

Course Name: Criminal Law	Semester: TBD
Course Section: Section 10: Criminal case sentencing and post-trial	Duration of this course section: 15 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
<u>Objectives covered from the course outline:</u> • Objective 1: Demonstrate an understanding of the sentence phase in a criminal case. • Objective 2: Describe plea agreements and how they are used in a criminal case. • Objective 3: Describe how a criminal appeal operates and its outcomes.	
<u>Supporting Objectives (if any):</u> • <i>Teachers will reference their own local and state education standards to identify supporting standards that may apply to the course</i>	
<u>Essential Questions:</u> • What factors influence sentencing decisions in criminal cases? • How do disparities in sentencing impact the criminal justice system? • What options are available for defendants in post-trial proceedings? • What are the long-term consequences of criminal convictions beyond the imposed sentence?	
<u>Student-Friendly Learning Targets (*Learning Targets are based on the “Competencies” in the course outline):</u> Understanding the Basics • I can define what constitutes a crime and differentiate between civil and criminal law. • I can identify the elements of a crime, including actus reus and mens rea. Exploring Criminal Offenses • I can classify different types of criminal offenses, such as misdemeanors and felonies. • I can explain the significance of specific criminal offenses in society, such as theft, assault, and drug-related crimes. Understanding Legal Principles • I can describe the concepts of intent, motive, and causation in relation to criminal law. • I can explain the principle of presumption of innocence and the burden of proof in criminal cases. Examining Criminal Procedure • I can outline the steps involved in the criminal justice process, from investigation to trial. • I can identify the roles of key actors in the criminal justice system, including police officers, prosecutors, defense attorneys, judges, and jurors. Analyzing Rights and Protections	

- I can identify constitutional rights afforded to individuals accused of crimes, such as the right to remain silent and the right to legal counsel.
- I can explain how the Fourth, Fifth, Sixth, and Eighth Amendments protect the rights of individuals in criminal cases.

Understanding Punishment and Sentencing

- I can describe different types of criminal punishments, including fines, probation, and incarceration.
- I can explain factors that influence sentencing decisions, such as the severity of the offense and the defendant's criminal history.

Essential Vocabulary

Key Academic Vocabulary:

- Sentencing, Judge, Prosecutor, Defense Attorney, Jury, Mitigating Circumstances, Aggravating Circumstances, Plea Bargaining, Incarceration, Probation, Restorative Justice, Jurisdiction, Appeal, Appellate court, and precedent.

Scaffolded/Review Academic Vocabulary:

Post-Trial, Appellate, Appeal, Mitigating Circumstances, Aggravating Factors, Parole, Probation, Habeas Corpus, and Retrial.

PLC Question Two: How will we know when students have learned?

Assessment and Evidence

- Quizzes
- Case studies
- Written assignments
- Group discussions

Classroom Assessments:

Proficiency Scales

Score 4.0

The student will:

- 1) Demonstrates a comprehensive understanding of sentencing considerations and post-trial proceedings in criminal cases.
- 2) Analyzes complex legal concepts and applies them effectively to real-world scenarios.
- 3) Engages in critical discussions, offering insightful perspectives and contributing to the depth of conversation.
- 4) Consistently applies legal reasoning and evidence to support arguments and conclusions.

	5) Exhibits advanced critical thinking skills and synthesizes information from multiple sources to form well-reasoned opinions.
Score 3.0	<u>The student will:</u> 1) Displays a solid understanding of sentencing considerations and post-trial proceedings in criminal cases. 2) Identifies key factors influencing sentencing decisions and post-trial options for defendants. 3) Participates actively in discussions, providing thoughtful contributions and demonstrating an ability to analyze case studies. 4) Applies legal principles and concepts accurately to hypothetical scenarios, with minimal errors or misconceptions. 5) Demonstrates effective critical thinking skills in evaluating information and forming reasoned judgments
Score 2.0	<u>The student will:</u> 1) Shows a basic understanding of sentencing considerations and post-trial proceedings in criminal cases. 2) Identifies some factors influencing sentencing decisions and post-trial options for defendants, but may overlook key details. 3) Participates in discussions, but contributions may lack depth or clarity, and may require prompting to fully engage. 4) Demonstrates some ability to apply legal principles to hypothetical scenarios, but may struggle with complexity or nuance. 5) Begins to demonstrate emerging critical thinking skills, but may rely on surface-level analysis or generalizations.

