|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Law Studies** | | | | | |
| **Social Studies Standards:**  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. | | | | **Vocabulary:**  civil law; copyright; intellectual property; copyright violation; fair use; parody; education; criticism; commentary; mash-up; trademark; plagiarism; public domain; lawsuit; DCMA | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  How is civil law applied to society? | | **Essential Question:**  What is copyright? | | **Essential Question:**  What is copyright? | |
| **H.O.T. Questions:**  - How might family law deal with divorce, adoption, and custody arrangements?  - Why is family law such an important segment of civil law? | | **H.O.T. Questions:**  - Why does copyright exist?  - How does copyright benefit both content producers and consumers? | | **H.O.T. Questions:**  - Why are there exceptions to copyright laws and protections?  - How can copyrighted material be used “fairly” without violating someone’s copyright? | |
| **Bell Ringer:**  Ask students how they thought that their FSA testing went. Were they happy with their effort, or did they wish that they had studied more? Did they feel properly prepared? Why or why not? | | **Bell Ringer:**  Play video clip discussing the “Happy Birthday” song and its copyright status. | | **Bell Ringer:**  How might someone violate copyright, even without intending to do so? | |
| **Learner Outcome:**  Students will analyze the different aspects of family law. They will investigate the importance of family law in the state of Florida. | | **Learner Outcome:**  Students will analyze the purpose behind copyrighting intellectual works. They will explore why civil copyright laws exist and evaluate how they benefit both producers and consumers. | | **Learner Outcome:**  Students will investigate the exceptions to copyright protection found in fair use and public domain works. They will analyze how copyrighted material can be used in a fair way without violating copyright. | |
| **Whole Group:**  - Discuss the Bell Ringer with the class and student experiences during FSA testing last week. Emphasize to the class that there are only 11 days of school left, so they need to make sure that they are working hard to pass their classes and make up any missing assignments, both for Law Studies and for their core classes.  - Spend some time reviewing the concepts behind family law and the assignment that students were supposed to complete with a substitute two weeks ago. Go over it, and ask the class about their opinion for the final question, which asked them to play judge in a divorce and custody case (as a sample of the types of issues that family law deals with). Discuss student responses to this scenario.  - Tell the class to open up the PDF posted that contains several charts and statistics regarding family law and family courts in the state of Florida. Walk the class through how to read these charts and numbers. Pause and ask for their reactions or comments upon learning about the extremely large number of family law cases brought into family court over the last 20 years in Florida.  - Release the class to work on their assignment, which contains several follow-up questions about the charts and statistics. As students finish this assignment, they may use the remaining time to work on make-up work.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**  What do the numbers and statistics that you’ve seen tell you about the nature of family courts and family law in Florida? Why do you think this is significant? | | **Whole Group:**  - Discuss the Bell Ringer video with the class. Ask for student reactions and responses to the idea that “Happy Birthday” was copyrighted for a long time. Ask the class why they might wish to copyright something, and discuss their answers.  - Post a reading about copyright on Teams, and direct the students to read this PDF. Explain that copyright and intellectual property are another important aspect of civil law, and one that gets a lot of attention in our digital world.  - Discuss the reading with the class. Ask them about the pros and cons of copyright, and why copyrighting something might benefit both producers of content as well as consumers.  - Put students into groups (in person and using the Breakout Rooms on Teams) and allow students to work together to answer the questions found in the follow-up Word document. Some questions will be found in the reading, and others will contain scenarios that ask students to apply what they have learned about copyright.  .  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**  How does copyright reflect the ideas of the First Amendment? | | **Whole Group:**  - Review the previous lesson introducing copyright and go over the classwork assignment from last class.  - Discuss the Bell Ringer question. Ask students how challenging it might be to avoid copyright violations, as well as how they might use copyrighted material in a fair way.  - Discuss the concept of Fair Use with the class. Go through a PowerPoint and reading with the students that contains information and examples about fair use. Highlight the key questions regarding fair use:   * What is my purpose for using this? (i.e. education, parody, criticism or commentary) * What is the nature of the work? * How much am I going to use? * What effect will my use have on the creator?   - The teacher will also discuss with students ways in which material can be used fairly:   * Education * News reporting * Criticism and commentary * Parody and comedy   - Show examples to students of several uses of copyrighted material. One example will be a commercial from the iCivics “James Bond vs. Honda” case that was given to the Civics students last year: <https://www.youtube.com/watch?v=gqa-b3assCA>  - After each example, the teacher will ask students for their feedback and opinions on the given example and lead a discussion regarding how copyright may protect certain uses of material but others may be used fairly.  - After the lesson and discussion, put students into groups to work on their own on a set of questions that give them scenarios and ask them to explain whether copyright has been violated or the material has been used fairly. They will need to choose the correct answer and explain why they have come to that conclusion for each scenario, utilizing the discussion and the reading for evidence.  **Evidence Based Writing: Cite specific evidence when writing or speaking to support conclusions drawn from text.**  Given a scenario, has this copyrighted material been used fairly, or has copyright been violated? Why? Use the information from our live discussion and the posted reading for evidence. | |
| **Assessment:**  The “Family Courts” worksheet will be submitted and count as a classwork grade. | | **Assessment:**  The “Copyright” worksheet will be submitted and count as a classwork grade. | | **Assessment:**  The written responses to the scenario will be graded as classwork. | |
| **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | | **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | | **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Small Groups | P4 – GM-504 | Present information through multisensory approach  Allow opportunities for movement during extended or stressful activities | P4 – JG; LM | Flexible Grouping |