|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Law Studies** | | | | | |
| **Social Studies Standards:**  SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.  SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law. | | | | **Vocabulary:**  crime; felony; misdemeanor; white-collar crime; juvenile crime; victimless crime; juvenile; delinquent; probation; murder; manslaughter; homicide; larceny; assault; battery; district attorney; capital punishment; death penalty; cruel and unusual punishment | |
| **Wednesday** | | **Friday** | |  | |
| **Essential Question:**  - How does the criminal justice system work? | | **Essential Question:**  - How does the criminal justice system work for juveniles? | |  | |
| **H.O.T. Questions:**  - How do the police and courts work to both protect rights and punish lawbreakers?  - How does our corrections system punish lawbreakers? | | **H.O.T. Questions:**  - Why is there a separate system of laws, courts, and punishments for juveniles?  - How does this system differ from the adult criminal justice system? | |  | |
| **Bell Ringer:**  Have students log into Kahoot for a quick review before their quiz. | | **Bell Ringer:**  Do you think that juveniles should ever be tried as adults? Why or why not? | |  | |
| **Learner Outcome:**  Students will identify the steps of the criminal justice system and analyze how the police and courts work at all steps to both protect rights and punish lawbreakers. They will also evaluate the different types of punishments that our system can levy upon lawbreakers. | | **Learner Outcome:**  Students will differentiate between the adult and juvenile criminal justice system. They will analyze the purposes of having a separate system of justice for citizens under the age of 18. | |  | |
| **Whole Group:**  - Play Kahoot to review with students about trials, objections, and jury duty. This should take about 10-15 minutes.  - Then have students take an online quiz through Microsoft Forms on what they’ve learned about trials, jury duty, and objections. Give students about 15-20 minutes in class to do this.  - Post a question for students and ask them to answer it in the chat: “Do you believe in capital punishment? Why or why not?” Discuss their answers. Make sure to ask probing questions to get students to consider all possibilities when it comes to the death penalty.  - Tell students that we have only explored one aspect of our criminal justice system in any kind of detail: trial by jury. Let students know that today, they will be learning about how we get to a trial by jury and what happens AFTER the trial is over.  - Post on Teams a graphic organizer for students which contains the steps of the criminal justice system. We will read through p. 388-392 together in the textbook. As we read, students will fill out their graphic organizer about the steps of the justice system. There will be spaces in the organizer for students to write down how each step both can punish lawbreakers and keep us safe, or protect our rights.  - At the end of the organizer, students will answer p. 392, #3b and #5.  **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.**  Why do you think each state is allowed to establish its own capital punishment laws? | | **Whole Group:**  - Discuss the Bell Ringer with students. Poll the class to determine what they think overall, and have them justify their responses. Tell them to keep their answers in mind as we go through the lesson, and to reflect and see if their answers might have changed by the end of the lesson.  - Display page 390 in the textbook on screen in order to review the different steps of the criminal justice system with the flowchart on that page.  - Tell students that today we will be looking at how the juvenile justice system differs from the criminal justice system for adults. Ask students what they know about the juvenile system. What might be typical crimes that juveniles commit and can be charged for?  - Start reading the PDF of page 394-399 with students. Read through the first page out loud with the class, then release students to read through the rest of the section on their own. Give them about 10 minutes to do so. Once they have finished, discuss their impressions and the HOT questions out loud.  - After this class discussion, have students work on the questions on page 399. They will answer #2-4.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    pg. 399 (#3C):  How are young people in the juvenile court system tried differently from adult offenders? Use the textbook reading for evidence. | |  | |
| **Assessment:**  - The quiz will measure what students have learned from the previous unit and how well they can apply it. The organizer will be collected as a classwork grade, then returned to students for their own notes. The discussion will serve as an informal assessment of student understanding and comprehension of key concepts. | | **Assessment:**  - The discussion will serve as an informal assessment of student understanding and comprehension of the reading. The textbook questions will be graded as a classwork grade. | |  | |
| **Home Learning:**  - Work on finishing jury duty project. | | **Home Learning:**  - Finish classwork questions.  - Finish jury duty project. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Focus on Key Words  Bilingual Dictionaries | P4 – GM-504 | Allow opportunities for movement during extended or stressful activities  Highlight key words in lessons | P4 – JG; LM | Open-Ended Tasks |