Planning Question: How will teachers facilitate the learning?

<u>Lesson Outline</u>	<u>Engagement and Application</u>	<u>Links to lesson materials and resources</u>
Vocabulary Introduction <u>Segment #1</u> <u>Time</u> - 60 minutes <u>Opening/Sponge/Motivator:</u> (20) Min - Discuss and explain the stages of the criminal justice process leading to sentencing: investigation, arrest, charging, trial, and conviction. - Sentence scavenger hunt:  "Sentence Scavenger Hunt" <u>Activity</u> (20) Min - Reading Comprehension Assignment:	<u>How are students being engaged?</u> - Encourage students to discuss and question important points or unfamiliar words. <u>How are students using/applying what they learn?</u> - Students may relate the content to	Internet access

“Sentencing in a criminal case” ☰ 2024 Criminal Law Sentencing in a criminal c... • Think-Pair-Share Activity Think: Students write down what they think the criminal sentences should be for individual crimes. • Think-Pair-Share instructions: ☰ Segment #1 activity instructions Assessment (15) Min • Discuss case studies of real-life criminal cases and have students reasonably determine the sentence. • Case study instructions ☰ Case Study examples and instructions • Discussion rubric 📄 Segment #1 discussion rubric (1).pdf Closure (5) Min • Exit ticket: Discuss with and ask students why the sentences differed between the share pair activity and the real life criminal cases? What is the hardest part of determining a person’s sentence?	hypothetical crimes and sentences.	
<u>Segment #2</u> Time -60 Min <u>Opening/Sponge/Motivator-</u> (15) Min • Introduce Criminal Case Sentencing and discuss the goals of sentencing. Sentence scramble activity ☰ Sponge Activity: "Sentence Scramble" <u>Activity</u> - (30) min • Invite a guest speaker from a local advocacy organization to discuss real-world applications of victim impact statements. or • Watch “Talking to survivors about victims impact statements” and discuss afterwards. 📺 Toolkit Tutorial: Victim Impact Statements • Activity instructions: ☰ Discussion on victim impact statements • Discussion Rubric 📄 Segment #2 discussion rubric.pdf	<u>How are students being engaged?</u> • Group discussion <u>How are students using/applying what they learn?</u> • Students will be able to compare real life sentences to what they have learned.	• Internet access.

Assessment (10) min - Ten (10) question quiz on victim's impact statements:  Quiz: Victim Impact Statements ... Closure - (5) min - Exit Ticket: Ask students how important is the sentencing aspect in the criminal justice system? Ask students about the effects of the victim impact statements on the criminal justice system.  The effects of victim impact statements		
<u>Segment #3</u> Time -60 Min Opening/Sponge/Motivator (15) min - Explain the factors Influencing sentencing decisions - Discuss the role of aggravating and mitigating circumstances. - Activity: Sentencing sentinels  "Sentence Sentinels" Activity -(20) min - Students research and verbally present on a famous criminal case, discussing the sentencing decision and its alignment with the goals of sentencing. - Activity instructions:  Famous case sentencing activity instructions - Discussion Rubric  Segment #3 discussion rubric.pdf Assessment (20) min - Students will choose a real-world case and write a brief recommending an appropriate sentence based on the principles learned in this lesson. - Instructions and grading criteria:  Case Study Brief: Sentencing Recommendation	<u>How are students being engaged?</u> - Group discussions <u>How are students using/applying what they learn?</u> - Using case studies and reflection on how sentences are constructed.	- Internet access - Mitigating factors:  Mitigating Factors

