Course Name: Introduction to Legal Studies (ILS)	**Semester:** TBD
Course Section: 9 Introduction to Appeal	**Duration of this course section:** 19 hours

PLC Question One: What do we want all students to know and be able to do?

Objectives covered from the course outline:

- Describe the appeals process
- Analyze and brief an appellate case
- Identify the appropriate court to consider an appeal

Supporting Objectives (if any):

- ***Teachers will reference their own local and state education standards to identify supporting standards that may apply to the course***

Essential Questions:

A. Explain what types of trial issues are appealable
B. Differentiate the trial process from the appellate hearing process
C. Describe the role of precedent in an appellate case
D. Analyze a precedent to determine what issue was appealed and what the appellate court decision was
E. Research an appellate case and form a legal argument to support which side is correct
F. Present a well supported legal argument for or against an appellate court's decision
G. Describe the hierarchy of authority for appellate courts
H. Determine which court has jurisdiction to decide an appeal

Student-Friendly Learning Targets (*Learning Targets are based on the "Competencies" in the course outline):

- I can explain what types of trial issues are appealable
- I can differentiate the trial process from the appellate hearing process
- I can describe the role of precedent in an appellate case
- I can analyze a precedent to determine what issue was appealed and what the appellate court decision was
- I can research an appellate case and form a legal argument to support which side is correct
- I can present a well-supported legal argument for or against an appellate court's decision
- I can describe the hierarchy of authority for appellate courts
- I can determine which court has jurisdiction to decide an appeal

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Essential Vocabulary

Key Academic Vocabulary:

1. Appeal
2. Appellate Court
3. Trial Court
4. Issue
5. Jurisdiction
6. Precedent
7. Argument
8. Evidence
9. Appellant
10. Appellee
11. Brief
12. Oral Argument
13. Remand
14. Affirm
15. Reverse
16. Opinion
17. Concur
18. Dissent
19. En Banc
20. Preponderance of Evidence
21. Writ of Certiorari
22. Stare Decisis
23. Habeas Corpus
24. Amicus Curiae
25. Moot
26. Appellate Jurisdiction
27. Circuit Court
28. Writ of Mandamus
29. Per Curiam Opinion
30. Arbitration

Scaffolded/Review Academic Vocabulary:

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

Assessment and Evidence

Vocabulary activities, reading and comprehension, Worksheets, Project, Assessment

Classroom Assessments:

Proficiency Scales

Score 5.0	*The student will:* ● Exhibits exceptional proficiency in identifying and articulating the components of an appellate case. ● Constructs compelling and nuanced legal arguments, incorporating advanced legal reasoning. ● Conducts comprehensive analysis of appellate cases, showcasing superior critical thinking abilities and depth of understanding.
Score 4.0	*The student will:* ● Demonstrates a high level of proficiency in identifying and articulating the components of an appellate case. ● Constructs sophisticated and persuasive legal arguments with clarity and precision. ● Conducts thorough analysis of appellate cases, demonstrating advanced critical thinking skills.
Score 3.0	*The student will:* ● Identifies and articulates the components of an appellate case effectively. ● Constructs coherent and well-supported legal arguments. ● Analyzes appellate cases independently, drawing insightful conclusions.

Score 2.0	*The Student will:* ● Struggles to identify and articulate the components of an appellate case. ● Shows difficulty in constructing coherent legal arguments. ● Requires significant guidance in analyzing appellate cases.

Planning Question: How will teachers facilitate the learning?

Lesson Outline	**Engagement and Application**	**Links to lesson materials and resources**
Segment #1 ***Time - 20 mins*** **Opening/Sponge/Motivator** ● Explain how word searches help learn the structure and spelling of new words. **Activity** ● Students will be creating their own word searches using the vocabulary words provided here. **Assessment** ● Word searches will be graded. **Closure** ● Explain that some people might need more time to finish but move on to flashcards	***Engagement:*** ● remind students to stay on task and bring up assignment as completed ***Student Interactions:*** ● You might allow ESL or SE students to work with peer mentors or in small groups ● Word searches can be very difficult and frustrating for some students - particularly dyslexia ***Student Reminders:*** ● Remind students to stay on task as there is more to this assignment	● Student Computers ● Highlighters ● Pen or Pencil ● Word Search Instructions ● Vocabulary List
Segment #2 ***Time – 20 mins***	**How are students being engaged?**	● pencils ● index cards

