

### 28. Government & Public Administration Cluster - Court Careers (4 hours)

<b>Purpose/Abstract:</b> To introduce students to entry-level court careers.			
<b>NCCCS Adult Education Standards:</b> R.4.2.1, W.5.2.7, S.1.2.2, M.1.2.10			
<b>Learning Objective:</b> By the end of the session, students will be able to: <ul style="list-style-type: none"> <li>• Describe skills required for court careers</li> <li>• Discuss the function of a jury in a court case</li> <li>• Apply mathematical concepts of multiplication to real-world problems</li> </ul>			
<b>Soft Skills</b>	professionalism, communication, critical thinking and problem-solving	<b>Resources</b>	<a href="#">Skills to Pay the Bills</a> (STPTB) (for instructor reference to define each soft skill category)  <a href="#">43-4031.00 - Court, Municipal, and License Clerks</a>  <a href="#">NC Career Clusters</a> Guide (for instructor reference)  Handouts: Math Practice - 1 for each student
<b>Additional Materials</b> <ul style="list-style-type: none"> <li>• Math practice, one for each student</li> <li>• Art supplies (glue, glitter, markers, paint, etc.)</li> <li>• Pencils, paper, and scissors</li> <li>• Computers for student use</li> </ul>			
<b>Icons</b>	 <b>Activity</b>	 <b>Check-In</b>	 <b>Review</b>

#### PREPARATION

- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

#### INTRODUCTION (30 min)

Welcome students to the class!

Begin the lesson by providing a brief review of the different roles in a courtroom.

Conduct an icebreaker activity called "Career Charades." Write various courtroom roles on separate pieces of paper and put them in a box. Ask students to take turns picking a role from the box and acting it out without speaking. The other students can guess the career being portrayed.

After the icebreaker, share a short introduction to the clerical roles in courts. You can consider this introduction from [43-4031.00 - Court, Municipal, and License Clerks](#). After you have briefly explained the roles, have a few students share any prior experiences they may have had interacting with those in these roles.

Share the objectives of the lesson.

## VOCABULARY, READING & WRITING (45 min)

Model a fluent and expressive read-aloud of the passage given below, encouraging students to follow along.

Pause at key points to check for understanding and allow students to make predictions or share thoughts.

Conduct a class discussion to check comprehension, using open-ended questions related to the jury's function and its impact on the outcome of a trial.

Introduce the key vocabulary words to students with simple definitions and encourage them to form sentences with the words.

### Vocabulary

**Juror:** A person who is a member of a jury and helps make a decision in a court case.

**Testimonies:** Statements or evidence given by witnesses in a court case to share what they saw, heard, or know about the situation.

**Defendant:** The person who has been accused of a crime and is on trial in a court of law.

**Prosecution:** The side in a court case that presents evidence against the defendant and tries to prove their guilt.

**Evidence:** Information, facts, or objects that are presented in a court of law to help prove or disprove something. Evidence is used to support or challenge the claims made by the prosecution or defense in a trial. Evidence can include things like documents, photographs, witness testimonies, or physical items that are relevant to the case.

### Read-aloud passage

As a juror, it is my responsibility to carefully consider the evidence presented during a trial. After reviewing all the facts and listening to the testimonies, I have reached a decision. The defendant has been accused of a serious crime, and it is now time for me to present my closing statement.

Throughout the trial, the prosecution presented compelling evidence against the defendant. Witness testimonies and forensic evidence pointed towards their guilt. The prosecution argued that the defendant had the motive and opportunity to commit the crime. They presented strong evidence linking

the defendant to the scene of the crime. Additionally, the prosecution provided expert analysis and reliable witnesses to support their case.

However, the defense also presented their arguments with conviction. They questioned the reliability of the prosecution's witnesses and presented an alternative explanation for the evidence. The defense highlighted inconsistencies in the prosecution's case and emphasized the importance of reasonable doubt.

As a juror, I carefully evaluated both sides of the case. I considered the credibility of the witnesses, the strength of the evidence, and the arguments presented by the prosecution and defense. After much deliberation, I am confident in my decision.

Based on the evidence presented, I find the defendant not guilty of the charges. My decision is rooted in a thorough examination of the facts and a commitment to justice.

1. What is the role of the juror in a trial?
2. How did the prosecution support their case?
3. What arguments did the defense present?
4. What factors did the juror consider in reaching their decision?

 REFLECTION (15 minutes)

✓ Have 2-3 students share how professionalism, communication, critical thinking, and problem-solving are important in court careers. Guide a discussion based on students' responses and provide real-life examples of where these skills will come into use in court careers.

**MATHEMATICS (30 min)**

 REFLECTION (10 minutes)

Review how to multiply a one-digit number with multiples of 10.

