

Place-Based Learning Project Planning Guide

Project Title: Youth In Court

Project Leader(s): 5th Grade Teachers

Grade Level(s) 5th School Name: North Mitchell County Elementary School District: __Mitchell County

Content Areas: ___ Science ___ Arts ___ Math ___ Technology ___ Foreign Language x Social Studies
_____ Other

1. Project Objective(s):

Students will be able to accurately view and role play the different people in a court case.

2. Project Description: Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

Children are learning and engaging how the judicial system operates. There will be three teachers, fifty students and six community members. Judge Waters and the employees of the court will help in carrying out a court case for North Mitchell County Elementary fifth grade class.

3. Community Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?

There are a lot of children going into the judicial system because of negative choices they have made. Fifth graders will create a brochure on citizens' rights, responsibility and amendments. Awareness of rights and due process.

4. Essential Question: What is the essential question addressed by the work of the students and community partners?

1. What amendment states that you have the right to a fair trial?



2. Which amendment gives you freedom of speech?

5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	Standards Addressed: Which learning results or benchmarks do these outcomes address?	Assessment: How will you assess each student learning outcome?
1.Understand Due Process	ELACCC5RL2, ELACCC5RL6, ELACCC5RI6, ELACCC5RF4 ELACCC5W1, SSCG1, ELACCC5L1, 2, 3	Students will complete a brochure for the community of the citizens' rights , court etiquette, and terminology.
2. Rights and responsibilities as a citizen		
3.		
4.		
5.		

6.. Literacy Acquisition:

Goals: What specific literacy goals will the project address?	Strategies: What literacy strategies will the project employ?	Assessment: How will you assess literacy outcomes?
Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing, speaking, reading, or listening.	Students will be able to create an organizational structure in which ideas are logically grouped to support the writers purpose.	By the finished project of the completion of the brochure.

7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?

Goals: What 21 st Century skills with students apply?	Assessment: How will you assess 21 st Century outcomes?
Technology, listening, speaking, writing, express	Brochure



thoughts verbally and written.	

8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community Issue (s) the project is addressing?
 Publisher, word; students will pass brochures to the community and also leave copies and police department, courthouse, and attorney’s office.

9. Authenticity: How does this problem connect to the local community OR Where in the “**real world**” might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)

 Students may be asked to serve as jurors when older, parents may serve in the legal system.

10. Adult Connections:

10a. Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?
 Yes No Not Sure

10b. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?
 Yes No Not Sure

10c. Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?
 Yes No Not Sure



10d. What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

Provide immediate feedback, the adults will be able to facilitate learning. Judicial system assist in showing how the judicial system works in the real world.

11. Active Exploration: Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- X Interviewing
 - Observing, documenting, and/or surveying
 - Video or audio-taping
- X Gathering and reviewing published information
- X Searching on-line and electronic databases
- X Creating a symbolic representation (g/g/, model building, map making)
- X Discussion
 - Experimentation
 - Other

12. Additional Assessment Information:

12a. Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- X Journals and work logs
 - Conferences with teachers or adult mentors
 - Conferences with peers
 - Using a rubric or other assessment measure
 - Reviewing their progress against a work plan they developed for the project
 - Identifying areas where improvement has occurred and where it is needed



12b. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

Yes No Not Sure

12c. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

Write an opinion piece stating if they agreed with jurors decision why or why not.

Please attach any lesson plans to this guide.