Closure- (5) min - Exit ticket: Ask students to name one mitigating factor considered for sentencing, and explain the impact.  Mitigating Factors		
<u>Segment #4</u> Time -60 Min <u>Opening/Sponge/Motivator</u> -20 min - Explain what mandatory minimum sentences are. - Define mandatory minimum sentences. - Activity mandatory minimum sentence Debate  Activity: "Mandatory Minimum Sentence Deba..." Activity -15 min - Case study  Mandatory Minimum Real-Life Case Studies: Assessment -20 min - Group positional debate  Debate mandatory minimum instructions - Debate rubric  Segment #4 discussion rubric.pdf Closure- (5) min - Exit ticket: Ask students if they believe mandatory minimum sentences effectively achieve their intended goals? Why or why not?	<u>How are students being engaged?</u> - Group discussions and case studies. <u>How are students using/applying what they learn?</u> - Using case studies and reflection on how mandatory minimum sentences effect plea agreements.	- Internet access - Read the Federal Gun mandatory minimum penalties: Report-At-A-Glance: Federal Gun Mandatory Minimum Penalties
<u>Segment #5</u> Time -60 Min <u>Opening/Sponge/Motivator-</u> (15) min - Introduce sentencing guidelines and grids. - Discuss the flexibility and limitations of sentencing guidelines. "Grid System Challenge"  "Grid System Challenge": Activity -(20) min	<u>How are students being engaged?</u> - Case study analyzing and discussion. <u>How are students using/applying what they learn?</u> - Students are able to see case studies and view a sentencing	- Internet access. - Read/look at the sentencing chart below:  sentencing-guidel...

- Case study
-  Sentencing guidelines and grids are to...

Assessment-(20) min

- Groups:discussion: Assign each group specific arguments or perspectives to research and consider in the sentencing process.

- Instructions and grading:

 Group Discussion: Sentencing Decisions

Closure - 5 min

- Exit Ticket:
- Ask students how sentencing guidelines and grids impact individuals differently based on factors such as race, socioeconomic status, or geographic location?

chart to compete the understanding of the concept of the guidelines.

SENTENCING TABLE
(in months of imprisonment)

Offense Level	Criminal History Category (Criminal History Points)				
	I (0-1.5)	II (1.5-4.5)	III (4.5-6)	IV (6-10)	V (10+)
1	0-6	6-6	6-6	6-6	6-6
2	0-6	6-6	6-6	6-6	6-6
3	0-6	6-6	6-6	6-6	6-6
4	0-6	6-6	6-6	6-6	6-6
5	0-6	6-6	6-6	6-6	6-6
6	0-6	6-6	6-6	6-6	6-6
7	0-6	6-6	6-6	6-6	6-6
8	0-6	6-6	6-6	6-6	6-6
9	0-6	6-6	6-6	6-6	6-6
10	0-6	6-6	6-6	6-6	6-6
11	0-6	6-6	6-6	6-6	6-6
12	0-6	6-6	6-6	6-6	6-6
13	0-6	6-6	6-6	6-6	6-6
14	0-6	6-6	6-6	6-6	6-6
15	0-6	6-6	6-6	6-6	6-6
16	0-6	6-6	6-6	6-6	6-6
17	0-6	6-6	6-6	6-6	6-6
18	0-6	6-6	6-6	6-6	6-6
19	0-6	6-6	6-6	6-6	6-6
20	0-6	6-6	6-6	6-6	6-6
21	0-6	6-6	6-6	6-6	6-6
22	0-6	6-6	6-6	6-6	6-6
23	0-6	6-6	6-6	6-6	6-6
24	0-6	6-6	6-6	6-6	6-6
25	0-6	6-6	6-6	6-6	6-6
26	0-6	6-6	6-6	6-6	6-6
27	0-6	6-6	6-6	6-6	6-6
28	0-6	6-6	6-6	6-6	6-6
29	0-6	6-6	6-6	6-6	6-6
30	0-6	6-6	6-6	6-6	6-6
31	0-6	6-6	6-6	6-6	6-6
32	0-6	6-6	6-6	6-6	6-6
33	0-6	6-6	6-6	6-6	6-6
34	0-6	6-6	6-6	6-6	6-6
35	0-6	6-6	6-6	6-6	6-6
36	0-6	6-6	6-6	6-6	6-6
37	0-6	6-6	6-6	6-6	6-6
38	0-6	6-6	6-6	6-6	6-6
39	0-6	6-6	6-6	6-6	6-6
40	0-6	6-6	6-6	6-6	6-6
41	0-6	6-6	6-6	6-6	6-6
42	0-6	6-6	6-6	6-6	6-6

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Segment #6

Time -60 Min break into multiple classes

Opening/Sponge/Motivator- (20) min

- Discuss and define restorative justice and alternative sentencing.
- Explore the principles and goals of restorative justice.

