

Code	Pre-Assessment	
1. T, M, A	Students will be given a pre-assessment including true or false statements as well as asking them to make guesses about statistics related to prison and alternatives to prison. Following this, students will participate in a gallery walk where they analyze current incarceration data and compare them to their predictions.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> 1. Students will respond verbally in small groups or independently in writing to daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study. 2. Students will work independently or in groups to apply learning to GRASPS activities. 3. Students will view slide presentations of key unit vocabulary, concepts and skills, complete graphic organizers, and participate in student-led and teacher-led checks for understanding. 4. Students will work cooperatively to solve problems in small groups for peer-guided practice of each concept and/or skill. 5. Teacher will explain four goals of incarceration and provide examples of different prison systems from around the world. 6. Teacher will explain key differences between adult and adolescent brains. 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. Teacher looks for engaged and varied responses from multiple students demonstrating that students can use unit-specific vocabulary and apply unit-specific concepts. Teacher evaluates student performance using assignment specific criteria. 3. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher will model expected skills and aid students in self-assessment. 4. Teacher circulates to ensure that students are completing and understanding concepts and working cooperatively. 5. Students will make and support a claim identifying the main goal of incarceration they believe is best exemplified by each prison system. 6. Students will explain how each brain difference might contribute to criminal behavior and evaluate whether adolescents meet the criteria for diminished capacity as identified by the Supreme Court.