

# LESSON TEMPLATE

\*[Click here for an EXAMPLE of a completed template](#)

\*Complete this template for each “Section” you draft lessons for

<b>Course Name:</b> Civil Law	<b>Semester:</b> TBD
<b>Course Section:</b> Substantive Civil Law	<b>Duration of this course section:</b> 15 hours
<b><i>PLC Question One: What do we want all students to know and be able to do?</i></b>	
<b>Objectives covered from the course outline:</b> <ul style="list-style-type: none"> <li>Students can describe tort law and important principles involved in tort cases.</li> <li>Students can explain important principles that underlie common types of substantive civil law.</li> <li>Students can research cases and statutes involving civil law topics.</li> </ul>	
<b>Supporting Objectives (if any):</b> <ul style="list-style-type: none"> <li><i>Teachers will reference their own local and state education standards to identify supporting standards that may apply to the course</i></li> </ul>	
<b>Essential Questions:</b> <p><b>Objective 1:</b></p> <ol style="list-style-type: none"> <li>What is civil liability?</li> <li>What is negligence, and what are its <i>prima facie</i> elements?</li> <li>What is comparative negligence?</li> <li>How may comparative negligence affect a civil judgment?</li> <li>What are civil damages?</li> <li>When may civil damages be awarded?</li> <li>How does civil liability compare with criminal guilt?</li> </ol> <p><b>Objective 2:</b></p> <ol style="list-style-type: none"> <li>What are common types of contracts?</li> <li>What are the elements of an enforceable contract?</li> <li>What is capacity to contract?</li> <li>What remedies are available in a contract case?</li> <li>What is personal property?</li> <li>What is real property?</li> <li>How are rights in personal and real property transferred?</li> <li>What is insurance and how does it work?</li> </ol>	

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9. What rights are insurable?
10. What is intellectual property?
11. What is a patent?
12. What is a copyright?
13. What is a trademark?
14. What is intellectual property infringement?
15. What is fair use?
16. What is family/domestic relations law
17. What are the types of property division upon divorce?
18. What are child custody and child support?
19. What is a will?
20. What is a trust?
21. How is a decedent's property transferred via probate?
22. What process is used when a decedent does not leave a will?
23. How are debts of a decedent processed?

**Objective 3:**

1. Where and how are court decisions reported?
2. What are common resources for locating reported case decisions (federal and state)?
3. How are statutes codified? What are the sources in your state?
4. What are common resources for locating statutes (federal and state)?

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

- I can describe the concept of liability.
- I can explain the basic elements of a negligence case.
- I can describe how comparative negligence may affect the judgment in a civil case.
- I can explain what civil damages are and when they may be awarded.
- I can compare and contrast liability with guilt.
- I can describe basic principles of contract law.
- I can describe basic principles of intellectual property law.
- I can differentiate patents, copyrights, and trademarks.
- I can describe basic principles of probate law.
- I can describe basic principles of family law.
- I can describe basic principles of property law.
- I can describe basic principles of insurance law.
- I can locate cases that accurately address assigned civil law topics.

- I can solve legal problems involving civil case topics through case research.
- I can solve legal problems involving civil case topics through statutory research.

### Essential Vocabulary

#### Key Academic Vocabulary:

**Objective 1:** Dispute; Harm; Liability; Compensation; Damages; Negligence; Reasonable Person; Act; Omission; Duty of Care; Breach; Proximate Cause; Cause-in-Fact; But-For; Injury; Comparative Negligence; Contributory Negligence; Fault; Joint and Several Liability; Several Liability; Joint Tortfeasor; Remedy; Compensation (compensatory damages); Injunction; Restitution; Nominal Damages; Punitive Damages.

**Objective 2:** Contract; Express Contract; Implied Contract; Written; Oral; Offer; Acceptance; Mutual Assent; Promisor; Promisee; Unilateral; Bilateral; Consideration; Forbearance; Benefit-Detriment; Bargained-for-Exchange; Promissory Estoppel; Capacity; Minor; Mental Incapacity; Legality; Public Policy; Contract of Adhesion; Duty; Condition; Breach; Property; Personal Property; Real Property; Intellectual Property; Possession; Use; Transfer; Exclusion; Title; Deed; Easement; Zoning; Eminent Domain; Sale; Gift; Inheritance; Boundary; Nuisance; Trespass; Adverse Possession; Insurance; Policyholder/Insured; Insurer; Premium; Underwriting; Transfer of Risk; Risk Pooling; Utmost Good Faith; Insurable Interest; Deductible; Indemnity; Contribution; Subrogation; Intellectual Property; Patent; Trademark; Copyright; Trade Secret; Infringement; Free Rider; Fair Use; Non-Disclosure Agreement; Family Law; Prenuptial Agreement; Marriage; Divorce; Annulment; Child Custody; Child Support; Equitable Division of Property; Community Property; Separate Property; Alimony; Domestic Violence; Protective Order (Restraining Order); Adoption; Probate; Executor; Beneficiary; Estate; Will; Testate; Intestate; Testator; Heir; Codicil; Holographic Will; Living Will/Advance Directive; Creditor; Abatement; Ademption; *Inter Vivos* Gift; Living Trust.

