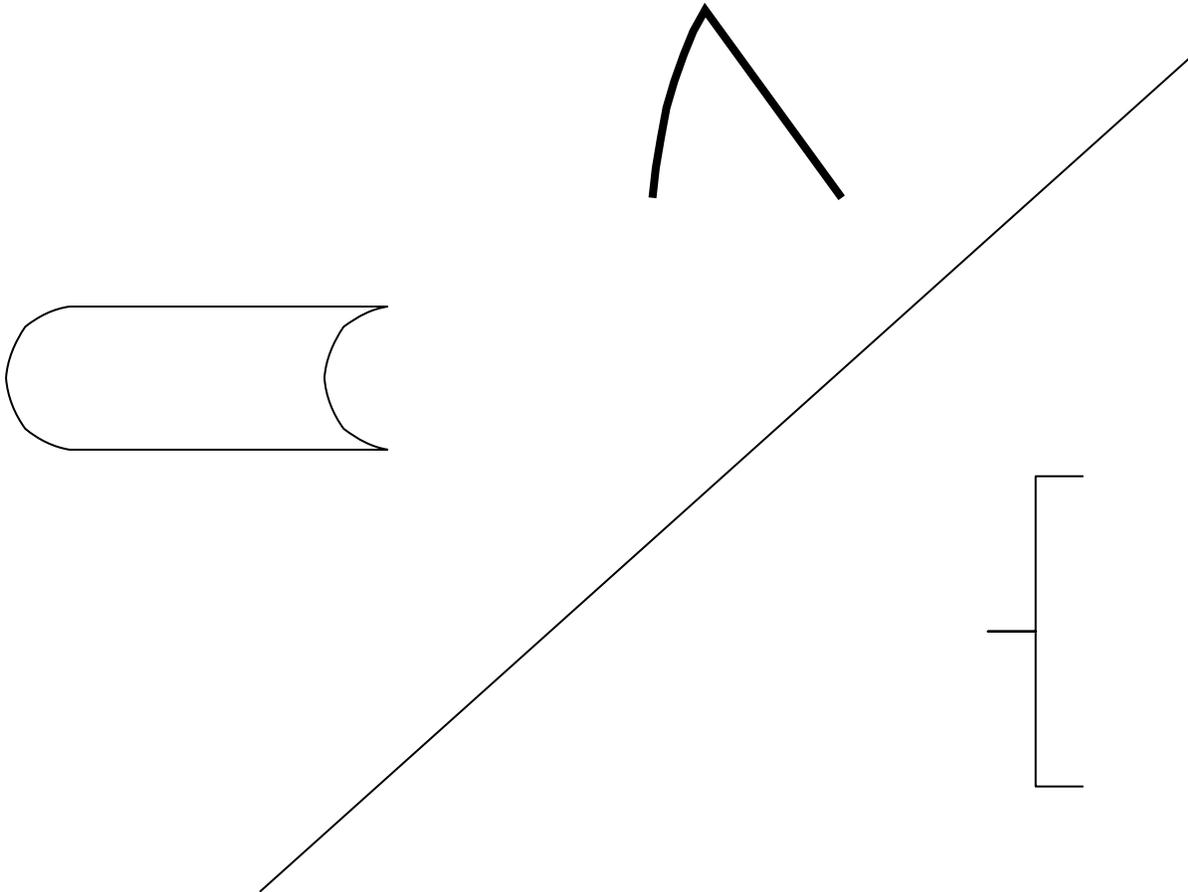
### Line Art

#### Your Job:

1) Create a picture of something that comes to mind once you have studied steps in adult criminal justice system. You must do this by “completing” the picture below. You must draw directly on this paper. It must be colored and use all the pieces already on the paper below.

2) Once you have finished, you must complete the writing assignment in which you explain your drawing and why it represents the steps in adult criminal justice system.

