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| **Law Studies** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  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:**  Constitution; Judicial Branch; unconstitutional; Article III; federal court system; state court system; trial court; appellate court; district court; Supreme Court; judicial review; civil law; criminal law; administrative law; military law; precedent; constitutional law; statute; statutory law; juvenile law; common law; regulations; ordinances | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - How does the judicial branch function? | | **Essential Question:**  - How does the judicial branch function? | |  | |
| **H.O.T. Questions:**  - Why do we have federal and state court systems in the United States?  - How does a case move through the judicial system? | | **H.O.T. Questions:**  - How can different sources of law be applied in different situations?  - How do criminal and civil law differ from each other? | |  | |
| **Bell Ringer:**  Display a political cartoon on the board that reflects a disagreement about checks and balances between the three branches of government. Ask students to identify what they see in the image and to try to interpret what they believe the cartoon to mean. | | **Bell Ringer:**  Direct students to Kahoot to play a vocabulary review Kahoot game using the key terms learned and reviewed in the previous class. | |  | |
| **Learner Outcome:**  Students will analyze the roles of federal and state court systems in the United States. They will compare and contrast the function of the different levels of courts and trace how cases move through these levels from trial courts to appellate courts to the Supreme Court. | | **Learner Outcome:**  Students will identify and evaluate the difference sources of law and apply them to sample scenarios. They will also differentiate between criminal and civil law. | |  | |
| **Whole Group:**  - Spend a few minutes going over the Bell Ringer question, discussing student answer and reviewing about the roles of the legislative and executive branches.  - Post on Teams an iCivics reading titled “Judicial Branch in a Flash.” Begin to read this together as a whole group, with students annotating the reading as they go along. Model this process with students for the first two paragraphs. Then release students to finish the reading on their own.  - Once students have completed the reading, take a few minutes to discuss key concepts, including the three levels of the court system – trial courts, appellate courts, and the supreme court. Check for understanding by reading several true/false statements to students about the reading; ask them to answer true or false in the Teams meeting chat. If the majority of the class seems unsure about any statement or gets anything incorrect, take time to go over that idea.  - Post a worksheet on the Assignments tab on Teams related to the reading. The worksheet will contain a vocabulary crossword puzzle, as well as a fill-in-the-blank section and a Venn diagram that asks students to categorize whether a description would fit trial courts, appellate courts, or both. Model these activities for students, and then release them to complete the worksheet on their own, with the teacher working with any students who need assistance.  **Evidence Based Writing: What would happen if [...]? Use text-based evidence to support your claim.**    What would happen if a president tries to take too much power? How would he or she be limited under the Constitution? | | **Whole Group:**  - Begin with the Kahoot game as a review of the previous class material. This should take about 15-20 minutes. Any key words or ideas that students seem to be unsure about, take time to re-explain and re-teach them.  - Post on Teams a Word document for students which contains a KWL chart for criminal law, civil law, military justice, and juvenile justice. Give students several minutes to fill out the “I know” and “I would like to know” columns, then have students share their answers with each other.  - Post a PDF titled “Sources of Law.” Read through the first two pages together with students, demonstrating what students should annotate for the first two paragraphs, and then allowing students to annotate on their own for the rest of the reading as we go through the text together. Pause during each section to refer back to a concept discussed at the beginning of the reading: the Post Office and how it can be affected by every different source of law.  - Read together pg. 3 of the reading which covers the difference between criminal and civil law. Ask students to list in the chat all the different crimes that they can think of, and briefly discuss these as a class.  - Distribute a worksheet on Teams to students which contains several example scenarios. Go through the first scenario together, and guide students toward completing a Venn diagram asking them to categorize different statements as reflecting criminal law, civil law, or both. The remaining scenarios ask students to determine which type of law reflects each scenario.  - When students have completed this activity, go over student answers and responses as a class.  - Close the lesson by asking students to reflect on what they have learned and to answer the following exit ticket:  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Which source of law do you think affects people the most in their daily lives? Why? Give at least two reasons or examples based on what we have learned this lesson. Use the reading for evidence. | |  | |
| **Assessment:**  - The true/false statements as a whole group will be an informal assessment to check for understanding after the reading, and the worksheet will reinforce key concepts and count as a classwork grade. | | **Assessment:**  - The Kahoot game will serve as an informal assessment of what students learned and recalled from the previous class. This class period’s worksheet will count as a classwork grade. The exit ticket will allow students to apply what they have learned to their own lives, and it will also give the teacher a way to gauge understanding of the lesson. | |  | |
| **Home Learning:**  - Finish worksheet. | | **Home Learning:**  - Complete the “What did I learn?” part of the KWL chart for this lesson.  - Study for quiz on Judicial branch. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Recap of Key Points  Focus on Key Words | P4 – GM-504 | Break long assignments into small, sequential steps  Alert student several minutes before transition from one activity to another is planned | P4 – JG; LM | Problem Based Learning |