**Objective 3:** Case; Decision; Opinion; Reporter; Statute; Code; Research.

#### Scaffolded/Review Academic Vocabulary:

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

#### Assessment and Evidence

[CiL Section 6 Teacher Read Me First](#)

#### Classroom Assessments:

- [Rigorous Learning Rubrics](#) (courtesy of ICLE)
- [Short Essay Question Rubric](#) (courtesy of USC Center for Excellence in Teaching)

Proficiency Scales		
Score 4.0	<p><u>The student:</u></p> <ul style="list-style-type: none"> <li>Comprehends and articulates details from the objectives and competencies; readily supports their conclusions and uses insight with logical inferences.</li> <li>Readily applies skills and knowledge from concepts in the unit to new and unknown fact situations.</li> <li>Analyzes information and skills learned in the unit in complex ways to creatively solve problems presented.</li> </ul>	
Score 3.0	<p><u>The student:</u></p> <ul style="list-style-type: none"> <li>Comprehends and articulates some details from the objectives and competencies; student can find some evidence to support conclusions; student uses some insight and inferences.</li> <li>Applies some skills and knowledge from concepts in the unit to new fact situations.</li> <li>Uses some information and skills learned in the unit to refine their analysis of problems presented.</li> </ul>	
Score 2.0	<p><u>The student:</u></p> <ul style="list-style-type: none"> <li>Struggles to find evidence to support conclusions; uses limited inferences.</li> <li>Applies limited skills and knowledge from concepts in the unit to complete work; struggles to see relationships to new fact situations.</li> <li>Uses limited analysis to extend learning of skills and knowledge in the unit.</li> </ul>	
<b><i>Planning Question: How will teachers facilitate the learning?</i></b>		
<u>Lesson Outline</u>	<u>Engagement and Application</u>	<u>Links to lesson materials and resources</u>
<p align="center"><b><u>Segment #1 - Civil Liability</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher plays the <a href="#">Geico Tree Limb clip</a> (stop at :25 right before ad closing) and asks students to brainstorm for 1 minute on “Who should be responsible for the damage to the car from the tree limbs? Would it make a difference if the limbs fell while a neighbor was trimming the tree vs. in a windstorm?” in a <b>think-pair-share</b> activity (brainstorm for a moment on their own, share/compare</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Think-pair-share opening</li> <li>Responses to teacher lecture questions or Lecture Bingo</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Opening think-pair-share</li> <li>Responding to teacher lecture questions (or Lecture Bingo)</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource links:</b></li> <li><a href="#">Cornell Law LII Civil Liability</a></li> <li><a href="#">LSD Law Civil Liability Definition</a></li> <li><a href="#">Civil Cases vs. Criminal Cases</a> (FindLaw)</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Geico Tree Limb clip</a></li> <li><a href="#">Strategy - Thinking Maps</a></li> <li><a href="#">Strategy - Think Pair Share</a> (including video and examples)</li> <li><a href="#">Think-Pair-Share Template</a></li> <li><a href="#">WarmUp Rubric</a></li> </ul>

<p>ideas with an “elbow partner,” and then share their ideas with the class as a whole, where the teacher gathers and summarizes responses).</p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on the concept of civil liability and asks questions of students throughout the lecture (or Lecture Bingo); basic and review vocabulary is included. Students take Cornell Notes and update their vocabulary glossary.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip journal entry</b> below</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: Write a brief note to your friend explaining what civil liability is.</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Group Rubric</a></li> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Civil Liability</a></li> <li><a href="#">Lecture Bingo Template</a></li> <li><a href="#">Cornell Notes Form</a></li> <li><a href="#">How to use Cornell Notes video</a></li> <li><a href="#">Cornell Notes Rubric</a> (Duplin County Schools)</li> <li><a href="#">Journal Entry Rubric</a> (RubiStar)</li> <li><a href="#">Support Documents Folder</a></li> </ul>
<p><b><u>Segment #2 - Overview of Negligence</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher provides the following scenario, and students respond in a 1-minute class free discussion: A mom is shopping at a local supermarket with her young child in the cart seat; as she turns the shopping cart into an aisle, the mom slips and falls on a large puddle of clear liquid on the floor and injures her back. <i>What, if any, civil liability do you think should be imposed on the supermarket?</i></li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on the elements of negligence, asking questions during the lecture (or Lecture Bingo activity); basic and review vocabulary is included. Students take Cornell Notes and continue their vocabulary glossary.</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Lecture Bingo/response to teacher questions during lecture</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Responses to teacher lecture questions/Lecture Bingo</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource links:</b></li> <li><a href="#">Cornell Law LII Negligence</a></li> <li><a href="#">Legal Terms: Negligence</a> (LawShelf)</li> <li>Law 101 Fundamentals of the Law [NY] (ch 8 - General Law of Torts): <a href="#">GENERAL LAW OF TORTS   Law 101: Fundamentals of the Law</a></li> <li><a href="#">Elements of Negligence video</a> (LawShelf)</li> <li><a href="#">What is Negligence? video</a> (USLawEssentials)</li> <li><a href="#">What is proximate cause? video</a> (USLawEssentials) also includes actual cause</li> <li><a href="#">Grocery Store Liability blog</a> (LegalMatch)</li> </ul>