Opening/Sponge/Motivator ● Explain that flash cards are a fun way to begin to learn definitions. Tell them to write the vocabulary word on the front and the definition that will be on the quiz **Activity** ● Creating flash cards **Assessment** ● Students will study and engage in learning while discussing the appeals process. There are different way to use the flash cards. **Closure** ● Explain that some people might need more time to finish but move on to the team assignment	● remind students to stay on task and bring up assignment as completed ● student will create muscle memory and learn the roles of the civil law office ***Student Interactions:*** ● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** ● remind students to stay on task as there is more to this assignment	● student computers ● Vocabulary List ● Flashcard step by step ● Flashcard options
Segment #3 **Time – 20 mins** **Opening/Sponge/Motivator** ● Explain that having the flashcards can benefit their studying habits. Use the flashcard step by step guide to help students use the flashcards to study their vocabulary words **Activity** ● Flashcard studying	***Engagement:*** ● Explain and show examples of Frayer Model flashcards or traditional flashcards ***Student Interactions:*** ● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders***	● Flashcards ● Flashcard step by step

Assessment ● Students will study and engage in learning vocabulary **Closure** ● Explain that students will need to finish their flashcards and study the vocabulary for the quiz	● Remind students to stay on task	
Segment #4 **Time – 20 minutes** **Opening/Sponge/Motivator** ● Using the PowerPoint you will be describing the appeals process **Activity** ● PowerPoint "Introduction to Appeals" **Assessment** ● Students will answer and engage in discussion questions while going over PowerPoint slides to ensure they fully understand the information provided. **Closure** ● Continue to the next segment	***Engagement:*** ● Engage students during presentation of slides ***Student Interactions:*** ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ***Student Reminders:*** ● Remind students to stay focused and on task	● Whiteboard/smartboard ● PowerPoint Introduction to Appeals Slides 1-10 ● Sample discussion questions
Segment #5 **Time – 20 minutes**	***Engagement:*** ● Engage students during presentation of slides	● Whiteboard/smartboard

Opening/Sponge/Motivator ● Students will answer and engage in discussion questions while going over PowerPoint slides to ensure they fully understand the information provided. ● **Activity** ● PowerPoint "Introduction to Appeals" **Assessment** ● Students will answer and engage in discussion questions while going over PowerPoint slides to ensure they fully understand the information provided. **Closure** ● Continue to the next segment.	***Student Interactions:*** ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ***Student Reminders:*** ● Remind students to stay focused and on task	● PowerPoint Introduction to Appeals Slides 11-19 ● Sample discussion questions & Interactive questions
Segment #6 **Time – 20 minutes** **Opening/Sponge/Motivator** ● Quiz on vocabulary words **Activity** ● Quiz **Assessment** ● Quiz will be graded	***Engagement:*** ● Engage students during presentation of slides ***Student Interactions:*** ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ***Student Reminders:***	● Vocabulary quiz ● Answer Key

Closure ● Continue to the next segment	● Remind students to stay focused and on task	
Segment #7 **Time – 20 minutes** **Opening/Sponge/Motivator** ● Using the PowerPoint you will be analyzing a brief in the appellate case **Activity** ● PowerPoint "Introduction to Appeals" **Assessment** ● Students will answer and engage in discussion questions while going over PowerPoint slides to ensure they fully understand the information provided. **Closure** ● Continue to the next segment	***Engagement:*** ● Engage students during presentation of slides ***Student Interactions:*** ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ***Student Reminders:*** ● Remind students to stay focused and on task	● Whiteboard/smartboard ● PowerPoint Introduction to Appeals Slides 20-29 ● Sample discussion questions
Segment #8 **Time – 20 minutes** **Opening/Sponge/Motivator** ● Using the PowerPoint you will be analyzing a brief in the appellate case **Activity** ● PowerPoint "Introduction to Appeals"	***Engagement:*** ● Engage students during presentation of slides ***Student Interactions:*** ● Students should be interacting through open discussion and feedback during	● Whiteboard/smartboard ● PowerPoint Introduction to Appeals Slides 30-39 ● Sample discussion questions