- Restorative Justice Circle

 Restorative Justice Circle:

Activity -(10) min

- Facilitate a large group discussion, encouraging students to engage with different perspectives and debate the merits and drawbacks of restorative justice and alternative sentencing methods.

- Instructions:

 Group discussion on restorative justice and al...

- Discussion Rubric

 Segment #6 discussion rubric.pdf

Assessment -(25) min

How are students being engaged?

- Case studies and group discussions.

How are students using/applying what they learn?

- Students can reflect on restorative justice examples that have occurred in their own life. Parenting discipline is a good self example.

- Internet access.

- Restorative

Justice case studies:

 Restorative justic...

- Have students create a Public Service Announcement video highlighting the benefits of restorative justice. - Instructions and grading:  Public Service Announcement Video Project Closure -(5) min - Ask students to reflect individually on what they've learned about restorative justice and alternative sentencing methods.		
<u>Segment #7</u> Time -60 Min Opening/Sponge/Motivator -(10) min - Describe when and how enhanced sentences such as life without parole and the death penalty are used in the United States. - Thoughts on the death penalty  Thoughts on the death penalty Activity -(25) min - Case studies  Death penalty case studies Assessment- (20) min - Using the case studies: Conduct a structured debate about the death penalty, with each group presenting their arguments and responding to counter arguments from the opposing side. - Instructions:  The Death Penalty: A Structured Debate - Debate Rubric  Death Penalty debate rubric.pdf Closure -5 min - Exit ticket: Ask each student what their stance or belief is on the death penalty sentence. Dive into why they support or oppose.	<u>How are students being engaged?</u> - Case studies and group discussion <u>How are students using/applying what they learn?</u> - Students can see case studies and apply principles to cases in their local area.	- Internet access. - Whiteboard or chalkboard - Watch a short video on the Death penalty being decided for Chad Daybell  Death penalty bei...
<u>Segment #8</u> Time -60 Min Opening/Sponge/Motivator -(20) min	<u>How are students being engaged?</u> Case studies and group discussion	- Internet access. - Laptop for writing - Watch a short video: Alex Murdaugh

• Explain the different circumstances that evidence that is admissible during sentencing vs during trial • Discuss the importance of evidence in the legal system and its role in ensuring fair and just trial outcomes. • Evidence “types” exercise ☰ Evidence Types: Activity -(15) min • Case Studies: ☰ Case studies illustrating the differentiat... Assessment -(20) min • Have students write a brief reflection on the differentiation between trial and sentencing evidence based on one of the case studies discussed. • Reflection instructions: ☰ Trial versus sentencing evidence reflection • Reflection Rubric 📄 Trial versus sentencing evidence rubric.pdf Closure -(5) min • Exit ticket: • Read this Case Study: Emily, a 19-year-old college student, has been charged with shoplifting \$100 worth of merchandise from a local store. She has no prior criminal record and is willing to participate in a restorative justice program to make amends. • Question the students: Would you recommend restorative justice or traditional sentencing (e.g., fines, community service, imprisonment) for Emily's case? Please provide a brief explanation for your answer.	<u>How are students using/applying what they learn?</u> • Students can see case studies and apply post trial evidentiary principles to cases in their local area.	Chuckles as Judge Locks Him Up for Financial Crimes ▶ Alex Murdaugh C...
<u>Segment #9</u> Time -(60) Min Opening/Sponge/Motivator- (15) min • Explain what parole is and how it is used in the US justice system. • Which ones deserve to be paroled? ☰ Parole activity Activity -(20) min • Case Studies: ☰ Parole case studies	<u>How are students being engaged?</u> • Case studies and group discussion <u>How are students using/applying what they learn?</u> • Students can see case studies and apply	• Internet access. • Whiteboard • Watch a video on a parole board hearing. • ▶ Full video ...