<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry below</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: Using our fact situation from earlier in this segment (slip and fall), explain whether all of the elements of negligence against the market have been met, and why or why not.</li> </ul>		<ul style="list-style-type: none"> <li><b>Links to lesson materials:</b></li> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Negligence</a></li> <li>Lecture Bingo Template (above)</li> <li>WarmUp Rubric (above)</li> <li>Group Rubric (above)</li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #3 -Comparative Negligence</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher shows the <a href="#">What is comparative negligence?</a> video, <b>stopping at 1:15(contributory negligence)</b>, and asks the class the following question for a <b>quick full-class discussion</b>: <i>Since we know it's usually not \$0, and that the plaintiff is 40% at fault for his own injuries, how else might the judge or jury award damages?</i></li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on the concept of comparative negligence, asking questions during the lecture (or Lecture Bingo activity); basic and review vocabulary is included. Students take Cornell Notes and continue their vocabulary glossary.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry below</li> </ul> <p><b><u>Closure</u></b></p>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Lecture Bingo/response to teacher questions during lecture</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Lecture Bingo/response to teacher questions during lecture</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource links:</b></li> <li><a href="#">Cornell Law LII Comparative Negligence</a></li> <li><a href="#">Cornell Law LII Joint and several liability</a></li> <li><a href="#">Cornell Law LII Several liability</a></li> <li><a href="#">Cornell Law LII Joint tortfeasor</a></li> <li><a href="#">What is comparative negligence? video</a> (USLawEssentials) also includes contributory</li> <li><a href="#">Joint and Several Liability   Explained Simply (Torts)</a> (Crushendo video)</li> <li><a href="#">Joint Tortfeasor   Explained Simply (Torts)</a> (Crushendo video)</li> <li><a href="#">Negligence Defenses: Contributory Negligence and Assumption of the Risk video</a> (LawShelf) also includes comparative</li> <li><a href="#">Negligence Laws by State</a> chart (Thompson Law)</li> <li><b>Links to lesson materials:</b></li> </ul>

<ul style="list-style-type: none"> <li>Exit slip journal entry: Using our fact situation from segment 2 (slip and fall), what if the shopping mom was distracted by her child yelling and reaching for products on the shelves when she was turning the cart, so she missed seeing a “Caution - Wet Floor” sign before she fell. What, if any effect, do you think this should have on any potential damages award in a civil case against the grocery store?</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Comparative Negligence</a></li> <li>WarmUp Rubric (above)</li> <li>Group Rubric (above)</li> <li>Lecture Bingo Template (above)</li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Entry Rubric (above)</li> </ul>
<p style="text-align: center;"><b><u>Segment #4 - Civil Remedies</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher provides students with a <b>KWL chart</b> and has them complete the K (what they already know) and W (what they want to know) portions on the subject of <i>what civil plaintiffs can get if they win their case (i.e., remedies)</i>. Share random responses.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on the concept of civil remedies, asking questions of students throughout (or Lecture Bingo); basic and review vocabulary is provided. Students take Cornell Notes and update their vocabulary glossary.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Review of exit slip <b>KWL chart</b></li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip: Students complete the L (what they learned and still need to learn) portion of their KWL chart about civil remedies.</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening KWL chart discussion</li> <li>Lecture Bingo/response to teacher questions during lecture</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in KWL chart opening discussion</li> <li>Lecture Bingo/teacher questions</li> <li>Exit slip KWL chart</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource links:</b></li> <li>Damages video: <a href="#">Legal Term: Damages</a></li> <li><a href="#">LDS Law - Civil Remedy</a></li> <li><a href="#">How Do I Prove Damages?</a> (MD People’s Law Lib.)</li> <li><a href="#">Introduction to Contracts, Sales &amp; Products Liability sec. 16.3</a> (Saylor OER)</li> <li><a href="#">A Guide to Compensatory Damages</a> (Bloomberg Law)</li> <li><a href="#">What is a Damages Cap?</a> (FindLaw)</li> <li><a href="#">Fact Sheet: Caps on Compensation by state</a> (Ctr. for Law &amp; Democracy NY Law School)</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">KWL Chart</a></li> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Civil Remedies</a></li> <li>Lecture Bingo Template (above)</li> </ul>