Assessment ● Students will answer and engage in discussion questions while going over PowerPoint slides to ensure they fully understand the information provided. **Closure** ● Continue to the next segment	presentation to ensure understanding ***Student Reminders:*** ● Remind students to stay focused and on task	
Segment #9 **Time – 20 minutes** **Opening/Sponge/Motivator** ● Using the PowerPoint you will be identifying the appropriate court to consider an appeal **Activity** ● PowerPoint "Introduction to Appeals" **Assessment** ● Students will answer and engage in discussion questions while going over PowerPoint slides to ensure they fully understand the information provided. **Closure** ● Continue to the next segment	***Engagement:*** ● Engage students during presentation of slides ***Student Interactions:*** ● Students should be interacting through open discussion and feedback during presentation to ensure understanding ***Student Reminders:*** ● Remind students to stay focused and on task	● Whiteboard/smartboard ● PowerPoint Introduction to Appeals Slides 40-53 ● Sample discussion questions

Segment 10 ***Time – 30 mins*** **Opening/Sponge/Motivator** ● Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. **Activity** ● Project #1 **Assessment** ● Graded according to rubric **Closure** ● This project will last for 3 segments.	***Engagement:*** ● Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** ● Students will be working in small groups interacting with each other within their respective groups ● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	● Student computers ● Printer paper ● Project 1
Segment 11 ***Time – 30 mins*** **Opening/Sponge/Motivator** ● Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. **Activity** ● Project #1 **Assessment** ● Graded according to rubric	***Engagement:*** ● Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** ● Students will be working in small groups interacting with each other within their respective groups	● Student computers ● Printer paper ● Project 1

Closure ● Continued to the next segment	● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	
Segment 12 ***Time – 30 mins*** **Opening/Sponge/Motivator** ● Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. **Activity** ● Project #1 **Assessment** ● Graded according to rubric **Closure** ● Continue to next segment	***Engagement:*** ● Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** ● Students will be working in small groups interacting with each other within their respective groups ● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	● Student computers ● Printer paper ● Project 1
Segment 13-15 (entire 90 minute block) ***Time – 90 mins*** **Opening/Sponge/Motivator**	***Engagement:*** ● Walk around the room monitoring students'	● Student computers ● Students will be presenting their results from their projects

• Presentation of project. Use the introduction to let students know what will be done **Activity** • Project #1 **Assessment** • Graded according to rubric **Closure** • Continue to next segment. Remind students of final exam. Some students may not finish presenting, but allow them to either record, or schedule time to do it after or before school.	progress, assisting them where needed ***Student Interactions:*** • Students will be working in small groups interacting with each other within their respective groups • You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	
<u>Segment #16</u> ***Time – 20 mins*** **Opening/Sponge/Motivator** • Describe important constitutional rights that apply to legal cases **Activity** • Read the article, "Understanding Constitutional Rights in a Legal Proceeding." While reading, you can use the interactive questions found here to help students engage. This article will take 2 segments to complete **Assessment** • Interactive classroom discussion **Closure** • Continue to next segment	***Engagement:*** • Remind students to stay on task and bring up assignment as completed ***Student Interactions:*** • You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders:*** • Remind students to stay on task	• Article Interactive questions
<u>Segment #17</u>	***Engagement:***	

Time – 20 mins **Opening/Sponge/Motivator** ● Describe important constitutional rights that apply to legal cases **Activity** ● Read the article _____ while reading, you can use the interactive questions found here to help students engage. **Assessment** ● Interactive classroom discussion **Closure** ● Continue to next segment	● Remind students to stay on task and bring up assignment as completed ***Student Interactions:*** ● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders:*** ● Remind students to stay on task	● Article ● Interactive questions
Segment #18 **Time – 20 minutes** **Opening/Sponge/Motivator** ● Quiz on article. Introduction to quiz can be used. **Activity** ● Quiz **Assessment** ● Quiz will be graded **Closure** ● Continue to the next segment	***Engagement:*** students will test their knowledge on what they have learned ***Student Interactions:*** ● Students will take a quiz ***Student Reminders:*** ● Remind students to stay focused and on task	● Quiz ● Answer key
Segment 19 ***Time – 30 mins*** **Opening/Sponge/Motivator**	***Engagement:*** ● Walk around the room monitoring students'	● Student computers ● Printer paper ● Project 2

• Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. **Activity** • Project #2 **Assessment** • Graded according to rubric **Closure** • Continue to next segment	progress, assisting them where needed ***Student Interactions:*** • Students will be working in small groups interacting with each other within their respective groups • You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	
Segment 20 ***Time – 30 mins*** **Opening/Sponge/Motivator** • Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. **Activity** • Project #2 **Assessment** • Graded according to rubric **Closure** • Continue to next segment	***Engagement:*** • Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** • Students will be working in small groups interacting with each other within their respective groups • You might allow ESL or SE students to work with peer mentors or in small groups	• Student computers • Printer paper • Project 2

