

## Grade 12 Practical Law: Quarter 4 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1	2 weeks	Street Law: A Course in Practical Law	Students will consider the role of crime in America and its impact on society. Students will discuss in detail the roles of crimes on campuses, weapons and guns, gangs, drugs and alcohol. Students will be able to recognize how crime can be reported and the resources available for victims of crime. Students will be able to list and define the elements of a crime. Students will be able to determine the difference between misdemeanors and felonies and their different classifications	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	
Q4, Unit 2	2 weeks	Street Law: A Course in Practical Law	Students will be able to discuss and explain the different crimes committed against a person. Students will be able to discuss and explain the different crimes committed against property. Students will be able to list the different defenses available to defendants who are accused of committing a crime. Students will be able to list the defenses for people who are not criminally responsible for their actions	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	
Q4 Unit 3	3 weeks	Street Law: A Course in Practical Law	Students will be able to explain the criminal justice process from the initial investigation to the arrest. Students will be able to explain the criminal justice process before a trial begins from booking to plea-bargaining. Students will be able to explain the process in a trial from jury selection to the Court of Appeals. Students will be able to consider the various sentencing options judges have for those convicted of crimes. Students will identify the guidelines for determining whether death or imprisonment is appropriate in a potential capital case. Students will identify the challenges faced by our prison system today and the process for reentering inmates into society	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

## Grade 12 Practical Law: Quarter 1 Map Instructional Framework

### Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

### Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

### Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition.....	Appendix A Page 58
Frayer Model.....	Appendix A Page 59
List/Group/Label.....	Appendix A Page 60
Semantic Webbing.....	Appendix A Page 61
SVES (Elaboration).....	Appendix A Page 62

Vocabulary Squares.....Appendix A Page 63  
Word Sorts.....Appendix A Page 58

## Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- Assigning Roles for Group Work.....p. 18
- Close Viewing of a Text.....p. 50
- Close Viewing of a Video.....p. 52
- Document Analysis.....p. 61
- Evaluating Arguments.....p. 63
- Exit Card/Ticket.....p. 70
- Give 1, Get 1.....p. 83
- Jigsaw.....p. 101
- Journals.....p. 114
- Levels of Questions.....p. 116
- Text to Text, Text to Self, Text to World.....p. 148
- Think, Pair, Share.....p. 152

## Grade 12 Practical Law: Quarter 4 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1	2 weeks	Street Law: A Course in Practical Law	Students will consider the role of crime in America and its impact on society. Students will discuss in detail the roles of crimes on campuses, weapons and guns, gangs, drugs and alcohol. Students will be able to recognize how crime can be reported and the resources available for victims of crime. Students will be able to list and define the elements of a crime. Students will be able to determine the difference between misdemeanors and felonies and their different classifications	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Oklahoma City Bombing handout				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What is a conspiracy and what are the elements of this crime?				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>Daily Agenda</li> <li>Essential Question-Why was the Oklahoma City Bombing a conspiracy?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Viewing of a Text- Oklahoma City Bombing handout				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Text to Text, Text to Self, Text to World-What does the doc say about his punishment? What are your thoughts on the death penalty? It is applicable in today's world?				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Do you think taking the life of Timothy McVeigh's life in exchange for the 168 lives he took was fair punishment? Why or why not?				

## Grade 12 Practical Law: Quarter 4 Unit 1 Vocabulary

### Tier 2 Vocabulary

Crime, gangs, substance abuse, Megan's Law,

### Tier 3 Vocabulary

Brady Act 1993, DUI, sobriety tests, Recidivist Laws, misdemeanor and felony, principal, accomplice, accessory before the fact, accessory after the fact, crime of omission, solicitation, attempt, conspiracy

