**SCOTUS & CRIMINAL JUSTICE SYSTEM**

**I.    Project:**

1. Students will gather information on a Supreme Court case that has made a significant impact on Americans.
2. Students will assemble the information they have gathered in their own words and present that information in the form of poster project and oral presentation for their classmates  to learn from:
3. Failure to meet checkpoint deadlines will result in loss of points.

**II.    Purpose of the project:**

1. Students will use the real world examples of Supreme Court cases to trace how SCOTUS has affected the Criminal Justice System and the rights of the people to due process.
2. Students need to make their own analysis of the court’s rulings,  it’s connections to the U.S. Constitution, and finally the Supreme Courts impact on the average citizen.

**III.  Step 1 Research & Sign Up**

1. **CheckPoint 1 : Sign-up**
2. Part 1
   1. Students will select a Supreme Court case that significantly affects the average person or the criminal justice system.
   2. To sign up YOU MUST first
      1. Read up on various SCOTUS cases and choose a specific Supreme Court Case to report on.
      2. Now decide if you want to work with ONE partner or do the project alone.
3. **Part 2: Please Compose a case brief to complete checkpoint 1 SIGN UP:**

***In their own words, student will summarize the***

* 1. Facts of the original criminal case
     + 1. (Who/What/Where/When/ Why/HOW)
  2. Explain why this case was appealed and ultimately made it to SCOTUS
  3. Identify and explain issue or problem before the court.
  4. What are the main arguments of each side?
  5. What part of the Constitution is being called upon to determine the constitutionality of the issue before the court?
  6. What was the outcome and how did affect Americans?

1. After you have completed the case brief turn it into google classroom and wait to be approved.
2. Failure to thoroughly explain each point of information may result in you not being approved to cover the topic.
3. **CheckPoint 2: Research**:
4. **All information gathered by the student must be cited in an MLA format Works Cited Page!**
5. Students must have at least 5-10 legitimate sources.
   1. Wikipedia. Ask.com Yahoo Answers or other generic search engine sites are NOT acceptable sources.
   2. Please use the links page on the class website/ Google Classroom to get an idea what websites are acceptable and ideal places to start researching.
6. **ZERO PLAGIARISM POLICY!**
   1. ANY INFORMATION CUT AND PASTED IN ANY PORTION OF THE PROJECT WILL RESULT IN NO CREDIT!
   2. No works cited = Automatic zero for whole project.

**IV. Check Point 3: Organizing your Information**

1. FIRST On Google Classroom: Open your Project Checkpoint ONE, and make corrections to your case brief recommended by teacher.
2. NEXT compile a slide show of all images you intend to use on your poster.
   1. Please write captions for each explaining what the image is of and why it fits with your topic.
3. FINALLY create a chart or thinking map to include on your poster that breaks down an aspect of your case.
4. Submit both slide show and thinking map to google classroom by deadline.

**V. Checkpoint 4: Design layout display your information on the POSTER!**

1. Please type your information:
   1. Please use the title of the case and issue before the court as your main title at the top center of your tri-fold poster.
   2. Be sure to organize the information in easy to read chunks.
   3. Make the information was to follow with subtitles, charts, thinking maps, numbered lists, color coding, and images appropriate to your topic.
2. Please use Google Draw to show how you plan on building your display.
   1. Be detail oriented and specific in where everything is going on your poster.
   2. DO NOT just draw odd shapes labeled “info or pic.”

**VI. GRADING**

1. All projects will be judged on the following:
2. **How effectively did the work communicate the information**
   1. Accurate information presented in student’s words. (Poster and Presentation)
   2. Clear evidence that students have learned the basic facts and and can explain the significance of the case to others. (Presentation)
   3. Students will present their project to their peers and will receive peer feedback on how well they were able to communicate the information to the class in a way that helped to both inform and stimulate thought provoking discussion.
3. **How well does poster convey information about the case?**
   1. Aesthetically pleasing
   2. Display correct use of spelling & grammar
   3. Appropriate use of images and language
   4. Logical Design & layout
   5. Well Constructed ( Not Falling apart)