	Student Reminders Remind students to stay on task	
Segment 21 ***Time – 30 mins*** **Opening/Sponge/Motivator** ● Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. **Activity** ● Project #2 **Assessment** ● Graded according to rubric **Closure** ● Continue to next segment	***Engagement:*** ● Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** ● Students will be working in small groups interacting with each other within their respective groups ● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	● Student computers ● Printer paper ● Project 2
Segment 22 ***Time – 90 mins*** **Opening/Sponge/Motivator** ● Presentation of project. Use the introduction to let students know what will be done. This will last the entire 90-block period as there are multiple groups that will need to go. **Activity**	***Engagement:*** ● Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** ● Students will be working in small groups	● Student computers ● Students will be presenting their results from their projects

• Project #2 **Assessment** • Graded according to rubric **Closure** • Continue to next segment. Remind students of final exam. Some students may not finish presenting, but allow them to either record, or schedule time to do it after or before school.	interacting with each other within their respective groups • You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	
<u>Segment 23</u> ***Time – 90 mins*** **Opening/Sponge/Motivator** • Presentation of project. Use the introduction to let students know what will be done. **Activity** • Project #2 **Assessment** • Graded according to rubric **Closure** • Continue to next segment. Remind students of final exam. Some students may not finish presenting, but allow them to either record, or schedule time to do it after or before school.	***Engagement:*** • Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** • Students will be working in small groups interacting with each other within their respective groups • You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	• Student computers • Students will be presenting their results from their projects
<u>Segment 24</u>	***Engagement:***	• Student computers

Time – 90 mins **Opening/Sponge/Motivator** ● Presentation of project. Use the introduction to let students know what will be done **Activity** ● Project #2 **Assessment** ● Graded according to rubric **Closure** ● Continue to next segment. Remind students of final exam. Some students may not finish presenting, but allow them to either record, or schedule time to do it after or before school.	● Walk around the room monitoring students' progress, assisting them where needed ***Student Interactions:*** ● Students will be working in small groups interacting with each other within their respective groups ● You might allow ESL or SE students to work with peer mentors or in small groups ***Student Reminders*** Remind students to stay on task	● Students will be presenting their results from their projects
<u>Segment 25</u> ***Time – 90 minutes*** **Opening/Sponge/Motivator** ● give practice test/study guide and allow them time to complete the study guide as we well review **Activity** ● A study guide is provided **Assessment** ● Students will be engaging in active discussions and responding to questions to ensure learning of the objectives from this lesson **Closure**	***Engagement:*** ● Students are actively engaged in the review process by participating individually or in groups depending on the activity ***Student Interactions:*** ● Guide the activity with the students' participation ● You might allow ESL or SE students to work with peer mentors or in small groups	● Practice test/study guide o This is an interactive study guide ● Answer Key

• Encourage students to study and do well on the test	***Student Reminders*** • Remind the students to study	
SEGMENT 26 ***Time – 90 mins*** **Opening/Sponge/Motivator** • Explain to students they will be taking a final exam. **Activity** • Section Test **Assessment** • Graded for accuracy **Closure** • Section Test submission	***Engagement:*** • Walk the room to ensure academic integrity ***Student Interactions:*** • Students will be working individually on the assessment ***Student Reminders*** • Remind students to use integrity during test taking • Remind students to remain quiet until all students have finished	• Student Computer • Pen or Pencil • Test • Section Test Answer Key
PLC Question Three: What will we do when students have not learned? **Interventions** • Reteach • Recovery • Peer teaching • Alternative assignments • One-on-one tutoring		
PLC Question Four: What will we do when students have learned? **Enrichment** •		

Additional Information Related to the Course Section:

- **Section Study guide**

SkillsUSA Connection(s):

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Notes:

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

Week 1

Day 1: Segment 1, Segment 2, and Segment 3

Day 2: Segment 4, Segment 5, and Segment 6

Day 3: Segment 7, Segment 8, and Segment 9

Day 4: Segment 10, Segment 11, and Segment 12

Day 5: Segment 13, Segment 14, and Segment 15

Week 2

Day 1: Segment 15, Segment 17, and Segment 18

Day 2: Segment 19, Segment 20, and Segment 21

Day 3: Segment 22, Segment 23, and Segment 24

Day 4: Segment 25, Segment 26, and Segment 27 (This is a whole class to complete the study guide)

Day 5: Unit Test (Segment 28, Segment 29, and Segment 30)