<u>Assessment</u> -20 min - Scenario: The following is a hypothetical case study involving a parolee facing challenges with complying with parole conditions.  Case Study: Alex's Parole Compliance ... <u>Discussion:</u> - Discuss the potential risk factors of a parolee. - Discussion instructions:  Segment #9 Class discussion - Discussion rubric:  Segment #9 discussion rubric.pdf <u>Closure</u> -(5) min - Exit Ticket: - Discuss with the students the effects of the parole process on the parolee and society. How can parolees stay successful (crime free) while on parole.	decision making in parole hearings to cases in their local area.	
<u>Segment #10</u> <u>Time</u> -60 Min <u>Opening/Sponge/Motivator</u> -(15) min - Explain the purpose and function of a plea agreement <u>Activity</u> -(20) min - Discuss the practical implications of plea agreements on the criminal justice system, including case processing, court efficiency, and resource allocation. - Explore criticisms of plea bargaining, such as concerns about coercion, fairness, and transparency. - The Ethan Crumbley case activity  The Ethan Crumbley Case Study <u>Assessment</u> -(20) min - Discuss scenarios that highlight ethical issues faced by prosecutors, defense attorneys, and defendants during plea negotiations.  Case studies: Ethical issues in plea ag...	<u>How are students being engaged?</u> - Case studies and group discussion <u>How are students using/applying what they learn?</u> - Students can see case studies and apply post trial plea agreements to cases in their local area.	- Internet access. - Laptop

• Discussion rubric  Segment #10 discussion rubric.pdf Closure -(5) min • Exit ticket: • Ask students to explain the advantages and disadvantages of making plea agreements.		
<u>Segment #11</u> Time -60 Min Opening/Sponge/Motivator -(15) min • Describe different ways that plea agreements can be used to resolve a case • Plea Bargain charades  "Plea Bargain" charades: Activity -(20) min • Case Studies: •  Case studies: plea agreement resoluti... Assessment (20) Min • Assignment Read: Plea deal for serial killer who burned victims • Complete the following:  Serial killer plea agreement assignment Closure: -(5) min • Exit ticket: Ask students of they feel that a plea agreement is ok for a serial killer, and if so, how?	<u>How are students being engaged?</u> • Case studies and group discussion <u>How are students using/applying what they learn?</u> • Students can see case studies and apply decision making in parole hearings to cases in their local area.	• Laptop • Internet access
<u>Segment #12</u> Time -30 Min Opening/Sponge/Motivator-(10) min • Discuss and describe the factors that are considered when negotiating plea agreements • Plea Agreement simulation  "Plea Agreement Simulation" Activity -(10) Min • Case Studies: •  Case studies: Factors considered in pl... • Assignment: Factors to consider on plea agreement:  Plea bargain factors assignment	<u>How are students being engaged?</u> • Case studies and group discussion <u>How are students using/applying what they learn?</u> • Students can see case studies and apply post trial factors considered in plea agreements.	• Internet access • Laptop

Assessment -(5) min - Participate in a role-play exercise simulating plea negotiations, considering various factors discussed in class. - Instructions and scenarios: - Role-play exercise plea agreements - Role play scoring rubric  Plea Agreement Role Play Rubric Closure -(5) min - Exit Ticket: - Ask students what are some potential benefits and drawbacks of entering into a plea agreement?		
Segment #13 Time -30 Min Opening/Sponge/Motivator -(10) min - Discuss and describe what types of trial issues are appealable in our court systems. - What is appealable? - What is Appealable? Activity -(10) min - Case Studies: - Case studies: Appealable issues at trial Assessment - (5) min - Read: EXPLAINER: Why Bill Cosby's conviction was overturned EXPLAINER: Why Bill Cosby's conviction was overturned AP News - Bill Cosby Assignment and grading. - The overturned Conviction of Bill Cosby: Impli... Closure -5 min Exit ticket: - Ask students what aspect of appealable trial issues do they find most interesting or thought-provoking? - Ask students how you think the appellate review process contributes to the integrity and fairness of the legal system?	How are students being engaged? - Case studies and group discussion How are students using/applying what they learn? - Students can see case studies and apply trial issues that get appealed.	- Laptop - Internet access
Segment #14 Time -30 Min Opening/Sponge/Motivator -(10) min Describe and discuss the differences between the trial process from the appellate hearing process.	How are students being engaged? Case studies and group discussion	- Laptop - Internet access - Whiteboard