		<ul style="list-style-type: none"> <li>• Cornell Notes Template (above)</li> <li>• Cornell Notes Rubric (above)</li> <li>• Journal Rubric (above)</li> </ul>
<p><b><u>Segment #5 - Case Research Negligence &amp; Remedies #1</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>• Teacher explains that students will be conducting legal research on the topics of negligence and civil remedies.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Teacher ensures that each student has a laptop/device to conduct Internet research; teacher provides students with a <a href="#">Legal Research Log</a> and an <a href="#">IRAC Template</a>, and has each student access <a href="#">Google Scholar</a> to <b>research civil cases</b> and record results using a query of <b>“slip and fall grocery store” and limiting cases since 2020 (could further limit by jurisdiction - state or circuit)</b>. Number off students into 3-5 groups, and each group should choose/be assigned a different case to review and each student briefs/summarizes a case including:             <ul style="list-style-type: none"> <li>○ 1) the important facts; 2) the issue/s before the court; 3) the controlling rule/law cited by the court; 4) the court’s analysis; and 5) the conclusion reached by the court.</li> </ul> </li> <li>• Groups share results back with the class from each case - compare/contrast to determine any differences among them. Students take Cornell notes on the results.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Participation in <b>Internet research activity</b>/research log.</li> </ul> <p><b><u>Closure</u></b></p>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> <li>• Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource links:</b></li> <li>• <a href="#">Legal Research Tutorial: Finding Case Law Using Google Scholar (US Library of Congress)</a> video</li> <li>• <a href="#">Google Scholar Help</a></li> <li>• <a href="#">Anatomy of a Case</a> video</li> <li>• <a href="#">Introduction to Case Reading</a> video</li> <li>• <a href="#">Mangan, Legal Research Manual 3d OER, Ch. 2 “Reading Cases”</a></li> <li>• <a href="#">Mangan, Legal Writing Manual 3d, Ch. 3 “Briefing Cases”</a></li> <li>• <a href="#">Columbia Law - IRAC CREAC</a></li> <li>• <a href="#">Cooley Law - It’s All About IRAC</a></li> <li>• <a href="#">Introduction to IRAC video</a> (Eugene Kim)</li> <li>• <a href="#">Harvard Law School Library Caselaw Basics</a> video</li> <li>• <a href="#">Harvard Law School Library Legal Research Strategy</a> video</li> <li>• <a href="#">Harvard Law School Library Organizing Your Research</a> video</li> <li>• <b>Links to lesson materials:</b></li> <li>• <a href="#">Google Scholar</a></li> <li>• <a href="#">Legal Research Log</a> (National U.)</li> <li>• <a href="#">IRAC Case Brief Template</a></li> <li>• Cornell Notes Template (above)</li> <li>• Cornell Notes Rubric (above)</li> <li>• Journal Rubric (above)</li> </ul>



<ul style="list-style-type: none"> <li>Exit slip journal entry: What general principles regarding negligence and civil remedies were discussed in the case you researched? What questions do you still have about these concepts?</li> </ul>		
<p><b><u>Segment #6 - Case Research Negligence &amp; Remedies #2</u></b>  <b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher briefly recaps the activity from the previous segment with the class - determine student progress; research/briefing/report-out will continue and conclude in this segment.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Students continue/conclude their legal research and case briefing plus report to the class from segment 5.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity</b>/research log</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: What general principles regarding negligence and civil remedies were discussed in the cases the class researched? What questions do you still have about these concepts? <b>(Share responses as time permits)</b></li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource Links:</b></li> <li>see resources in segment 5</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Google Scholar</a></li> <li><a href="#">Legal Research Log</a> (National U.)</li> <li><a href="#">IRAC Case Brief Template</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Entry Rubric (above)</li> </ul>
<p><b><u>Segment #7 - Statutes Research Negligence &amp; Damages #1</u></b>  <b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher has students read the first section of <a href="#">What is a Damages Cap?</a> on a laptop or distribute hard copies (up to Why Do We Have Damages Caps?). Ask students to share the definition of “<i>damages cap</i>” (and update their vocabulary glossary).</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening quick-write discussion</li> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p>	<ul style="list-style-type: none"> <li><b>Resource Links:</b></li> <li>see resources segments 3 and 4</li> <li><a href="#">Statute Basics video</a> Harvard LS Lib</li> <li><a href="#">How to Read a Statute - FindLaw</a></li> <li><a href="#">State Laws - FindLaw</a> (map format)</li> </ul>