## Grade 12 Practical Law: Quarter 4 Unit 1 Week 1

<b>Essential Question(s)</b>	Why do you think people commit crimes? Why do you think children bring weapons to school? How should they be prosecuted if they bring them for protection? Is there a way to reduce gang involvement in our community? What steps can we take to discourage membership? Is that even realistic? Why do people join clubs, fraternities, sororities, or other social organizations? What do you think is a better way to reduce crime-more gun control laws or less gun control?
<b>Student Outcomes</b>	Students will be able to explain the various theories of why crimes occur and the different types of crime in American society. Students will be able to explain the trends of crimes on campus, why there is a gang problem, and the relationship between alcohol, drugs, and violence
<b>Texts</b>	<b>Text Book:</b> <i>Street Law: A Course in Practical Law, Ninth Edition Ch 7</i> <b>Required Texts</b> <ul style="list-style-type: none"> <li>Brady Act of 1993</li> </ul> <b>Recommended Protocol(s):</b> Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>Instructor may select case studies from chapter.</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<b>Brady Act of 1993</b> 1-What are the gun ownership requirements the Brady Act established? 2-How does this compare to other gun control laws? 3-Do you think this is enforceable? Why or why not?
<b>Suggested Classroom Strategies</b>	<b>Journals (Appendix B, Page 104)</b> -Daily journal questions related to topic of study and class discussion <b>Levels of Questions (Appendix B, Page 116)</b> -Discuss gun and gang statistics in the United States vs. your city. Based on class discussion, write a paper where students choose a side and argue whether or not gangs can be controlled or eliminated. Is there a way to turn them into positive instead of violent organizations? Is this a realistic possibility? <b>Think, Pair, Share (Appendix B, Page 152)</b> -assorted Problems/activities from the chapter
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly</i>

	<p><i>texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Why do you think alcohol and drug abuse contribute to many social problems in the United States? Why do they often lead to involvement in other criminal activity? How can we reduce the number of crimes committed by people “under the influence”?</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
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## Grade 12 Practical Law: Quarter 4 Unit 1 Week 2

<b>Essential Question(s)</b>	What makes a crime a crime? How are crimes different to torts? What is the difference between a misdemeanor and a felony? Do you think people who know a crime will occur but fail to stop it should be charged or prosecuted?
<b>Student Outcomes</b>	Students should be able to recognize the different methods of assisting victims of crime and how to report crimes. Students should be able to list and discuss the different elements of a crime and the requirements for proving guilt. Students should be able to define the terms felony and misdemeanor and be able to distinguish the difference between both.
<b>Texts</b>	<p><b>Text Book:</b> <i>Street Law: A Course in Practical Law, Ninth Edition Ch 8</i></p> <p><b>Required Texts</b></p> <ul style="list-style-type: none"> <li>• Oklahoma City bombing handout</li> </ul> <p><b>Recommended Protocol(s):</b> Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Instructor may select case studies from chapter.</li> </ul>
Text Specific and Text Dependent Questions	<p><b>Oklahoma City bombing handout</b></p> <p>1-what were the facts? 2-Why was this a conspiracy? 2-What was the outcome of the case? 4-Do you agree or disagree with their sentence?</p>
<b>Suggested Classroom Strategies</b>	<p><b>Journals (Appendix B, Page 104)</b>-Daily journal questions related to topic of study and class discussion</p> <p><b>Document Analysis (Appendix B, Page 61)</b>-Using the Offense Classification chart, select 3 crimes that we have not gone over and look up their legal definition. Break down the elements of each crime and write them down.</p> <ul style="list-style-type: none"> <li>• If convicted of this crime, how much jail time would an individual be sentenced of? How much would they actually have to serve?</li> </ul> <p><b>Think, Pair, Share (Appendix B, Page 152)</b>-assorted Problems/activities from the chapter</p>
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>

In 2001, Timothy McVeigh was killed by lethal injection for his role in the Oklahoma City Bombing. Do you think taking his life in exchange for the 168 lives he took was fair punishment? Do you think there could have been another alternative punishment instead of the death penalty? What? Do you think we should allow the death penalty or do away with it? Why or why not.

**As you write, follow the directions below.**

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.

## Grade 12 Practical Law: Quarter 4 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 2	2 weeks	Street Law: A Course in Practical Law	Students will be able to discuss and explain the different crimes committed against a person. Students will be able to discuss and explain the different crimes committed against property. Students will be able to list the different defenses available to defendants who are accused of committing a crime. Students will be able to list the defenses for people who are not criminally responsible for their actions	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	1971 Crucifixion Murders article				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What do you know about juveniles who commit adult crimes?				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>• Daily Agenda</li> <li>• Essential Question- How should children who commit murder be punished?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Viewing of a Text- 1971 Crucifixion Murders article				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Text to Text, Text to Self, Text to World-What does the doc say about the boy's crime and their punishment? What are your thoughts on rehabilitation of minor offenders? It is applicable in today's world?				

