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| **Law Studies** | | | | | |
| **Social Studies Standards:**  \*\*SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.  LAFS.68.WHST.1.1 Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alter...  LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. | | | | **Vocabulary:**  Debate; Dialogue; Opening; Closing; Rebuttal; Congress; Legislative Branch; Bill: Law; *Hazelwood v. Kuhlmeier;* just law; perspective; arguments | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - What makes a “good” and just law? | | **Essential Question:**  - What is a debate? | |  | |
| **H.O.T. Questions:**  - How can writing a good law or rule be difficult to do?  - How might different groups of people influence law making? | | **H.O.T. Questions:**  - How is a debate structured?  - How does a debate differ from a dialogue? | |  | |
| **Bell Ringer:**  What do you think are some characteristics or qualities of a good law? | | **Bell Ringer:**  Display a news article on the board about a potential law that bans all homework assignments in school. Do you think this law would benefit Florida schools? Why or why not? | |  | |
| **Learner Outcome:**  Students will identify the criteria needed to make a “good” law. They will evaluate what makes a good law, analyze the difficulty in writing a good law, and apply the skills needed to write a good law. | | **Learner Outcome:**  Students will identify the major parts of a debate and distinguish between dialogue, which is collaborative, and debate, which is combative. They will apply this to a sample issue. | |  | |
| **Whole Group:**  - Discuss the Bell Ringer, sharing student responses with the rest of the class.  - Take about 15-20 minutes to go over student responses to the questions about *Hazelwood v. Kuhlmeier*. Emphasize to the class the differences between this case and *Tinker* – that students have freedom of expression in school, but that this freedom can be limited in certain circumstances. Also spend part of this time discussing the student scenarios from last week on whether a situation would be “disruptive” or not in school, and whether a school could prohibit certain acts of expression because of this. Tie this into the Bell Ringer about how laws can be considered good and just only if they do not go against the Constitution.  - Display the 7 criteria of a good law on a PowerPoint slide. Have students take notes on these as we discuss them.  - Display a proposed school board policy banning cell phones on a school campus. Discuss this with students.  - Break the class up into four groups, and start separate video calls with each group in the various group channels of Teams.  - Assign each group of students to a specific scenario that looks at the cell phone ban from a different perspective or point-of-view. They will answer the following questions:   1. Who is your figure? 2. What do they think of cell phones? How do they normally use them? 3. How would the proposed cell phone policy affect them? 4. Do you think they would support or oppose the cell phone policy? Why? 5. What changes, if any, might they want to make to this policy? 6. To be a “good” law, a policy must meet 7 criteria. Which criteria (if any) do you think this cell phone policy would fail to meet?   - Students will present their answers to the class.  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  Do you think your character would support or oppose this proposed rule on cell phones? Why? Use evidence from your scenario to support your answer. | | **Whole Group:**  - Give students about 10 minutes to work on the Bell Ringer, asking them to provide at least 3 reasons to explain their answer.  - Once students have finished, take a poll of the class overall to see where they stand, and ask volunteers to share their answers with the class. Take some time to discuss their ideas and thoughts.  - Ask students whether they thought they were having a debate or a dialogue. (Most likely, this will be a dialogue, but some of the more opinionated students may bring some debate concepts to the discussion.)  - Play short video: <https://www.youtube.com/watch?v=u787IOfyzzw> – this will introduce students to the concept of a debate and its formal elements. Discuss what students saw in the video and how it compared to our previous activity.  - Display on screen for the students a handout comparing the differences between a debate and a dialogue. Read through this handout, pausing with each difference to explain and to refer back to our previous discussion for examples. Page 2 of this handout will be formal steps for the debate process. Go over these as a class. Students should download and/or print this handout to use as a reference for any debates that we will have this year.  - Direct students to a Word doc posted on Teams that has a chart containing the formal steps of the debate process. Ask students to think back to our initial discussion about a law banning homework in schools. Assign two groups to take the position of being FOR the law, and two groups to take the position of being AGAINST the law. Start separate video calls with each of these groups and give them about 30 minutes discuss their ideas and to fill out their charts outlining how they might approach a real debate about this issue. They may use the internet to search for statistics or other facts to support their positions.  - If time allows, we will share their responses with the class. If there is not enough time for this, we will do this next class.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**  Given a specific position on this potential law banning homework, use the formal debate process to argue for and defend your position. Why is your position the correct one? Why is the other position incorrect? | |  | |
| **Assessment:**  - The scenario questions will be submitted on Teams and graded as classwork. | | **Assessment:**  - The debate chart handout will be graded on Teams as classwork. The discussion will act as an oral assessment, allowing the teacher to delve deeper into the material or to correct any deficiencies in understanding, if needed. | |  | |
| **Home Learning:**  - Submit signed movie permission form. | | **Home Learning:**  - Submit signed movie permission form. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Small Groups | P4 – GM-504 | Alert student several minutes before transition from one activity to another is planned  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 – JG; LM | Flexible Grouping |