<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research Log</a> from the previous segments, students conduct and record <b>Internet research</b> on statutes in your state through <a href="#">State Laws - FindLaw</a> at the “Negligence” section (click on your state in the map, then find and click on “Negligence” in the menu, click links for statutes listed):             <ul style="list-style-type: none"> <li>How does (<i>your state</i>) deal with comparative or contributory negligence?</li> <li>Is there a damages cap in (<i>your state</i>)? If so, what is it?</li> </ul> </li> <li>Students share results back with the class. Students take Cornell notes on the results.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity</b>/research log</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: A client comes to you (a young attorney) and seeks advice about an auto accident they were in where they were rear-ended and then hit a car in front of them. Explain briefly to the client how (<i>your state</i>) deals with comparative or contributory negligence by statute, and whether or not (<i>your state</i>) has a damages cap.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in opening quick-write discussion</li> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Justia Law</a> (federal and state law &amp; reg links)</li> <li><a href="#">Cornell LII List of Authorities by Jurisdiction</a></li> <li><a href="#">Harvard Law Lib - Free Legal Research Resources</a></li> <li><a href="#">What is a Damages Cap?</a> (FindLaw)</li> <li><a href="#">Fact Sheet: Caps on Compensation by state</a> (Ctr. for Law &amp; Democracy NY Law School)</li> <li><a href="#">State Liability Reforms Chart</a> (American Medical Assn)</li> <li><b>Links to lesson materials:</b></li> <li>see resources in sections 3 and 4</li> <li><a href="#">What is a Damages Cap?</a> (FindLaw)</li> <li><a href="#">Legal Research Log</a> (National U.)</li> <li><a href="#">State Laws - FindLaw</a> (map format)</li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Entry Rubric (above)</li> </ul>
<p><b>Segment #8 -Statutes Research Negligence &amp; Damages #2</b></p> <p><b>Time</b> - 20 minutes</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Teacher briefly recaps the activity from the previous segment with the class - determine student progress;</li> </ul>	<p><b>How are students being engaged?</b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b>How are students using/applying what they learn?</b></p>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>See resources in segment 7</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a> (National U.)</li> <li><a href="#">State Laws - FindLaw</a> (map format)</li> </ul>

<p>research and report-out will continue and conclude in this segment.</p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Students continue/conclude their statute research plus report to the class from segment 7.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity</b>/research log</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: Do you believe allocating damages through comparative negligence in civil awards is fair? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> </ul>
<p><b><u>Segment #9 - Elements of Contracts</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher provides students with a <b>Circle Map with Frame of Reference</b> and asks them to list everything they know about <i>contracts</i>. Review random responses.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on the elements of contracts, asking questions throughout (or Lecture Bingo); basic and review vocabulary is included. students take Cornell Notes and update their vocabulary glossary with new terms.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip journal entry</b> below</li> </ul> <p><b><u>Closure</u></b></p>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Dialogue during the opening activity</li> <li>Response to teacher questions during lecture/Lecture Bingo</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Dialogue during the opening activity</li> <li>Response to teacher questions during lecture/Lecture Bingo</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>Introduction to Contracts, Sales and Product Liability (ch 8 - Introduction to Contract Law): <a href="#">Chapter 8: Introduction to Contract Law</a></li> <li>Business Law Essentials, Valbrune &amp; DeAssis, ch. 7, <a href="#">Ch. 7 Introduction - Business Law I Essentials   OpenStax</a> (OpenStax 2019)</li> <li><a href="#">What is a contract?</a> video (Harvard Online)</li> <li><a href="#">Contracts Short Videos playlist</a> (LawShelf)</li> <li><a href="#">Overview of Contract Law: Module 1 of 5</a> video (contract classifications 3:43-8:30; express v. implied 8:31-13:46) (LawShelf)</li> </ul>