---



### 3) Let's Be Creative

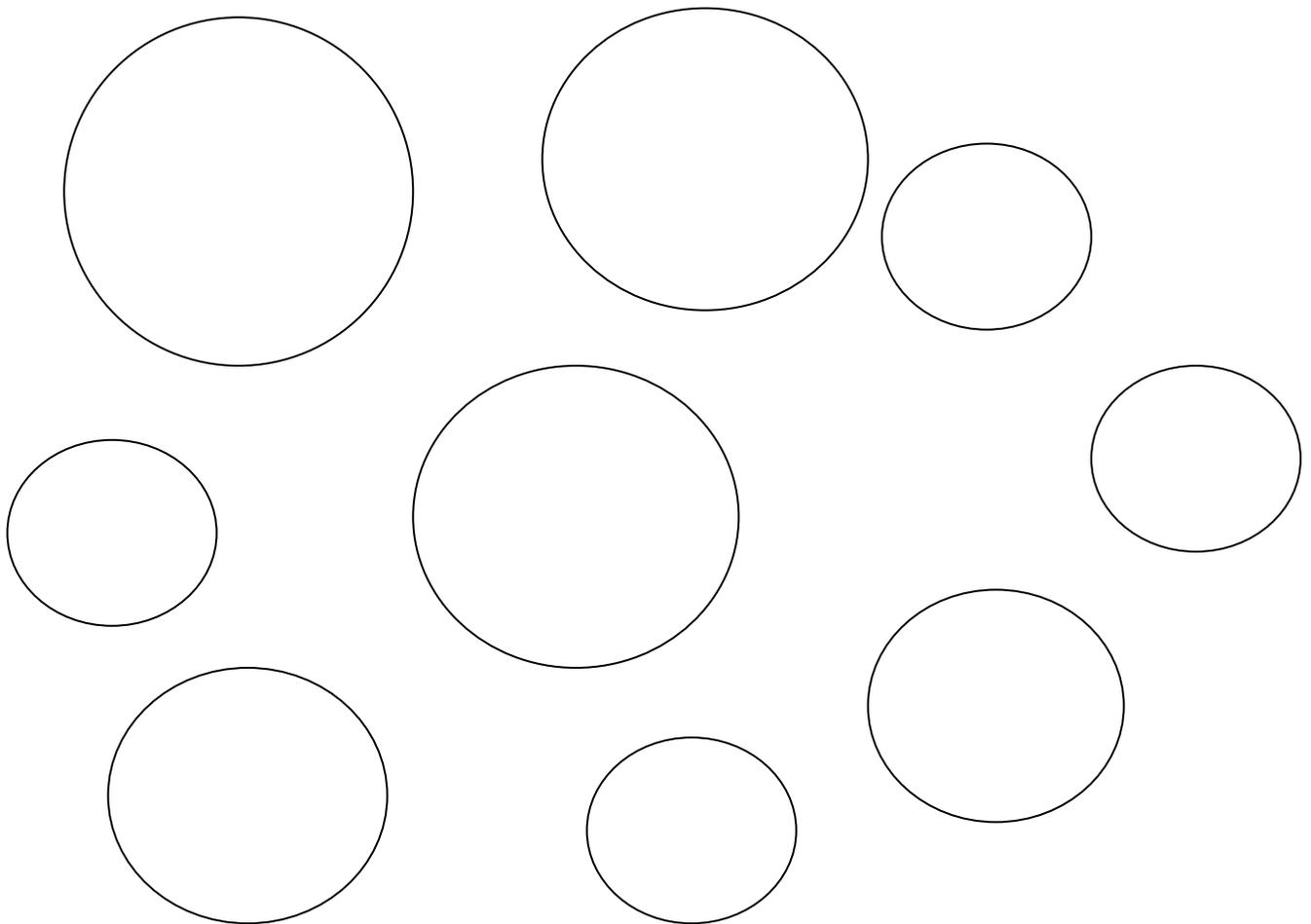
#### Line Art

**Your Job:**

1) Create a picture of something that comes to mind once you have studied steps in adult criminal justice system. You must do this by “completing” the picture below. You must draw directly on this paper. It must be colored and use all the pieces already on the paper below.

2) Once you have finished, you must complete the writing assignment in which you explain your drawing and why it represents the steps in adult criminal justice system.

---



## “Tweet It” Activity

**Description**

Students will complete the “Tweet It” to summarize what they learned about the adult criminal justice system. Students **MUST** remember that their tweet may **NOT** be more than 140 characters. Directions and template are listed below.