Model the process of solving the word problems, using strategies based on place value and the properties of operations. For example, *A court clerk receives eight boxes, each containing 60 legal documents. How many documents does the clerk have in total?*

Distribute the math practice handout and allow 20 minutes for students to work through the problems. Walk around and offer assistance as required.

 REFLECTION (15 minutes)

✓ Review the answers as a class. Address any misconceptions or difficulties encountered by the students during the problem-solving process.

Lower Level	Higher Level
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Pair students up and model how to solve the problems individually.

Encourage students to research the wages for court career roles in their state and project how much they can earn in 2, 3, 4, and 5 years in these roles.

**GROUP WORK** (60 min)

Inform students that they will perform role plays to better understand court careers and how problem-solving, professionalism and critical-thinking skills will help them excel in their roles.

Divide students into groups of 3 and assign each group one of the scenarios.

**Scenario 1: License Clerk Assisting an Applicant**

Roles: License Clerk, Applicant, Observer.

The scenario focuses on the License Clerk's problem-solving and professionalism skills.

The License Clerk needs to assist an applicant with a complex license application process, ensuring all requirements are met. The applicant may be missing certain documents, such as identification, proof of address, or necessary forms.

The License Clerk must demonstrate critical thinking by guiding the applicant to alternative documents or solutions to meet the requirements.

The Observer should provide feedback on the License Clerk's problem-solving approach and professionalism during the interaction.

Examples of missing documents: a completed application form, an identification card, proof of residency, or any specific documents related to the type of license being applied for.

**Scenario 2: Court Clerk Organizing Case Files**

Roles: Court Clerk, Lawyer, Observer.

The scenario focuses on the Court Clerk's critical thinking and attention to detail.

The Court Clerk needs to organize a set of case files for an upcoming trial, ensuring they are arranged in a logical and easily accessible manner.

The case files may have missing or misplaced documents, requiring the Court Clerk to problem-solve and determine the appropriate locations for each document.

The Lawyer may request specific files or ask for additional information, challenging the Court Clerk's ability to find and provide the necessary documents promptly.  
 The Observer should provide feedback on the Court Clerk's problem-solving skills and professionalism during the task.

Example documents: witness statements, forensic reports, legal forms, evidence photos, or any other relevant documents related to the case.

Walk around and check that all students get a chance to participate in the role plays. Offer support to help students reflect on their communication, and problem-solving skills while in their roles.

 REFLECTION (20 minutes)

✓ Have a few groups perform each scenario and model providing constructive feedback. Encourage the rest of the students to provide feedback.

**INDEPENDENT WORK TIME (60 min)**

Tell students to reflect on the importance of the jury in a court case, considering the information discussed during the class and the reading passage.

Instruct them to write 1-2 paragraphs on the following topic: *Write a persuasive paragraph explaining why the jury is essential in a court case.*

Students can work independently or with a partner.

**Lower Level**

Provide sentence starters to help students with their writing.

- "The role of the jury in a court case is crucial because..."
- "One reason the jury is important is..."
- "When serving on a jury, it is important to..."
- "The jury's responsibility is to..."
- "In a fair trial, the jury must..."

**Higher Level**

Encourage students to revise their writing to demonstrate appropriate organization and support their viewpoint with reasons and evidence.

**WRAP-UP & REFLECTION (15 min)**

Tell students to turn to a partner and talk about two new things they learned in this session.

Ask 2-3 volunteer pairs to share their thoughts with the rest of the class.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

# Math Practice

**Directions:**

- Solve the following problems using place value concepts and properties of multiplication by multiples of 10.

1. A City Clerk needs to process 10 marriage licenses, and each license costs \$50. How much money will the City Clerk collect in total?
2. A Court Clerk received 6 boxes of legal documents, with each box containing 100 files. How many files does the Court Clerk have in total?
3. A License Clerk processed 8 driver's license renewals, and each renewal required a fee of \$40. How much money did the License Clerk collect in total?
4. A Motor Vehicle Licensing Clerk needs to issue 5 new license plates, and each plate costs \$30. How much will the Motor Vehicle Licensing Clerk collect in total?
5. A Town Clerk is responsible for organizing 4 town meetings per month, with each meeting lasting two hours. How many hours does the Town Clerk spend on organizing town meetings in a month?
6. A License Specialist needs to process 5 specialized license applications, and each application consists of 20 pages. How many pages does the License Specialist need to handle in total?
7. A Permits Specialist received 3 applications for building permits, and each application required a fee of \$90. How much money did the Permits Specialist collect in total?

8. A Municipal Clerk needs to distribute 7 boxes of absentee ballots, with each box containing 500 ballots. How many ballots will the Municipal Clerk distribute in total?
  
9. A License Clerk processed 9 vehicle registration renewals, and each renewal cost \$50. How much money did the License Clerk collect in total?

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_.

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



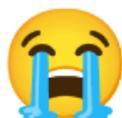
Happy



Smart



Confused



Sad



Angry