<ul style="list-style-type: none"> <li>Exit slip journal entry: Michael runs a small business selling handmade jewelry. He approaches a local store to see if they would be interested in carrying his products. The store owner expresses interest but requests a <i>consignment</i> agreement where Michael's jewelry will be displayed in the store, and the store owner will receive a percentage of revenue generated by the sales. Michael says he would allow 1% of the <i>net profit</i> to go to the store owner. Would this arrangement constitute a valid contract? Explain each of the elements (offer, acceptance, consideration, capacity, legality).</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Elements of a Contract - Offer and Acceptance: Module 2 of 5</a> video (mutual assent to 4:28, offer 4:35-8:58, termination to 17:15) (LawShelf)</li> <li><a href="#">Consideration: Module 3 of 5</a> video (LawShelf)</li> <li><a href="#">Contract Defenses: Module 4 of 5</a> video (capacity through 4:27; legality 4:30-6:15) (LawShelf)</li> <li><a href="#">Legal Terms: Adhesion Contracts</a> video</li> <li><a href="#">Performance and Breach: Module 5 of 5</a> video (through 6:06; also includes damages info beginning 6:10) (LawShelf)</li> <li><a href="#">Contract Law - Judicial Education Center</a> (UNM)</li> <li>California Bar FYLE Exam Contracts Questions Answers (Q2 &amp; 4): <a href="#">California First-Year Law Students' Examination</a></li> <li><b>Links to lesson materials:</b> <ul style="list-style-type: none"> <li><a href="#">Circle Map + FOR Template</a></li> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Elements of Contracts</a></li> <li>Lecture Bingo Template (above)</li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul> </li> </ul>
<p align="center"><b><u>Segment #10 - Contract Exercise</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p>	<p align="center"><b><u>How are students being engaged?</u></b></p>	<ul style="list-style-type: none"> <li><b><u>Resource list:</u></b></li> <li>see resources in segment 9</li> </ul>

<p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher asks students <i>what type of agreements they have entered into before - with family, friends, employers, etc.</i> Share random responses in a <b>quick whole-class discussion</b>.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher provides students with the <a href="#">Sample Family Cell Phone Contract</a>. Students work in assigned pairs/triads to review and <a href="#">annotate</a> the document, noting each of the required elements of a contract (offer, acceptance, consideration, legality, capacity), along with any potential issues or questions related to the agreement.</li> <li>Each group shares their findings with the whole class, engaging in a respectful dialogue to reach understanding about its elements of contracts.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip Tree Map</b> below</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: Using a Tree Map Template, students list the elements of a contract and categorize facts about each element.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Participation in group contract exercise</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Participation in group contract exercise</li> <li>Exit slip Tree Map</li> </ul>	<ul style="list-style-type: none"> <li><b>Links to lesson materials:</b></li> <li><a href="#">Sample Family Cell Phone Contract</a></li> <li><a href="#">EWU Annotating Texts</a></li> <li>Group Rubric (above)</li> <li><a href="#">Tree Map Template</a></li> </ul>
<p><b><u>Segment #11 - Case Research Contracts</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher explains that students will be conducting legal research on the topic of contracts and “capacity.”</li> </ul> <p><b><u>Activity</u></b></p>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>see resources in segment 9</li> <li>Mary F. Radford, <a href="#">"Sufficient" Capacity: The Contrasting Capacity Requirements for Different Documents</a></li> <li>Larry Cunningham, <a href="#">A Question of Capacity: Towards a Comprehensive and Consistent</a></li> </ul>

<ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; teacher provides students with a <a href="#">Legal Research Log</a> and an <a href="#">IRAC Template</a>, and has each student access <a href="#">Google Scholar</a> to <b>research civil cases</b> and record results. Number off students into 6 groups, with each group choosing/assigned a different “capacity” case from the <a href="#">library</a> provided (4 cases on mental incapacity and 4 on status as a minor). Each student individually reviews and briefs/summarizes a case including: <ul style="list-style-type: none"> <li>1) the important facts; 2) the issue/s before the court; 3) the controlling rule/law cited by the court; 4) the court’s analysis; and 5) the conclusion reached by the court.</li> </ul> </li> <li>Groups share results back with the class from each case - compare/contrast to determine any differences among them. Students take Cornell notes on the results.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity</b>/research log.</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: What general principles regarding contract incapacity were discussed in the cases researched? What questions do you still have about these concepts?</li> </ul>		<p><a href="#">Vision of Children and Their Status under Law</a></p> <ul style="list-style-type: none"> <li>Business Law Nicolette College “Capacity and Legality”</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">IRAC Template</a></li> <li><a href="#">Google Scholar</a></li> <li><a href="#">Contract Incapacity Case Library</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #12 - Statutes Research Contracts</u></b></p> <p><b>Time</b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will be locating statutes regarding contractual “capacity” in your state.</li> </ul> <p><b><u>Activity</u></b></p>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>see resources in segments 10 and 11</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Justia State Laws</a></li> <li><a href="#">Legal Research Log</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> </ul>

<ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research Log</a> from the previous segment, students conduct and record <b>Internet research on statutes in your state</b> through <a href="#">Justia State Laws</a> (click on your state code) regarding “<i>capacity to contract</i>”: <ul style="list-style-type: none"> <li>How does (your state) set forth the requirements for capacity of minors to contract?</li> <li>How does (your state) set forth the requirements to contract by those with mental incapacity?</li> </ul> </li> <li>Students share results back with the class. Students take Cornell notes on the results.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity</b>/research log</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: A client has come to you (a young attorney) wondering whether their forgetful, elderly father can execute a contract to sell his home. Explain briefly to the client how (your state) deals with capacity to contract by statute for those with mental incapacity.</li> </ul>		<ul style="list-style-type: none"> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #13 - Overview of Property Law</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher has students engage in the following 2-minute <b>think-pair-share</b> activity (brainstorm individually, share with an “elbow partner” to compare/contrast, and then share back with the class as a whole): <i>What is property and how is it owned? Give some examples.</i> Share random responses.</li> </ul> <p><b><u>Activity</u></b></p>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening think-pair-share activity</li> <li>Responses to teacher lecture questions/Lecture Bingo</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening think-pair-share activity</li> <li>Responses to teacher lecture questions/Lecture Bingo</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li><a href="#">Cornell Law LII Personal Property</a></li> <li><a href="#">Cornell Law LII Real Estate</a></li> <li><a href="#">Cornell Law LII Property</a></li> <li><a href="#">Cornell Law LII Property Law</a></li> <li><a href="#">What is property law? video</a> (USLawEssentials)</li> <li><a href="#">Advanced Business Law and the Legal Environment Ch. 22 - Intro to Personal Property and Fixtures</a> (OER Text Saylor)</li> <li><a href="#">Why Do We Need Personal</a></li> </ul>

<ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on the overview of property law; teacher asks questions of students throughout (or Lecture Bingo); basic and review vocabulary is included. Students take Cornell Notes and continue to supplement their vocabulary glossary.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li><b>Exit slip Bubble Map</b> below</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip: Using a Bubble Map, students list characteristics of personal property and real property and the rights of their owners.</li> </ul>	<ul style="list-style-type: none"> <li>Exit slip Bubble Map</li> </ul>	<p><a href="#">Property Rights? video</a> (Federalist Society)</p> <ul style="list-style-type: none"> <li><a href="#">Uniform Commercial Code</a> (UCC)</li> <li><a href="#">UCC Article Enactment by State Locator</a> (Cornell Law LII)</li> <li><a href="#">What is the Uniform Commercial Code? video</a> (USLawEssentials)</li> <li><a href="#">Contracts: UCC video</a> (LawShelf)</li> <li><a href="#">Contracts and Transactions in E-Commerce video</a> (LawShelf)</li> <li><a href="#">Advanced Business Law and the Legal Environment Ch. 24 - Nature of Real Estate and Environment</a> (OER Text Saylor)</li> <li><a href="#">Advanced Business Law and the Legal Environment - Ch. 25 - Transfer of Real Estate by Sale</a> (OER Text Saylor)</li> <li><a href="#">Advanced Business Law and the Legal Environment - Ch. 20 - Mortgages and Non-consensual Liens</a> (OER Text Saylor)</li> <li><a href="#">Advanced Business Law and the Legal Environment - Ch. 26 - Landlord and Tenant Law</a> (OER Text Saylor)</li> <li><a href="#">Real Property Short Videos playlist</a> (LawShelf)</li> <li><a href="#">Real Estate Transactions Videos playlist</a> (LawShelf)</li> <li><a href="#">Residential Mortgages Videos playlist</a> (LawShelf)</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Think-Pair-Share Template</a></li> </ul>
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		<ul style="list-style-type: none"> <li>• <a href="#">Slides</a></li> <li>• <a href="#">Slides Outline</a></li> <li>• <a href="#">Lecture Notes Summary</a></li> <li>• <a href="#">Vocab - Overview of Property Law</a></li> <li>• Cornell Notes Template (above)</li> <li>• Cornell Notes Rubric (above)</li> <li>• Journal Rubric (above)</li> <li>• <a href="#">Bubble Map</a></li> </ul>
<p><b><u>Segment #14 - Case Research Property Law #1</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>• Teacher informs students that they will be doing case research on principles related to property law.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Teacher ensures that each student has a laptop/device to conduct Internet research; teacher provides students with a <a href="#">Legal Research Log</a> and an <a href="#">IRAC Template</a>, and has each student access <a href="#">Google Scholar</a> to <b>research civil cases</b> in <b>your state ("select courts")</b> and record results. Number off students into 6 groups, with each group choosing/assigned a different property topic as follows: 1) eminent domain; 2) zoning; 3) nuisance doctrine; 4) sale of goods; 5) sale of real property; 6) possession of personal property. Each student individually reviews and briefs/summarizes a case including: <ul style="list-style-type: none"> <li>○ 1) the important facts; 2) the issue/s before the court; 3) the controlling rule/law cited by the court; 4) the court's analysis; and 5) the conclusion reached by the court.</li> </ul> </li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> <li>• Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource list:</b></li> <li>• see resources in segment 13</li> <li>• <b>Links to lesson materials:</b></li> <li>• <a href="#">Legal Research Log</a></li> <li>• <a href="#">IRAC Template</a></li> <li>• <a href="#">Google Scholar</a></li> <li>• Cornell Notes Template (above)</li> <li>• Cornell Notes Rubric (above)</li> <li>• Journal Rubric (above)</li> </ul>