• Trial vs. Appeal Matching Cards: ☰ Trial vs Appeal Matching Card Game Activity (5) min • Watch a short movie on Trial versus the appeal process. • 📺 How is an Appeal Different from a Trial? • Discussion points: ☰ Trial versus appeals discussion points Assessment - (10) min • Have students write a brief reflection on the differentiation between the trial and appellate process. • Instructions: ☰ Differentiation between the Trial and Appellat... • Scoring Rubric 📄 Differentiation between the trial and appellate... Closure -(5) min • Exit ticket: Ask the students to explain the similarities between a trial and the appeal process? What are some differences?	<u>How are students using/applying what they learn?</u> • Students can understand the differences in the trial and appellate court processes. factors considered in plea agreements.	
<u>Segment #15</u> Time -60 Min Opening/Sponge/Motivator -(20) min • Explain the role of precedent in an appellate case. • Precedent mock trial ☰ Precedent Mock Trial: Activity -(20) min • Watch a short movie on: "Why is precedent important in case law?" • 📺 Why is precedent important in case law? • Case Studies: ☰ Case Studies: Role of precedent in co... Assessment -(15) min • Appeal and precedent assessment includes instructions and rubric. ☰ Assessment: Appeals and Precedent Closure -(5) min • Exit ticket: Ask students to explain what some potential consequences of not following precedent in criminal	<u>How are students being engaged?</u> • Case studies and group discussion <u>How are students using/applying what they learn?</u> • Students can see previous court cases that used past precedent to resolve and decide issues.	• Laptop • Internet access • Court of appeals cases (some are listed in assessment).

law? Can they think of any examples where ignoring precedent might lead to inconsistent or unjust outcomes?		
<u>Segment #16</u> <u>Time</u> -60 Min <u>Opening/Sponge/Motivator</u>- (15) min - Determine which court would have jurisdiction to decide an appeal. - Court Jurisdiction scenarios to discuss  Court Jurisdiction scenarios to discuss <u>Activity</u> -(20) min - Watch a short movie on: “Criminal Court Jurisdiction Overview”  Criminal Court Jurisdiction Overview - Case Studies:  Case studies: Criminal court jurisdiction issues <u>Assessment</u> -(20) min - Students will complete a short quiz to assess their understanding of criminal court jurisdiction. The quiz will consist of multiple-choice questions covering the types of jurisdiction, jurisdictional challenges, and real-world scenarios. - Quiz:  Quiz on Jurisdiction: <u>Closure</u>- (5) min - Exit ticket: Ask students what aspect of criminal court jurisdiction do you find most interesting or challenging? How might jurisdictional issues impact the outcome of a criminal case? Can you think of any recent criminal cases in the news where jurisdiction played a significant role?	<u>How are students being engaged?</u> - Case studies and group discussion <u>How are students using/applying what they learn?</u> - Students can see previous court cases that jurisdiction of the facts was at issue.	- Laptop - Internet access
<u>Segment #17</u> <u>Time</u> -30 Min <u>Opening/Sponge/Motivator</u> -(5) min - Describe the possible outcomes that can occur following an appellate decision - Appellate outcomes matching game  Appellate outcomes matching game <u>Activity</u> -(15) min - Discuss the following famous appealant decisions:  Case studies: Pivotal Appealant decisi... - Case Studies:	<u>How are students being engaged?</u> - Case studies and group discussion <u>How are students using/applying what they learn?</u> - Students can see appellate decisions and apply that knowledge to how things are done in	- Laptop - Internet access

• Case studies: Appellate decision possi... Assessment -(5) min • Ask students to research and verbally present on a famous or notable appeal case. • Instructions and Rubric: Assessment: Research and Presentation on ... Closure -(5) min • Exit ticket: Ask to students to reflect on how their understanding of appellate law has evolved and its significance in the legal system.	certain situations like “Miranda Warnings”.	
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PLC Question Three: What will we do when students have not learned?

