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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.2.5 Distinguish how the Constitution safeguards and limits individual rights.  SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.  LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis reflection, and research.  LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience. | | | | **Vocabulary:**  capital punishment; death penalty; cruel and unusual punishment; probation; community service; prison; parole; probation; “scarlet letter” punishment; house arrest; punishment; rehabilitation; criminal justice system; retribution; restoration; deterrence; incapacitation; 8th Amendment; “cruel and unusual” punishment; opening arguments; closing arguments; witness; direct examination; cross examination; objections; 1st degree murder; manslaughter; homicide; reasonable doubt | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - What punishments can criminals receive? | | **Essential Question:**  - What punishments can criminals receive? | | **Essential Question:**  - How do lawyers prepare for a trial? | |
| **H.O.T. Questions:**  - How does the criminal justice system seek to both punish and rehabilitate?  - How do the goals and punishments of the juvenile justice system differ from those of the regular criminal justice system? | | **H.O.T. Questions:**  - How does the criminal justice system work?  - How can we fairly and constructively critique the work of our classmates? | | **H.O.T. Questions:**  - How do lawyers evaluate evidence to determine what will help or hurt their side?  - How can lawyers begin to create arguments based on evidence? | |
| **Bell Ringer:**  Complete a survey on Microsoft Forms about preferences for our second group of mock trials that we will begin later in the week. | | **Bell Ringer:**  Log into Kahoot to review for quiz on punishments. | | **Bell Ringer:**  Close of 3rd quarter wellness check survey. | |
| **Learner Outcome:**  Students will analyze the different purposes of the criminal justice system. They will differentiate between the system geared toward adults and juveniles, and they will develop an argument for whether they think that the goal of the justice system should be to punish or to rehabilitate. | | **Learner Outcome:**  Students will analyze real-world examples of the criminal justice system working to prosecute crimes and punish those found guilty. Students will also critique the PowerPoints of their classmates in a constructive and fair way. | | **Learner Outcome:**  Students will evaluate the evidence presented in their cases to determine what might help or hurt their side in a mock trial. They will begin to create arguments based on these facts, details, witness statements, and other pieces of evidence that will help them to win their cases. | |
| **Whole Group:**  - Begin class by having students fill out the survey for the Bell Ringer. Tell students that their preferences will be taken into account when dividing up the class into groups for our two cases in our upcoming mock trials, but that nothing is guaranteed.  - Take about 10-15 minutes to discuss student responses to the writing assignment from last class. What should be the goal of the criminal justice system? To punish or rehabilitate? Retribution or restoration? To deter future crime, or to give those who commit crimes their “just desserts?” Ask students to share their answers and their reasoning.  - Tell the class that for the rest of the period, they will be putting what they have learned about crimes and punishments to use and to see real-world examples of this. 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? What were the punishments for this crime? (Or if the trial had not been completed yet, what could the punishments potentially be?)  - Release the class to work on this mini-project. They will answer a number of questions about the crime/case/punishment that they research, and then they will create short PowerPoints to put this information into a visual display. These PowerPoints should have 3 slides: one about the crime, one about the background information of the case, and one about the punishment for this crime. We will post these PowerPoints on Teams in a future class and share them with the rest of the students.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Research a crime of your choosing that we have learned about, and find a recent example of it in the news. How did this particular crime happen? What was the motivation behind this crime? What was the punishment? | | **Whole Group:**  - Start class by directing students to Kahoot to play a review game about the different types of punishments and the purposes for punishments that we have learned about over the last several classes. Give students a benefit toward playing the Kahoot by awarding 5 bonus points on the quiz to the top 3 scorers on the Kahoot.  - Direct students to Microsoft Forms to take their quiz on our punishments lessons. Give the class about 20 minutes to complete this. The correct answers and explanations for any incorrect answers will be displayed for students after they submit their quiz.  - Then direct students to a channel on Microsoft Teams that contains the PowerPoints completed in our previous class on real-world examples of crimes and punishments. The teacher will post these PowerPoints there before class.  - Tell the class that sharing our work and offering constructive feedback is a very important part of being in an advanced class, especially entering high school next year. Spend a few minutes going over examples of constructive feedback and examples of non-constructive feedback (which should be avoided).  - Give the class about 15-20 minutes to browse through the PowerPoints posted and to offer constructive feedback on three of them by posting comments as a reply to the PowerPoint on Teams. Tell students that they should search for projects that have no comments on them already, in order to spread the feedback around to as many students as possible.  - Finish the period by presenting some of the projects to the class. Give students who wish to present an opportunity to do so, offering extra credit for volunteering.  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**    Evaluate the PowerPoint of another student. What did the PowerPoint do well? What could potentially be improved? Be nice, but be constructive in your feedback. | | **Whole Group:**  - For the Bell Ringer, ask students to complete a wellness check survey as the 3rd quarter ends, giving them a chance to offer feedback on how they are doing overall and in their classes, as well as what they’d like to see in the final 9 weeks for Law Studies.  - Tell students that they will be putting everything that they have learned about trials, crimes, and punishments to the test with our second mock trial of the year! As before, there will be two concurrent trials, but instead of misdemeanors, these cases will cover felonies and will be longer, more difficult, and contain more evidence for students to sort through and create arguments about.  - Display the group pairings – the “teams” – to the class. Teams will consist of 6-7 students each. Distribute the corresponding facts sheet to each team, which will contain details about the case, witness statements, photos, diagrams, and/or other pieces of evidence. Students will sign up for a role of lawyer or witness for each team, with students encouraged to choose a different role from what they played in the previous mock trial. The teacher will serve as the judge, and the students in the other two groups who are working on the other case will serve as the jury.  - Give students some time to read through all of the evidence. Distribute to each group a chart where they can sort the evidence based on who it supports: the prosecution, the defense, or neither. Encourage students to think about the main arguments that they will try to make based on how they have initially sorted this evidence.  **Evidence Based Writing: Cite specific evidence when writing or speaking to support conclusions drawn from text.**    How would you categorize the evidence to determine which facts will help your case and which facts might hurt your case? Given this evidence, how might you begin to construct an argument to support your side? | |
| **Assessment:**  - The research assignment and PowerPoint will be graded as a project grade and will give students the opportunity to see real-world examples of what they have been learning about in this unit. | | **Assessment:**  - The quiz will measure what students have learned and retained about our criminal punishments mini-unit, as well as how well they can apply this information. The comments as feedback to the projects will count as a classwork grade. | | **Assessment:**  - The initial categorization of evidence will serve as an informal assessment of how well students are interpreting the evidence in their mock trial cases. | |
| **Home Learning:**  - Finish assignment.  - Study for quiz on criminal punishments section. | | **Home Learning:**  - Last day for late work is Friday, 3/19/21. | | **Home Learning:**  - None. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Extended Time  Bilingual Dictionaries | P4 – GM-504 | Allow opportunities for movement during extended or stressful activities  Allow extended time frames to complete assignments, projects and tests | P4 – JG; LM | Research and Independent Study |