<http://criminal.lawyers.com/criminal-law-basics/the-criminal-justice-process.html>

<b>GSE Standards and Elements</b>	<b>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</b> d. Explain the steps in the adult criminal justice system beginning with arrest.
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  N/A  Rule of Law

**Directions:** Complete the Twitter summarizing the adult criminal justice system. Your Twitter name should be your first and last name. You may not use more than 140 characters to complete this task. You should have two hashtags at the end to supplement your response.



**“Adult Criminal Justice-Tweet It”**

@ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# \_\_\_\_\_ # \_\_\_\_\_

## “Be the Advice” Letter

<p><b>Description</b></p> <p>Students will complete the task to show their understanding of the difference between delinquent and unruly behavior and the consequences for juvenile offenders.</p>	
<p><b>GSE Standards and Elements</b></p>	<p><b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b></p> <p>a. Explain the difference between delinquent and unruly behavior and the consequences of each.</p>
<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>L6-8WHST1: Write arguments focused on discipline-specific content.</b></p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Compare similarities and differences</p> <p>Rule of Law</p>

## **“Be the Advice” Letter**

**Your Job:** After you have studied the difference between unruly behavior and delinquent behavior, you must write two personal letters to a pretend friend giving them advice on what they are doing wrong and how they should correct their behavior. Make sure your letter includes terminology for the reader to know you are talking to an unruly friend or a delinquent friend. Make sure this is **fictional**, and do NOT use real names. Be prepared to share your letters in class.

### **Directions:**

1. Address your letter properly. “Dear Charlemagne,”
2. Briefly explain the situation. (1 paragraph)
3. Give advice on how the person can deal with the problem. (1 paragraph)
4. You are writing this as if you were giving a friend advice, try to be helpful!
5. Close the letter properly. “Sincerely, your friend”
6. Check your grammar and spelling

## Caution-Juvenile Delinquency

<b>Description</b> Students will complete the following activity based on what they have learned about juvenile delinquency.	
<b>GSE Standards and Elements</b>	<b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b> a. Explain the difference between delinquent and unruly behavior and the consequences of each.
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  N/A  Rule of Law



### Caution

**Your Job:** Create a caution sign that demonstrates a crime a delinquent juvenile commits.

#### **Directions:**

1. Create and color a caution sign that represents a crime a delinquent juvenile commits so they know they should NOT do this.
  - a. Your sign should be big, at least half a page.
  - b. Draw a symbol that represents the danger.
2. Write 1 paragraph explaining what your sign is warning against the crime and why a juvenile should NOT do commit this crime.

## Rights of Juveniles

<b>Description</b> Students should complete the activity to summarize what they have learned about the rights of juveniles in the juvenile justice system.	
<b>GSE Standards and Elements</b>	<b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b> b. Describe the rights of juveniles involved in the juvenile justice system.
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Draw conclusions and make generalizations  Rule of Law

### Acrostic Poem

An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

**Your Job:** Use what you have learned about the rights of juveniles in the juvenile justice system, complete an acrostic poem using the word **JUVENILE JUSTICE SYSTEM**.

1. Write the word (JUVENILE JUSTICE SYSTEM) vertically along the side of your paper.
2. On each line give details and facts that help explain the word. Be sure to start each sentence with the proper letter.
3. You may continue your sentences onto the next line when appropriate.

## Juvenile Justice System In N’ Out Activity

**Description**

Students will complete the attached activity based off of what they learned from the document found on the following website: <http://www.georgialegalaid.org/resource/the-juvenile-justice-system>

<b>GSE Standards and Elements</b>	<p><b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b></p> <p>a. Explain the difference between delinquent and unruly behavior and the consequences of each.</p> <p>b. Describe the rights of juveniles involved in the juvenile justice system.</p> <p>c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Identify and use primary and secondary sources</p> <p>Rule of Law</p>

### Juvenile Justice System In N’ Out Chart

**Your Job:** Copy and complete the graphic organizer below which highlights the Juvenile Justice System and ways that it protects Juveniles.

