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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.  \*\*SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels. | | | | **Vocabulary:**  district courts; appellate courts; Supreme Court; judicial review; Marbury v. Madison; justices; original jurisdiction; appellate jurisdiction; regulations; military law; civil law; criminal law; constitutional law; common law; precedent; administrative law; statutory law; plaintiff; prosecution; defendant | |
| **Tuesday (A Day)** | | **Wednesday (B Day) / Thursday (A Day)** | | **Friday (B Day)** | |
| **Essential Question:**  - What are the different sources and types of law? | | **Essential Question:**  BENCHMARK TESTING – MIDYEAR ASSESSMENT | | **Essential Question:**  - What are the different sources and types of law? | |
| **H.O.T. Questions:**  - Why is Hammurabi’s Code important?  - What types of laws exist in the United States? | | **H.O.T. Questions:**  BENCHMARK TESTING – MIDYEAR ASSESSMENT | | **H.O.T. Questions:**  - Why is Hammurabi’s Code important?  - What types of laws exist in the United States? | |
| **Bell Ringer:**  - Why do we have rules (or laws) in society? What would happen without them? | | **Bell Ringer:**  BENCHMARK TESTING – MIDYEAR ASSESSMENT | | **Bell Ringer:**  - Why do we have rules (or laws) in society? What would happen without them? | |
| **Learner Outcome:**  Students will analyze the importance Hammurabi’s Code to our current legal system. They will also differentiate between different sources and types of laws and apply them to sample cases. | | **Learner Outcome:**  BENCHMARK TESTING – MIDYEAR ASSESSMENT | | **Learner Outcome:**  Students will analyze the importance Hammurabi’s Code to our current legal system. They will also differentiate between different sources and types of laws and apply them to sample cases. | |
| **Whole Group:**  - Discuss bell ringer together as a class.  - Play short video clip on Hammurabi’s Code: <https://www.youtube.com/watch?v=H_8jANgidnc>  - Discuss this video with students, asking them what stood out to them in the video. Were there laws that seemed familiar? Were the punishments really harsh? Why do you think this might be the case?  - Direct students to the Assignments Tab on Teams, where they will find a Word doc containing several questions and a space for notes. The first several questions are about Hammurabi’s Code from the video. Work with the students to answer these questions.  - Display a PowerPoint for students that goes over the different sources and types of laws and offers visual examples. Students will fill in the blank areas on their notes page with information from the PowerPoint. The notes page will also have pictures to guide the students toward better understanding the different sources and types of laws. By the end of the PowerPoint, students will have complete definitions of constitutional law, statutory law, etc.  - The next section of the Word doc assignment contains several example scenarios. Model the first one for students. They will read the scenario and determine which type/source of law applies in each one. Put the students into Breakout Rooms on Teams, and allow them to work together on these scenarios.  - Come back together as a class on the main Teams call and go over the answers, calling on students to respond.  - Finish class by allowing students to continue working on their judicial branch reading and worksheet from the previous class.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    What are the important features of criminal and civil laws? Can you think of any examples of these? | | **Whole Group:**  BENCHMARK TESTING – MIDYEAR ASSESSMENT | | **Whole Group:**  - Discuss bell ringer together as a class.  - Play short video clip on Hammurabi’s Code: <https://www.youtube.com/watch?v=H_8jANgidnc>  - Discuss this video with students, asking them what stood out to them in the video. Were there laws that seemed familiar? Were the punishments really harsh? Why do you think this might be the case?  - Direct students to the Assignments Tab on Teams, where they will find a Word doc containing several questions and a space for notes. The first several questions are about Hammurabi’s Code from the video. Work with the students to answer these questions.  - Display a PowerPoint for students that goes over the different sources and types of laws and offers visual examples. Students will fill in the blank areas on their notes page with information from the PowerPoint. The notes page will also have pictures to guide the students toward better understanding the different sources and types of laws. By the end of the PowerPoint, students will have complete definitions of constitutional law, statutory law, etc.  - The next section of the Word doc assignment contains several example scenarios. Model the first one for students. They will read the scenario and determine which type/source of law applies in each one. Put the students into Breakout Rooms on Teams, and allow them to work together on these scenarios.  - Come back together as a class on the main Teams call and go over the answers, calling on students to respond.  - Finish class by allowing students to continue working on their judicial branch reading and worksheet from the previous class.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    What are the important features of criminal and civil laws? Can you think of any examples of these? | |
| **Assessment:**  - The scenarios worksheet will be turned into Teams and will count as a classwork grade. The discussion regarding the answers to the scenarios will serve as a way of gauging how well students have understood the lesson’s concepts. | | **Assessment:**  BENCHMARK TESTING – MIDYEAR ASSESSMENT | | **Assessment:**  - The scenarios worksheet will be turned into Teams and will count as a classwork grade. The discussion regarding the answers to the scenarios will serve as a way of gauging how well students have understood the lesson’s concepts. | |
| **Home Learning:**  - Finish assignment on judicial branch.  - Play review Kahoot challenge to study for benchmark next class. | | **Home Learning:**  -Work on any missing/make up work. | | **Home Learning:**  - Finish assignment on judicial branch.  - Play review Kahoot challenge to study for benchmark next class. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Small Groups  Extended Time | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Give directions in small steps & few words as possible  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Small Groups  Extended Time | P2 – CB-K/F; CT-504; JV-504; NW-K | Give directions in small steps & few words as possible  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Small Groups  Extended Time | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Give directions in small steps & few words as possible  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Small Groups  Extended Time | P8 – EF-V/K; YP-K | Give directions in small steps & few words as possible  Allow extended time frames to complete assignments, projects and tests | P8 - SB | Problem Based Learning |