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| **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 | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - What are different types of crimes? | | **Essential Question:**  - What are different types of crimes? | |  | |
| **H.O.T. Questions:**  - How are murder, manslaughter, and homicide different from each other?  - How do attorneys decide with which crime to charge someone who has been arrested? | | **H.O.T. Questions:**  - How do assault and battery differ from each other?  - How might a prosecutor decide whether to charge someone with larceny, robbery, and/or burglary? | |  | |
| **Bell Ringer:**  Review: How does the juvenile justice system differ from the criminal justice system for adults? | | **Bell Ringer:**  Have students share and present their newspaper articles that they found in their homework assignment from the previous class. | |  | |
| **Learner Outcome:**  Students will compare and contrast different crimes and differentiate between degrees of murder, manslaughter, and homicide. They will apply what they have learned about crimes and the justice system by deciding which crimes to charge lawbreakers with in sample scenarios. | | **Learner Outcome:**  Students will compare and contrast different crimes and differentiate between assault and battery, as well as the different categories of theft. They will apply what they have learned about crimes and the justice system by deciding which crimes to charge lawbreakers with in sample scenarios. | |  | |
| **Whole Group:**  - Discuss the Bell Ringer with students and spend some time reviewing and discussing the juvenile criminal justice system assignment from last Friday with the class.  - Post a guide on Teams for the students that contains a list of common crimes and that differentiates between some related crimes, such as murder in the different degrees, manslaughter, and so on. Read through this with students, having students highlight or underline the main points of the reading.  - Direct students to a Word doc on the assignments tab that contains short descriptions of crimes that have happened. Have students match up the different crimes on their guide to the descriptions of crimes on the worksheet. Go over this with the class once they have completed the activity, and have them check their answers.  - Ask students if they can think of a situation in which a district attorney or prosecutor might want to charge someone with a lesser crime (i.e. manslaughter) when they could potentially charge someone with murder.  - Then have them move to part 2 of the Word doc, which contains several longer articles. Put the class into groups (in person or via Breakout Rooms on Teams). They will be asked to read through each article and to discuss it amongst themselves. If they were a district attorney, which crime(s) would they charge the defendant in the article with? They will need to justify their answers, as in some cases, defendants could be charged differently based on the situation. The crimes committed in these cases will center around murder in the different degrees and manslaughter, as this will be the focus of the reading.  - Get back together as a whole class, read through the scenarios, and discuss student answers as a whole.  - If time allows, students may start their homework assignment. They will be asked to choose one of the crimes that we have learned about and to find a recent newspaper article online reflecting it. How does this article show that particular crime being committed?  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    How do murder in the 1st degree, 2nd degree, 3rd degree, and manslaughter differ from each other? Use details from the text to support your answer. Try to provide an example of each crime. | | **Whole Group:**  - Give students time to share their homework assignments. Ask them why they chose that particular article and that particular crime(s). Ask them if they think what they have found is a typical example of that crime, or is it extraordinary in some ways.  - Continue reading through the packet distributed previously with students, this time reading through the sections on assault and battery, as well as the different classifications of theft. Pause to answer any student questions and to discuss potential examples with students. Students should also be highlighting or underlining the key points as we read together as a class.  - Post on Teams several (fake) police reports which contain evidence and a story of an event that happened. Allow students to work in groups. They will be asked to read through each scenario and to discuss it amongst themselves. If they were a district attorney, which crime(s) would they charge the defendant in the article with? They will need to justify their answers, as in some cases, defendants could be charged differently based on the situation. This assignment will be similar to the previous class’s assignment, but the cases will be different and will focus on the crimes we have learned about today.  - Get back together as a whole class, read through the scenarios, and discuss student answers as a whole.  **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.**    Given a report or story, how would you choose to charge the defendant? Why would you choose these crimes to charge him/her with? Use information from our reading to justify your answers. | |  | |
| **Assessment:**  - The worksheet will be checked by students and collected as a classwork grade. The group assignment will also be graded and will show how well students can apply what they have learned about different crimes to real-life scenarios, giving them the chance to role-play as district attorneys. | | **Assessment:**  - The classwork assignment will be graded and will show how well students can apply what they have learned about different crimes to real-life scenarios, giving them the change to role-play as district attorneys. | |  | |
| **Home Learning:**  - Work on newspaper research assignment. | | **Home Learning:**  - Study for quiz on the criminal justice system. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Small Groups  Bilingual Dictionaries | P4 – GM-504 | Alert student several minutes before transition from one activity to another is planned  Provide positive reinforcement for following rules or directions | P4 – JG; LM | Problem Based Learning |