**Directions:**

1. Do not write the words in the example below, they are simply showing what goes in each arrow.
2. In the center box write Juvenile Justice System and draw a picture to represent them.
3. In the arrows labeled “Influence”

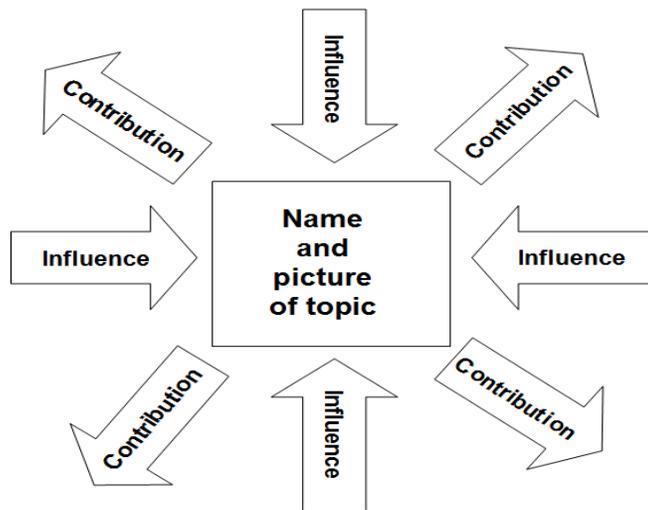
-write something that influenced (helped, encouraged, inspired, etc.) the Juvenile Justice System.

4. In the arrows labeled “Contribution”

-write something that the Juvenile Justice System has (given, taught, shared) to others.

-For example, for the Roman Empire you might put “Latin language”

5. At the bottom or on the back of your chart explain whether you think this system has helped our society today. Defend your response with evidence from your study.



## Adult Crime vs Juvenile Crime

**Description**

Students are to complete the attached activity after they have studied the adult criminal justice system and the juvenile justice system. All directions are included on the attachment below.

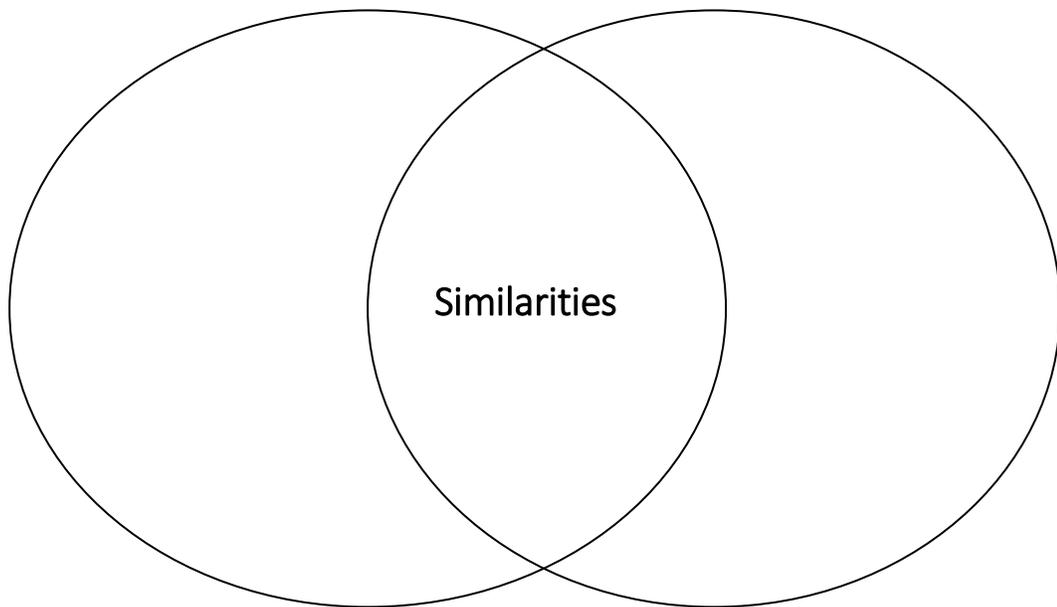
<p><b>GSE Standards and Elements</b></p>	<p><b>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</b>                  d. Explain the steps in the adult criminal justice system beginning with arrest.</p> <p><b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b>                  a. Explain the difference between delinquent and unruly behavior and the consequences of each.                  b. Describe the rights of juveniles involved in the juvenile justice system.                  c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Compare similarities and differences</p> <p>Rule of law</p>

## Venn Diagram

Your job: Copy and complete the following chart for your assigned events or people.