<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	What defense was used in this case and do you think they were rightfully punished?				
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## Grade 12 Practical Law: Quarter 4 Unit 2 Vocabulary

### Tier 2 Vocabulary

Homicide, assault, theft, alibi, insanity

### Tier 3 Vocabulary

Criminal and noncriminal homicide, degrees of murder, aggravating factors in death penalty case, stalking, sexual assault, rape shield laws, crimes where property is destroyed and property taken away, defenses to crime

## Grade 12 Practical Law: Quarter 4 Unit 2 Week 1

<b>Essential Question(s)</b>	What are the different classifications of homicide? How are they all different? Should we apply the death penalty to serious/violent crimes? Why or why not? Do you think soldiers who kill innocent civilians during warfare should be charged with murder even though they are fighting in a war? If someone with a terminal illness wants to end their own life, should they be able to? Have you ever been assaulted or assaulted someone else? What happened
<b>Student Outcomes</b>	Students should be able to define 1 <sup>st</sup> degree murder, felony murder, 2 <sup>nd</sup> degree murder, assault, battery, rape. Students should be able to define arson, vandalism, larceny, embezzlement, robbery, extortion, burglary, forgery, identity theft.
<b>Texts</b>	<b>Text Book:</b> <i>Street Law: A Course in Practical Law, Ninth Edition Ch 9 and 10</i> <b>Required Texts</b> <ul style="list-style-type: none"> <li>• Dr Kevorkian article about assisted suicide</li> </ul> <b>Recommended Protocol(s):</b> Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Instructor may select case studies from chapter.</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<b>Dr Kevorkian article about assisted suicide</b> 1-What was Dr Kevorkian he doing? 2-Do you agree or disagree with his methods and involvement? 3-Was he rightfully punished? Why or why not? 4-If someone with a terminal illness wants to end their life, should they be allowed to with medical assistance?
<b>Suggested Classroom Strategies</b>	<b>Journals (Appendix B, Page 104)</b> -Daily journal questions related to topic of study and class discussion <b>Levels of Questions (Appendix B, Page 116)</b> -Consider the aggravating factors of a 1 <sup>st</sup> degree murder case. Do you think some of them are ridiculous? Do you think we need to add more? Explain in an essay. <b>Think, Pair, Share (Appendix B, Page 152)</b> -assorted Problems/activities from the chapter



<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Explain the difference in the following types of criminal homicides: 1<sup>st</sup> degree murder, felony murder, 2<sup>nd</sup> degree murder, voluntary</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
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## Grade 12 Practical Law: Quarter 4 Unit 2 Week 2

<b>Essential Question(s)</b>	Have you or anyone you have known damaged someone else's property? What happened? Have you ever taken your parents car without permission? When and why? If someone breaks into your home or threatens you or your loved ones, how far would you go to protect your property, yourself, or family? Why should you be careful with your social security number? What can happen if it falls in the wrong hands? How should a person who successfully pleads insanity be punished?
<b>Student Outcomes</b>	Students should be able to define arson, vandalism, larceny, embezzlement, robbery, extortion, burglary, forgery, identity theft. Students should be able to list and discuss the different defenses of the accused. Students should be able to define the defenses of infancy, intoxication, insanity, entrapment, duress, and necessity.
<b>Texts</b>	<p><b>Text Book:</b> <i>Street Law: A Course in Practical Law, Ninth Edition Ch 10 and 11</i></p> <p><b>Required Texts</b></p> <ul style="list-style-type: none"> <li>• 1971 Crucifixion Murders</li> </ul> <p><b>Recommended Protocol(s):</b> Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Instructor may select case studies from chapter.</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<p><b>1971 Crucifixion Murders</b></p> <ol style="list-style-type: none"> <li>1-What were the details of the case? What happened?</li> <li>2-Do you agree with the sentence? Why</li> <li>3-If not how should they have been sentenced?</li> <li>4-Do you think they could have been rehabilitated?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Journals (Appendix B, Page 104)</b>-Daily journal questions related to topic of study and class discussion</p> <p><b>Assigning Roles for Group Work (Appendix B, Page 18)</b>-In small groups, define the defenses of infancy, intoxication, insanity, entrapment, duress, and necessity and discuss each. Which do you agree with and why? Which do you disagree with and why?</p> <p><b>Think, Pair, Share (Appendix B, Page 152)</b>-assorted Problems/activities from the chapter</p>
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly</i>

*texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*

What are three strategies a school can use to reduce vandalism? Do you think they would work? Why or why not

**As you write, follow the directions below.**

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.

## Grade 12 Practical Law: Quarter 4 Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4 Unit 3	3 weeks	Street Law: A Course in Practical Law	Students will be able to explain the criminal justice process from the initial investigation to the arrest. Students will be able to explain the criminal justice process before a trial begins from booking to plea-bargaining. Students will be able to explain the process in a trial from jury selection to the Court of Appeals. Students will be able to consider the various sentencing options judges have for those convicted of crimes. Students will identify the guidelines for determining whether death or imprisonment is appropriate in a potential capital case. Students will identify the challenges faced by our prison system today and the process for reentering inmates into society	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Miranda v. AZ				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What is the importance of being Mirandized? Where does this term come from?				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>• Daily Agenda</li> <li>• Essential Question- Why are suspects read their rights when they are arrested?</li> </ul>				

<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evaluating Arguments- Miranda v. AZ				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think, Pair, Share-What are the facts of this case and why do we have 5 <sup>th</sup> amendment rights?				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	What was SCOTUS decision and why is this an important step in the criminal justice process?				

## Grade 12 Practical Law: Quarter 4 Unit 3 Vocabulary

### Tier 2 Vocabulary

Arrest, search and seizure, 4<sup>th</sup> amendment, booking, bail, 6<sup>th</sup> amendment, jury, 5<sup>th</sup> amendment, guilty, not guilty, appeal, parole, death penalty

### Tier 3 Vocabulary

Probable cause, reasonable suspicion, search warrant, affidavit, pretrial release, preliminary hearing, grand jury, indictment, arraignment, Nolo Contendere, pretrial motions, preemptory challenge, contempt of court, sentencing options, presentence report, reasons for punishment, aggravating and mitigating circumstances

## Grade 12 Practical Law: Quarter 4 Unit 3 Week 1

<b>Essential Question(s)</b>	What is the criminal justice process from the initial investigation to the arrest? What is an arrest warrant? What are your 5 <sup>th</sup> amendment rights? What is the booking process? What is an arraignment? What is bail and what does it ensure? What does a grand jury do?
<b>Student Outcomes</b>	Students should be able to describe the criminal justice process from investigation to arrest. Students should be able to define bail, pretrial release, personal recognizance, and felony arraignment.
<b>Texts</b>	<b>Text Book:</b> <i>Street Law: A Course in Practical Law, Ninth Edition Ch 12 and 13</i> <b>Required Texts</b> <ul style="list-style-type: none"> <li>Miranda v. AZ</li> </ul> <b>Recommended Protocol(s):</b> Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>Instructor may select case studies from chapter.</li> </ul>
<b>Text Specific and Text</b>	<b>Miranda v. AZ</b>

<b>Dependent Questions</b>	<p>1-What are the facts of the case and why did Miranda appeal?</p> <p>2-Should his confession have been used against him even if he volunteered the information?</p> <p>3-Should police officers be required to inform a suspect of his rights?</p> <p>4-What is the purpose of Mirandizing a suspect?</p>								
<b>Suggested Classroom Strategies</b>	<p><b>Journals (Appendix B, Page 104)</b>-Daily journal questions related to topic of study and class discussion</p> <p><b>Think, Pair, Share (Appendix B, Page 152)</b>-assorted Problems/activities from the chapter</p>								
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Define each of the following procedures and list them in the order in which they occur.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">arraignment</td> <td style="width: 50%;">arrest</td> </tr> <tr> <td>booking</td> <td>fingerprinting and photographing</td> </tr> <tr> <td>initial appearance</td> <td>plea bargaining</td> </tr> <tr> <td>pretrial motions</td> <td>pretrial release</td> </tr> </table> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>	arraignment	arrest	booking	fingerprinting and photographing	initial appearance	plea bargaining	pretrial motions	pretrial release
arraignment	arrest								
booking	fingerprinting and photographing								
initial appearance	plea bargaining								
pretrial motions	pretrial release								

