



Marietta City Schools
2025-2026 District Unit Planner

Unit title	<i>Unit 11: Adult and Juvenile Justice</i>	MYP year	3	Unit duration (hrs)	<i>5.625 hrs</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

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.

SS8CG5 Explain how the Georgia court system treats juvenile offenders.

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.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
6. identify and use primary and secondary sources
11. draw conclusions and make generalizations

Literacy Skills:

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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).

L6-9RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8WHST1: Write arguments focused on discipline-specific content.

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MCS Gifted Standards

MCS.Gifted.S1C: Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research application.
MCS.Gifted.S4E: Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.
MCS.Gifted.S6E: Seek opportunities to be productive and proactive in various situations.

Key concept	Related concept(s)	Global context
<p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p>	<p>Government Rights</p>	<p>Fairness and Development: What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>

Statement of inquiry

Systems balance power, ideology, and governance through fairness and development.

Inquiry questions

Factual
 What are the steps in the adult criminal justice system?
 What are the steps in the juvenile criminal justice system?

Conceptual
 Explain the difference between delinquent and unruly behavior.

Debatable
 Should juvenile offenders be treated differently than adults in the court system? Why or why not?

MYP Objectives	Assessment Tasks	
<p>What specific MYP objectives will be addressed during this unit?</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>	<p>List of common formative and summative assessments.</p>

<p>Criterion A: Understanding and knowing</p> <p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p> <p>Criterion D: Thinking critically</p>	<p>Performance Task: Juvenile Justice Choice Board</p>	<p>Formative Assessment(s):</p> <p>CFA: Adult and Juvenile Justice</p> <p>Summative Assessment(s):</p> <p>Performance Task</p> <p>CSA: Adult and Juvenile Justice</p>
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Approaches to learning (ATL)

Category: Research Skills
Cluster: Media Literacy
Skill Indicator: Students will research and communicate their understanding of delinquent and unruly acts by juveniles in Georgia by creating a sign to demonstrate their knowledge.

Learning Experiences
 Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
<p>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.</p> <p>SS8CG5 Explain how the Georgia court system treats juvenile offenders. 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>By tables, students will be assigned either an adult or juvenile defendant to track through the criminal system. They will track the defendant through the appropriate process from arrest to sentencing. Once they've completed their assigned process, they must track what the process would have been had their defendant been the other (adult or juvenile). Once this step is completed, they will complete a Venn Diagram for similarities and differences.</p>	<p>Students will be given a variety of roles within the process—research, production, evaluation, connections, and presentation.</p> <p>Scaffolded Support</p>

Content Resources

Support Resources:

Rosen Learning Online Textbook (<https://rosenlearningcenter.com>)

<https://georgiastudies.gpb.org>