### Directions:

1. Copy the chart below onto your own paper but make it **BIG**.
2. Write Juvenile Justice System above the left side and the Adult Justice System on the other side.
3. In the first circle list 4 unique characteristics of the Juvenile Justice System.
4. In the second circle list 4 unique characteristics of Adult Justice System.
5. In the middle section list 3 shared characteristics of the two.



## Adult and Juvenile Justice System Mind Map

**Description**

Students will complete the mind mapping activity with vocabulary words from the unit. Directions are included on the attachment below.

<b>GSE Standards and Elements</b>	<p><b>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</b>                  d. Explain the steps in the adult criminal justice system beginning with arrest.</p> <p><b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b>                  a. Explain the difference between delinquent and unruly behavior and the consequences of each.                  b. Describe the rights of juveniles involved in the juvenile justice system.                  c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Draw conclusions and make generalizations</p> <p>Rule of Law</p>

### **Adult and Juvenile Justice Mind Map**

**Your job:** Whenever we learn new things our brain makes connections to other things we already know. You will create a visual map that shows how your brain connects the terms from the Adult and Juvenile Justice System unit. Your end result will be something like a web. Make your map look unique and artistic.

#### **Directions:**

1. Create a list of 20 things (people, places, ideas, inventions, etc.) for this unit.
2. Your mind map must include the following:
  - a. The title of the unit in a bubble in the middle of the page.
  - b. Draw another bubble with one of the words from your list of 20 connected to the first bubble anywhere on the page.
  - c. Draw another bubble with another word. Connect it either to the first bubble or to the other word. (If they are related in some way).
  - d. Continue adding bubbles and connections until all 20 words are in a bubble and connected to some other bubble.
  - e. Look over your map and add a second connection for each bubble. **EACH BUBBLE MUST CONNECT TO AT LEAST 2 OTHER BUBBLES!**
3. Write your own definitions for 10 of the 20 words from your list in a complete sentence.
4. Choose any 10 connections you made on your map and explain why you made them in 1-2 complete sentences each. (Tell me how those two items are related other than “they both came from the same place”.) Number these 1-10 and write the number on the connection line. Draw 5 pictures on your mind map which match up with either the words in the bubbles or the connections.

## Juvenile Justice Video Analysis

**Description**

Students will watch the video provided in the following link to complete the video analysis document that is attached. The video is found on the Georgia Studies website, entitle “Criminal Justice and the Juvenile”.

[http://www.gpb.org/georgiastories/videos/criminal\\_justice\\_and\\_the\\_juvenile](http://www.gpb.org/georgiastories/videos/criminal_justice_and_the_juvenile)

<p><b>GSE Standards and Elements</b></p>	<p><b>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</b>                  d. Explain the steps in the adult criminal justice system beginning with arrest.  <b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b>                  a. Explain the difference between delinquent and unruly behavior and the consequences of each.                  b. Describe the rights of juveniles involved in the juvenile justice system.                  c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.</p>
<p><b>Literacy Standards                  Social Studies Matrices                  Enduring Understanding(s)</b></p>	<p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.                   N/A                   Rule of Law</p>

## Analyze a Video



### Meet the video.

What do you see in the video?  
Circle all that apply.



PEOPLE



ACTIVITIES



PLACES

Is there a title?

YES  NO

If so, what does the title tell you about the video?



### Observe its parts.

Who do you see in the video?

What activities do you see happening in the video?

What places do you see in the video?

Write two words that describe this video.



### Try to make sense of it.

Who do you think made this video?

Who do you think was supposed to see the video?

When is this video from?

What is the main idea of the video?  
List two things (people, activities, or places) from the video that support the main idea.



### Use it as historical evidence.

Where do you think you could find out more information about the people, activities or places from this video?



Materials created by the National Archives and Records Administration are in the public domain.

## Culminating Unit Performance Task

### Adult and Juvenile Justice Systems “Wrapping it Up”

**Description**

Students will complete the attached activity wrapping up the unit. Students will have to use what they have learned regarding the adult justice system as well as the juvenile justice system. Directions and rubrics are attached.

