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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Law Enforcement I |
| **Lesson/Unit Title** | Juvenile Law/Juvenile Law |
| **TEKS Student Expectations** | **§130.336 (c) Knowledge and Skills**  (7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in *Miranda v. Arizona*. The student is expected to:  (B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and  (10) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:  (A) discuss juvenile law as it relates to the steps in processing status offenses of juveniles; and  (B) demonstrate the procedure for holding conferences with juveniles and parents or guardians. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   * Identify when a child is taken into custody. * Discuss how the rules for juveniles are different than those for adults when they are in custody. * Role play scenarios involving juveniles and the law. * Analyze a case involving a juvenile whose rights have been violated and critique what should have been done properly. |
| **Rationale** | A police officer will experience juveniles committing offenses and arrest them. The officer needs to know the different rules that apply to juveniles in custody to avoid negative results like having the criminal case against the juvenile thrown out, civil action taken against the department, or the officer due to the mishandling of evidence and violation of rights concerning juveniles. |
| **Duration of Lesson** | 2 to 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | Juvenile Defense Attorney Activity Handout |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Discussion on the age range of a juvenile |
| **Direct Instruction \*** | Engage  Have the students write a list of the rights (that they know of) that adults have when they are arrested. Then have the students add to the list the rights they think juveniles have when they are arrested. Then use the lists for a class discussion. Use the Discussion Rubric and the Writing Rubric as needed.  Key Points – see notes  For reinforcement, students will write out an imaginary story involving a juvenile who is arrested for a crime. The students will identify the actions the police need to take during the process to ensure that the case will not get dropped because of sloppy police work. Use the Individual Work Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have the students complete the Juvenile Defense Attorney Activity on the Juvenile Defense Attorney Activity Handout. Assess the students written responses using the Writing Rubric.  As a group exercise, ask the students to create their own “crime” scenario and act out the involvement of the criminal justice system in which the child is taken into custody and processed through the system. The students will express their knowledge of probable cause, mere suspicion, juvenile processing offices, and written statements. Use the Peer Evaluation Rubric and the Role Play Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Juvenile Law Exam and Key * Discussion Rubric * Individual Work Rubric * Peer Evaluation Rubric * Role Play Rubric * Summary Rubric * Writing Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | Texas Juvenile Law Fourth Edition: Robert O. Dawson & Bryant Smith University of Texas School of Law  Texas Juvenile Law Fourth Edition 1997 Supplement: Robert O. Dawson & Bryant Smith University of Texas School of Law  Office of Juvenile Justice and Delinquency Prevention http://www.ojjdp.gov/  Texas Juvenile Probation Commission http://www.tjpc.state.tx.us/ |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English Language Arts  I. Writing  A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.  1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.  2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.  3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.  4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.  5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students will take a field trip to the local police station to see how a juvenile’s holding location is different from an adult’s. Have students write a summary of the experience. Use the Summary Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)