Interventions

- Conduct formative assessments or informal checks for understanding to pinpoint specific areas where students are struggling.
- Review student work, such as assignments or quizzes, to identify common misconceptions or areas of weakness.
- Offer differentiated instruction tailored to individual student needs, such as small group instruction, one-on-one tutoring, or alternative learning activities.
- Modify assignments or assessments to accommodate diverse learning styles and abilities.
- Review essential vocabulary and foundational concepts related to criminal case sentencing and post-trial proceedings.
- Break down complex topics into smaller, more manageable chunks and provide additional explanations or examples as needed.
- Use visual aids, such as diagrams, charts, or graphic organizers, to help illustrate key concepts and relationships.
- Provide supplementary resources, such as videos, interactive simulations, or online tutorials, to reinforce learning outside of the classroom.
- Facilitate guided practice sessions where students work through problems or scenarios related to criminal case sentencing and post-trial proceedings with support and guidance.
- Provide opportunities for peer collaboration and discussion to encourage active engagement and peer learning.
- Offer constructive feedback on student work to help clarify misunderstandings and guide improvements.
- Encourage students to reflect on their learning process, identify areas of growth, and set goals for improvement.
- Continuously monitor student progress through ongoing assessments and formative feedback.
- Adjust instruction and interventions based on student needs, making adaptations as necessary to ensure all students have the opportunity to succeed.
- Offer additional support services, such as academic tutoring, study skills workshops, or counseling, for students who may require extra assistance.

- Collaborate with colleagues, special education teachers, or support staff to develop targeted interventions and support plans for struggling students.

PLC Question Four: What will we do when students have learned?

Enrichment

- Provide students with real-world scenarios or case studies related to criminal case sentencing and post-trial proceedings.
- Encourage students to analyze the scenarios, identify relevant legal principles, and propose appropriate actions or responses.
- Organize class discussions or debates on controversial issues or ethical dilemmas related to criminal case sentencing and post-trial proceedings.
- Encourage students to express their opinions, support their arguments with evidence, and respectfully consider different perspectives.
- Assign research projects or inquiry-based tasks that require students to investigate specific aspects of criminal case sentencing or post-trial proceedings in depth.
- Challenge students to evaluate the effectiveness of different sentencing strategies or the impact of post-trial reforms on the criminal justice system.
- Provide opportunities for students to reflect on their learning and synthesize their understanding of criminal case sentencing and post-trial proceedings.
- Ask students to write reflective essays, create multimedia presentations, or participate in group discussions to share their insights and conclusions.
- Offer extension activities or enrichment opportunities for students who have mastered the basic concepts and are ready for more advanced challenges.
- Provide additional readings, case studies, or simulations that explore complex legal issues or recent developments in criminal law.
- Encourage students who have mastered the material to serve as peer mentors or tutors for their classmates who may still be struggling.
- Foster collaborative learning experiences where students can work together to solve problems, analyze case studies, or prepare presentations.
- Incorporate current events or news stories related to criminal case sentencing and post-trial proceedings into classroom discussions and activities.
- Challenge students to analyze how recent court decisions, legislative reforms, or high-profile cases impact the criminal justice system.
- Recognize and celebrate students' achievements and growth in their understanding of criminal case sentencing and post-trial proceedings.
- Provide opportunities for students to showcase their work, such as presentations, debates, or publications, to the broader school community.

Additional Information Related to the Course Section:

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SkillsUSA Connection(s):

- **Criminal Justice**
- This competition is for students preparing to be police officers or to work in other areas of criminal justice. This competition will utilize both written examination and practical exercises to evaluate

the competitors' abilities and knowledge of the field. The competitors are scored on their knowledge and application of U.S. Constitutional Law, written and verbal communications skills, and their ability to handle an entry-level law enforcement position.

- **Crime Scene Investigation**
- Contestants will demonstrate basic skills associated with working a crime scene. Team members will take a test assessing overall crime scene knowledge. Team members will process a crime scene to include searching, identifying evidence, measuring, photographing, and preparing a sketch. Team members will also demonstrate basic crime scene skills such as lifting a fingerprint, swabbing serological evidence, packaging evidence, or similar skills. The team will interpret common crime scene evidence such as classifying a fingerprint pattern. Finally, the team will complete narratives, crime logs, and similar paperwork.
- **SkillsUSA Framework Connection Activity - "Blind Polygon" (Adaptability & Flexibility; Planning, Organizing and Management)**

Notes:

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Pacing from a comprehensive high school with 90 minute block class periods: