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| **Law Studies** | | | | | |
| **Social Studies Standards:**  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.  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; judge; attorney; defense; prosecution; plaintiff; bailiff; jury; clerk; witness; victim; objection; sustained; overruled; appeal; criminal trial; civil trial; questioning; cross-examination; verdict; opening arguments; closing arguments; witness statements | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How does the judicial branch function? | | **Essential Question:**  - How does the judicial branch function? | | **Essential Question:**  - How does a trial work? | |
| **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? | | **H.O.T. Questions:**  - How do civil and criminal trials normally function?  - Why are jobs during a trial such as judges, attorneys, and witnesses important? | | **H.O.T. Questions:**  - How do lawyers analyze the facts of a case to create arguments benefiting their side?  - How do judges and juries evaluate arguments in order to decide a case? | |
| **Bell Ringer:**  What makes something a crime? How can we differentiate between crimes and disputes (i.e. that would be covered under civil law)? | | **Bell Ringer:**  Why do you think that lawyers are important? | | **Bell Ringer:**  Display a political cartoon regarding a trial and how the judicial branch functions. Ask students to analyze the image and to answer the following questions:   1. Who do they see in the cartoon? (i.e. which jobs/roles of a trial) 2. What action is taking place? 3. What do they think that the cartoon means? | |
| **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. | | **Learner Outcome:**  Students will identify the key roles of trial participants during civil and criminal trials, and they will analyze how they perform their jobs in order to ensure a functioning trial. They will also evaluate why these jobs are important toward making sure that trials are fair. | | **Learner Outcome:**  Students will analyze the facts of a case to create their own arguments regarding what each side should claim in court. They will evaluate both sides’ arguments, apply the facts of the case, and make their own decision about a sample civil case. | |
| **Whole Group:**  - Discuss the Bell Ringer question as a review and a recap of our reading from the previous class. Use this to segue into a discussion of the differences between criminal and civil law, and the different sources of law.  - Finish reading the final pages of the PDF titled “Sources of Law” that we began in the previous class.  - Direct students to the Word doc labeled “Sources of Law” on the Teams Assignments tab. Students should have completed Parts A, B, and C in class the previous Thursday. Walk students through parts D and E, which discuss the example of the Post Office and the different sources of law, and give them about 15-20 minutes to complete this.  - Go over their answers and ask for volunteers to share their responses to Part E (found in the Evidence Based Writing section below).  - Direct students to Kahoot to play a review Kahoot game using the key terms and ideas learned and reviewed in the previous classes. 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.  - Finish class with a quiz posted on Teams (through Microsoft Forms) that covers the lessons on the judicial branch and the different sources/types of laws. If students finish early, they may work on any missing assignments that they might have.  **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. | | **Whole Group:**  - Discuss the Bell Ringer question as a preview of our upcoming lesson. Read out loud student responses and ask the class to comment on them, as to which statements they think are correct and which ones might not be accurate.  - Display a picture of a courtroom. Tell students that in preparation for our upcoming mock trials, they will be learning about the different types of positions, jobs, and roles in the courtroom.  - Post a reading on Teams that goes through the different key roles found in the courtroom. Read this aloud with the class and discuss the importance of roles that might not seem that important, such as court reporter or bailiff.  - Release students to work on a crossword puzzle worksheet that will ask students to match up the description of each role to the names of these courtroom jobs. At the bottom of the vocabulary puzzle will be several follow-up and reflection questions to complete, including the Evidence Based Writing question below. Allow students to complete this in class, and then discuss their answers as a whole group.  **Evidence Based Writing: What would happen if [...]? Use text-based evidence to support your claim.**    - What might happen if these roles were missing from a trial? (i.e. what would happen if there was no judge? Or no defense attorney?)  - Which of these roles do you think is the most important? Write a paragraph creating an argument for why this job is the most important out of any in the courtroom. Use the reading and your answers to the previous questions to guide you. | | **Whole Group:**  - Review the Bell Ringer question and discuss student answers. Use this as an opportunity to review the different jobs and roles of a trial that students learned about during the previous class. Ask students which roles that they believe might be the most important in a trial. Also go over which roles are the same in a criminal or civil case, and which roles may slightly change (i.e. plaintiff vs. prosecution).  - Display a fact sheet containing information about a civil case where a 10-year-old boy brought a toy gun to a school with a strict “no tolerance” policy, was caught with the toy gun, and was expelled. His parents sued the school district to have him reinstated. Read through the facts of the case with the class, pausing to ask students for their thoughts and reactions.  - Post a handout on Teams asking students to identify and evaluate the facts of the case and the claims made by both sides. They may work together to come up with the facts and arguments, but they must each write their own responses. Give them about 20 minutes to do this, then discuss their answers.  - Ask students to put themselves into the shoes of either the plaintiff (the parents) or the defendant (the school) and to come up with all of the arguments that they can think of that would support that side. They must also link one piece of evidence or fact of the case to each of these arguments.  - Finish class by discussing the arguments that they have created. Ask students to evaluate them and to play jury, determining how they would decide this case and why.  **Evidence Based Writing: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**    What arguments could you make to support the plaintiff/defendant in this case? Which facts or pieces of evidence would you use to support your argument? | |
| **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 quiz will also give the teacher a way to gauge understanding of the last several lessons. | | **Assessment:**  - The vocabulary crossword puzzle and follow-up questions will count as a classwork grade and help the teacher to evaluate what students have taken from today’s lesson. | | **Assessment:**  - The facts/arguments worksheet will serve as a classwork grade and will give students an opportunity to practice evaluating facts and creating fact-based arguments. The discussion will serve as an informal evaluation allowing the teacher to see what students have grasped and what might need to be further explained. | |
| **Home Learning:**  - Complete any missing assignments. | | **Home Learning:**  - Finish classwork assignment. | | **Home Learning:**  - Finish classwork assignment. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Teacher Made Questions  Bilingual Dictionaries | P4 – GM-504 | Provide key concepts or vocabulary prior to lesson presentation  Allow extended time frames to complete assignments, projects and tests | P4 – JG; LM | Problem Based Learning |