<b>GSE Standards and Elements</b>	<p><b>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</b>                  d. Explain the steps in the adult criminal justice system beginning with arrest.</p> <p><b>SS8CG5 Explain how the Georgia court system treats juvenile offenders.</b>                  a. Explain the difference between delinquent and unruly behavior and the consequences of each.                  b. Describe the rights of juveniles involved in the juvenile justice system.                  c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Compare similarities and differences</p> <p>Rule of Law</p>

### **“Wrapping It Up”**

In a move to save money, the Georgia General Assembly is considering eliminating the separate juvenile court system. Under the proposed restructuring, all cases, juvenile and adult, would be tried in the same court system. You are a juvenile defender. You have been selected by your peers to testify before the General Assembly as an advocate for keeping juvenile and adult cases in separate courts. You plan to be fully prepared. You will have a forceful speech and visual aids.

**First, write a speech in which you explain:**

- the differences between the juvenile and adult justice systems
- the difference between juvenile delinquent behaviors and unruly behaviors
- the need to protect the rights of juveniles
- the role of law plays in protecting juvenile rights

Emphasize any concerns you have about these rights being lost in an adult court. This is usually an emotional issue. If you wish, play on the sympathy of the members of the General Assembly in your speech. Prepare a visual showing the differences between juvenile justice and adult justice systems.

You may present your ideas as a poster, PowerPoint, or any other visual way you feel would better suit the situation. Be prepared to deliver your speech orally and have a paper copy.

**NOTE:** Each performance task is accompanied by two rubrics. The first is designed to address content and understanding of the standards. The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is NOT intended that each rubric counts for 50% of the assessment. It is expected that the content rubric carry more emphasis when grading

	<b><u>Does Not Meet Standard</u></b>	<b><u>Needs Improvement (Getting There!)</u></b>	<b><u>Meets Standard</u></b>	<b><u>Exceeds Standard</u></b>
<b><u>Accurately analyzes and explains the juvenile justice system of Georgia</u></b>	Does not clearly analyze and explain the juvenile justice system of Georgia.	Partially analyzes and explains the juvenile justice system of Georgia.	Clearly analyzes and explains the juvenile justice system of Georgia by showing the need for it and giving its powers and limitations.	Clearly analyzes and explains the juvenile justice system of Georgia, and gives examples of cases that would relate to each part.
<b><u>Accurately analyzes and explains the adult justice system of Georgia</u></b>	Fails to analyze and explain the adult justice system of Georgia.	Partially analyzes and explains the adult justice system of Georgia.	Clearly analyzes and explains the adult justice system of Georgia by showing the need for it and giving its powers and limitations.	Clearly analyzes and explains the adult justice system of Georgia, and gives example of cases that would relate to each part.
<b><u>Explains the differences between delinquent behavior and unruly behavior</u></b>	Fails to analyze and explain the differences between delinquent behavior and unruly behavior.	Partially analyzes and explains the differences between delinquent behavior and unruly behavior.	Clearly explains the differences between delinquent behavior and unruly behavior.	Clearly analyzes and explains the differences between delinquent behavior and unruly behavior and gives examples of each.
<b><u>Synthesizes the differences between the juvenile justice system and the adult justice system</u></b>	Fails to show any synthesis of the two justice systems.	Shows partial synthesis of the two justice systems.	Clearly explains the differences between the juvenile justice and the adult justice system and indicates whether or not the juvenile justice system should be eliminated or combined with the adult justice system.	Clearly explains the differences between the juvenile justice and the adult justice system and indicates whether or not the juvenile justice system should be eliminated or combined with the adult justice system and gives examples of problems that might arise if the systems are or are not combined.

8<sup>th</sup> Grade Georgia Studies Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Scale</b>	<b>1</b> Below Expectation	<b>2</b> Needs Improvement	<b>3</b> Meets Expectation	<b>4</b> Exceeds Expectation
<b>Criteria</b>				
<i>Students produce a product that is attractive.</i>	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
<i>Students produce a product that is organized.</i>	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
<i>Students produce a product that exhibits proper mechanics.</i>	More than 4 errors are spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.