|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.3.10 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.  LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis reflection, and research. | | | | **Vocabulary:**  civil law; family and divorce; tort; injury; landlord and tenant cases; property dispute; contract breach; injunction; copyright; trademark; marriage; juvenile emancipation; custody; settlement; pain and suffering | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - How is civil law applied to society? | | **Essential Question:**  - How is civil law applied to society? | |  | |
| **H.O.T. Questions:**  - Why might decisions in torts and injury cases be controversial?  - How should awards in torts and injury cases be limited, if at all? | | **H.O.T. Questions:**  - How might family law deal with divorce, adoption, and custody arrangements?  - How might family law allow a juvenile to be emancipated from his or her parents/guardians? | |  | |
| **Bell Ringer:**  Spend some time going over the handout from last class about jury awards in torts and injury cases. | | **Bell Ringer:**  Why do you think a teenager might want to be legally emancipated from his/her parents? | |  | |
| **Learner Outcome:**  Students will evaluate why decisions in torts and injury cases, which can award large sums of money, can be controversial. They will analyze the different ways that awards could and should be limited, if at all, and construct an argument to debate this point. | | **Learner Outcome:**  Students will analyze the different aspects of family law and apply it to different circumstances, such as adoption, custody, parental rights, and divorce. They will also investigate juvenile rights, including emancipation, and evaluate the reasons why a teenager might wish to be declared a legal adult. | |  | |
| **Whole Group:**  - Go over the Bell Ringer scenarios together as a class. Emphasize the diversity of awards for things like “pain and suffering,” and ask students how they made their determination for how much each plaintiff should be awarded.  - Ask students: Why might this process be controversial? Should there be some sort of limit to the amount of damages awarded to a plaintiff? Discuss this with the class and ask them to brainstorms pros and cons in the meeting chat on Teams.  - Show students several examples of juries in injury cases awarding plaintiffs very large amounts of money and very little in the form of monetary awards. Ask the class to react to these examples.  - Pass out a reading which goes over different kinds of injury cases and why someone might sue for damages. Read through this together with the class, pausing to ask reading check questions of individual students and to discuss key points found within the reading.  - Once the class has completed the reading, ask them again whether they think there should be strict limits to the amount of damages that can be awarded to a plaintiff in certain cases. Have them again brainstorm ideas for and against this to see if they can add anything new to their previous ideas. Call on students to share their answers, and discuss these as a class.  - Then release students to put their ideas into writing by writing an argumentative paragraph asking them to pick a side in this debate. They should use the reading for evidence in order to construct a good-sized paragraph (5-7 sentences) that argues for or against tort reform (i.e. limits to damages) and attempts to persuade the reader to agree with their position.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**  Do you think there should be limits to the amount of damages that a plaintiff can win in an injury case? Why or why not? | | **Whole Group:**  - Discuss student responses to the Bell Ringer question. Also ask students to think about the benefits and drawbacks of being emancipated. How would their own lives change (both for the better and for the worse)?  - Distribute on Teams a reading which goes into detail about the different types of situations that family law may cover, including adoption, custody, parental rights, marriage rights, divorce settlements, and juvenile emancipation. Create Breakout Rooms on Teams and randomly assign students into different groups. Jigsaw the reading based on these groups.  - Students will be given 5-10 minutes to read through their section. They will have several questions to answer together as a group about the main idea and key points of the section – they will work on this together in a shared Word document. Then, each group will be asked to create a (brief) news story that reports on a scenario that reflects their aspect of family law. They may write this as a news article to read to the class, or they may create a TV-style “breaking news” report/skit to present to the class. Give students about 45 minutes to write and prepare these.  - Have each group present their skit/news report to the rest of the class. The rest of the class will attempt to figure out which part of family law that group was assigned based on their skit/report. The presenting group will then present the summary of their section to the class, while the rest of the class actively listens.  - Close the lesson by asking students to critique the reports – which one did they find the most believable, and why?  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**  Which report/skit did you find to be the most believable or realistic news story and application of family law? Why? | |  | |
| **Assessment:**  - The argumentative paragraph will be collected as a classwork grade and will allow students to apply what they have learned in order to construct an argument. The Bell Ringer activity will provide for an informal assessment to get students thinking about the topic, and will allow for the teacher to step in and explain important concepts about the topic. | | **Assessment:**  - The group assignment, as well as the lesson close question, will be collected and graded as a classwork grade. The skit/performance/report and student feedback to it will serve as an informal assessment of how well students have grasped the concepts of family law. | |  | |
| **Home Learning:**  - Finish classwork. | | **Home Learning:**  - None. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Role Playing | P4 – GM-504 | Present information through multisensory approach  Break long assignments into small, sequential steps | P4 – JG; LM | Open-Ended Tasks |