## Grade 12 Practical Law: Quarter 4 Unit 3 Week 2

<b>Essential Question(s)</b>	<p>How does plea-bargaining work? What are the most common pretrial motions? How are jurors selected? What are your rights during a jury trial? What is a subpoena? IF you cannot afford an attorney, how do you get one? What are the different outcomes of a jury trial? If you are found guilty, can you appeal?</p>
<b>Student Outcomes</b>	<p>Students should be able to explain preliminary hearing, pretrial motions, plea bargaining, and guilty</p> <p>Students should be able to define 6<sup>th</sup> Amendment, voir dire, removal for cause, peremptory challenge, subpoena, mistrial, appellant, petitioner, and writ.</p>
<b>Texts</b>	<p><b>Text Book:</b> <i>Street Law: A Course in Practical Law, Ninth Edition Ch 13 and 14</i></p> <p><b>Required Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Gideon v. Wainwright</i></li> </ul> <p><b>Recommended Protocol(s):</b> Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Mapp v Ohio</li> <li>• Instructor may select case studies from chapter.</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<p><b>Gideon v. Wainwright</b></p> <p>1-What were the facts of the case?</p> <p>2-What was the precedent that SCOTUS set?</p>

	3-What types of cases does the Gideon case apply?
<b>Suggested Classroom Strategies</b>	<b>Journals (Appendix B, Page 104)</b> -Daily journal questions related to topic of study and class discussion <b>Exit Card/Ticket (Appendix B, Page 70)</b> -List and explain all four types of pretrial motions <b>Think, Pair, Share (Appendix B, Page 152)</b> -assorted Problems/activities from the chapter
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  List three Sixth Amendment rights, explain what they mean, and tell why they are important  <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>

## Grade 12 Practical Law: Quarter 4 Unit 3 Week 3

<b>Essential Question(s)</b>	What are the sentencing options judges have? What is a presentencing report? In a capital case, what are the aggravating and mitigating factors jurors consider? What are the reasons why we incarcerate guilty defendants? What are the steps an inmate must take to re-enter society?
<b>Student Outcomes</b>	Students should be able to explain the eight sentencing options judges may give. Students should be able to explain the process of determining whether the death penalty is an appropriate punishment and the various methods of execution used in the United States today. Students should be able to explain the four theories regarding the purpose of punishment and the factors that determine whether or not parole is granted to inmates. Students should be able to explain the problems with our correctional system today and the process of releasing inmates back into society.
<b>Texts</b>	<b>Text Book:</b> <i>Street Law: A Course in Practical Law, Ninth Edition Ch 15</i> <b>Required Texts</b> <ul style="list-style-type: none"> <li>• Three Strikes Law</li> </ul> <b>Recommended Protocol(s):</b> Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Instructor may select case studies from chapter.</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<b>Three Strikes Law</b> 1-Why did CA pass this law? 2-What are the arguments for and against Andrade's sentence? 3-Do you support or oppose the Three Strikes Law? Why or why not?
<b>Suggested Classroom</b>	<b>Journals (Appendix B, Page 104)</b> -Daily journal questions related to topic of study and class discussion

<b>Strategies</b>	<p><b>Think, Pair, Share (Appendix B, Page 152)</b>-Create a chart showing the pros and cons of retribution, deterrence, rehabilitation, incapacitation, and parole. Discuss the differences between them and discuss each pro and con.</p> <p><b>Think, Pair, Share (Appendix B, Page 152)</b>-assorted Problems/activities from the chapter</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Choose five of the following terms and define each fully: rehabilitation, deterrence, incapacitation, retribution, aggravating and mitigating circumstances, presentence report</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>