

Teacher:  
B. Mason

Subject Area:  
**Principles of Law, Public Safety, Corrections & Security**

Room No.:  
517

Unit III  
Court Roles, Processes and Procedures

Lesson Title:  
*Sentencing Guidelines*

Lesson Date:  
02/9 – 02/13

Meeting Time/Period:  
1<sup>st</sup>, 3<sup>rd</sup> 5<sup>th</sup>

Grade Levels:  
9 - 11

TEKS:  
§130.292(c)  
(9)(E)

Essential Question:

What are the sentencing and alternative sentencing guidelines in Texas?

*The student will / can...*

- *Identify types of sentencing and sentencing rules*
- *Research types of alternative sentencing*

Activities:  
02/10/15

*Do an Internet search for the following: Judge Refuses to Reduce Benson in Fatal Crash. Read and discuss the article to determine if the sentence given was adequate for the crime committed. Conduct a class discussion on the sentence that should be given, if it differs from the one assessed. Based on Texas' sentencing guidelines, what sentence would he face? Review the statutes at <http://www.statutes.legis.state.tx.us/Docs/PE/htm/PE.49.htm#49.08>. Use the Discussion Rubric for assessment*

02/12/15

*Take Test over Sentencing Guidelines and go over grades*

*Activities*

*Group Discussion. Have the students review news stories and videos about the alternate sentencing programs. To find some sample news stories and videos (prior to class) do an Internet search for the following:*

- *Concurrent or Consecutive Sentence (LawWebTV)*
- *Taylor Thompson gets shock probation*
- *Man Escapes from Work Release Program, Arrested in Montgomery*
- *Lindsay Lohan Turns Herself in for House Arrest*
- *After dirty drug test, suspect gets probation*
- *Then have the students discuss the pros and cons of each alternative. Here are some sample questions:*
- *What problems arise from the work release program and weekend sentencing?*
- *What are the benefits of these programs to the community or to the offender?*
- *Which of the programs do the students feel would be most beneficial?*
- *Use the Discussion Rubric to assess student understanding*

*Marzano Strateg(ies):*

- *Summarizing and Note taking*
- *Classroom work and Practice*
- *Providing Feedback*
- *Recognition*
- *Q & A*

*Instructional Delivery:*

- *Warm up*
- *Unit III Court Roles, Processes and Procedures Review Notes*

*Independent Practice:*

- *Review Notes Unit III Court Roles, Processes and Procedures*
- *Unit III Court Roles, Processes and Procedures Quiz*
- *Engage Court Roles, Processes and Procedures Review Notes*

*Closure: Upon completion of lesson, students will be able to answer the following questions:*

*Texas Essential Knowledge and Skills for Career and Technical Education*

*§130.292. Principles of Law, Public Safety, Corrections, and Security (One-Half to One Credit).*

*(9) The student identifies the roles and functions of court systems. The student is expected to:*

*(E) identify types of sentencing and sentencing rules*

*Materials/References:*

- *Introduction to the Levels and Functions of Criminal Courts computer-based presentation*
- *Court Case Research Handout*
- *Computer with Internet access*

