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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; probation; community service; prison; parole; probation; “scarlet letter” punishment; house arrest | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - What punishments can criminals receive? | | **Essential Question:**  - What punishments can criminals receive? | | **Essential Question:**  - What punishments can criminals receive? | |
| **H.O.T. Questions:**  - How are misdemeanors punished differently than felonies?  - How do judges decide which punishment to assign to someone convicted of a crime? | | **H.O.T. Questions:**  - How does the 8th Amendment define and constrain what punishments may be given?  - How should the death penalty be used in the justice system? | | **H.O.T. Questions:**  - How does the 8th Amendment define and constrain what punishments may be given?  - How should the death penalty be used in the justice system? | |
| **Bell Ringer:**  - What punishment would you give for the crime of aggravated battery? Why would you choose that punishment? | | **Bell Ringer:**  Play Kahoot to review for quiz on crimes. | | **Bell Ringer:**  What do you think “cruel and unusual” means? How would you define it? | |
| **Learner Outcome:**  Students will analyze how statutes create different punishments for different crimes, and how judges can apply these punishments to those convicted of crimes. They will evaluate types of punishments and differentiate between punishments for misdemeanors and felonies. | | **Learner Outcome:**  Students will evaluate different punishments to determine what would be considered “cruel and unusual” and what would be allowed under the constitution. They will also investigate the constitutionality of the death penalty and develop an argument for whether it should be considered “cruel and unusual” or not. | | **Learner Outcome:**  Students will evaluate different punishments to determine what would be considered “cruel and unusual” and what would be allowed under the constitution. They will also investigate the constitutionality of the death penalty and develop an argument for whether it should be considered “cruel and unusual” or not. | |
| **Whole Group:**  - Start class by going over the scenarios worksheet from the previous class. Ask students to share their responses.  - Discuss the Bell Ringer with students. Emphasize to students that how to punish crimes is a very controversial topic with many potential answers.  - Put the class into Breakout Rooms. Give each group a worksheet containing of a list of crimes. Have groups work together to come up with their ideal punishment for each crime that would be (1) constitutional, and (2) that would fit that crime. Give the groups about 15 minutes to do this. Have each group nominate one person to speak for them when we share our responses.  - Get back together as a class. Display the list of crimes on the board/screen via PowerPoint, and ask each group to share their proposed punishments. Type them into the PowerPoint and compare them to see where groups came up with similar and very different answers. Ask them to explain why they chose some of the punishments that they did. If there are significant differences in punishments for certain crimes, ask groups if they can account for these or explain them.  - Pass out a reading packet that contains information about punishments for crimes in the criminal justice system. Read through this with the class, pausing to discuss key ideas and to answer questions from students. As we read, students should annotate the reading by highlighting or underlining the main ideas of each section and key vocabulary words, as well as putting a question mark next to anything that they do not understand or want further clarification about.  - After we have read through the first part of this packet, pass out a worksheet containing questions about the reading. Model how to answer these questions with students, and then release students to complete these on their own. Some of the questions will be “reading check” questions about the class reading, while others will ask them to play judge and to determine what penalty they might levy on a defendant who is found guilty of a crime, 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.**  Give the facts of a case, and a guilty verdict for a specific crime, what penalty do you think a defendant found guilty of that crime should get? Pretend that you are a judge in that case. | | **Whole Group:**  - If we did not finish presenting the crime research homework assignments in the previous class, begin class by giving students time to present them, focusing on what crimes have been committed and the punishments that were assigned to those found guilty of these crimes.  - Take some time to discuss the Bell Ringer by asking students what they think that “cruel and unusual” means. Display a copy of the 8th Amendment on the board as we discuss student responses. Use this discussion to construct a class definition for the 8th Amendment that prohibits “cruel and unusual” punishment.  - Continue reading in our reading packet from last class the section on cruel and unusual punishment, which will discuss several Supreme Court cases where the court has ruled on what can be considered “cruel and unusual.” Jigsaw this reading, with each group being assigned a paragraph regarding a court case. Have them answer several questions about their section, and then each group will present their section to the class.  - Once we have discussed cruel and unusual punishment, distribute an iCivics handout where students will be asked to play judge. This handout contains 8 cases heard by the Supreme Court and decided as to whether the punishment given was considered “cruel and unusual.” Have students work together in groups to evaluate these cases and to determine how they would rule. Ask them to explain why. Discuss their answers and have them check their responses against what the Supreme Court actually decided.  - Some of these cases involve the death penalty, which the Supreme Court has found to be constitutional, with certain limits. Discuss this with students, asking them whether they believe that the death penalty should be considered “cruel and unusual” punishment. Write down student thoughts on the board, and then have students work on writing an argumentative paragraph described below, using the reading and any additional research that they would like to use as evidence.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Should the death penalty be allowed, or should it be outlawed as “cruel and unusual” punishment? Why? Use evidence from the reading and your own ideas to construct an argumentative paragraph taking one side or the other of this debate. Try to develop a counterargument for what someone arguing the other side might say, as well. | | **Whole Group:**  - If we did not finish presenting the crime research homework assignments in the previous class, begin class by giving students time to present them, focusing on what crimes have been committed and the punishments that were assigned to those found guilty of these crimes.  - Take some time to discuss the Bell Ringer by asking students what they think that “cruel and unusual” means. Display a copy of the 8th Amendment on the board as we discuss student responses. 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Try to develop a counterargument for what someone arguing the other side might say, as well. | |
| **Assessment:**  - The crime research assignment from last class will be collected and graded as a homework grade. The questions about the reading will serve as a reading check for students and allow them to apply what they have learned about crimes and punishments. | | **Assessment:**  - The jigsaw reading presentations will serve as an informal assessment of how well students have understood the concepts behind the reading. The paragraph will be graded as classwork and will give students the opportunity to apply what they have learned to express their opinion and to construct an argument. | | **Assessment:**  - The jigsaw reading presentations will serve as an informal assessment of how well students have understood the concepts behind the reading. The paragraph will be graded as classwork and will give students the opportunity to apply what they have learned to express their opinion and to construct an argument. | |
| **Home Learning:**  - Finish questions (if they weren’t already finished in class). | | **Home Learning:**  - Finish argumentative paragraph. | | **Home Learning:**  - Finish argumentative paragraph. | |
| **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 |