<ul style="list-style-type: none"> <li>Groups share results back with the class from each case - compare/contrast to determine any differences among them. Students take Cornell Notes on the results.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip journal entry</b> below</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: What general principles regarding personal property and real property law were discussed in the cases researched? What questions do you still have about these concepts?</li> </ul>		
<p><b><u>Segment #15 - Case Research Property Law #2</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher briefly recaps the activity from the previous segment with the class - determine student progress; research/briefing/report-out will continue and conclude in this segment.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Students continue/conclude their legal research and case briefing plus report to the class from segment 14.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity</b>/research log</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: What general principles regarding personal property and real property law were discussed in the cases the class researched? What questions do you still have about these concepts? <b>(Share responses as time permits)</b></li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>see resources in segment 13</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">IRAC Template</a></li> <li><a href="#">Google Scholar</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>

<p><b><u>Segment #16 - Statutes Research Property Law</u></b>  <b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will be locating statutes regarding property laws in <b>your state</b>.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research Log</a> from the previous segment, students conduct and record <b>Internet research on statutes in your state</b> through <a href="#">State Laws - FindLaw (map)</a> , <a href="#">Cornell Law LII Property Law - By State</a>, and <a href="#">UCC Article Enactment by State (click on your state code)</a> regarding <i>personal property or real property</i>:             <ul style="list-style-type: none"> <li>How does (<b>your state</b>) set forth the law for real property boundary fencing ?</li> <li>How does (<b>your state</b>) set forth the law related to a seller's title in commercial sale of goods?</li> </ul> </li> <li>Students share results back with the class. Students take Cornell Notes on the results.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity</b>/research log</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: A client has come to you (a young attorney) seeking information about her new business venture selling a woman's clothing line at a storefront she will lease in town. Explain briefly to the client how (<b>your state</b>) deals with the commercial sale of goods.</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li><a href="#">Uniform Commercial Code (UCC)</a></li> <li><a href="#">UCC Article Enactment by State Locator</a> (Cornell Law LII)</li> <li><a href="#">Cornell Law LII Property Law - By State</a></li> <li><a href="#">State Laws - FindLaw (map)</a></li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">UCC Article Enactment by State Locator</a> (Cornell Law LII)</li> <li><a href="#">Cornell Law LII Property Law - By State</a></li> <li><a href="#">State Laws - FindLaw (map)</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #17 - Overview of Insurance Law</u></b>  <b><u>Time</u></b> - 20 minutes</p>	<p><b><u>How are students being engaged?</u></b></p>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li><a href="#">Cornell Law LII Insurance</a></li> </ul>

<p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher shows the <a href="#">We Asked Kids What is Insurance video</a>. Teacher then has students do a <b>KWL Chart</b> about what they Know and Want to Know (K, W portions) about the topic of <i>insurance</i>. Share random responses.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on insurance law, including questions to students (or Lecture Bingo); vocabulary is included; students take Cornell Notes and continue their vocabulary glossary.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip journal entry</b> below</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: Teacher provides students with access to the <a href="#">Allstate NV auto insurance policy sample</a> (digital or hard copy) for the following scenario: A client comes to you (a young attorney) for information, explaining that they are a ride-share driver and were injured by shutting their hand in the trunk lid after extracting luggage for a customer at the airport; their auto insurance company denied their claim for medical care. Based on the <a href="#">exclusions listed on page 7</a>, how would you assess the client's claim? Briefly explain why and any potential alternatives. (Teacher note: e.g., <b>health insurance</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Participation in opening KWL Chart/class discussion</li> <li>Response to teacher lecture questions/Lecture Bingo</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening KWL Chart/class discussion</li> <li>Response to teacher lecture questions/Lecture Bingo</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Advanced Business Law and Legal Environments Ch. 28 - Insurance</a> (OER Text Saylor)</li> <li><a href="#">Insurance Basics - Resources</a> (Allstate)</li> <li><a href="#">Insurance and the Transfer of Risk</a> (FindLaw)</li> <li><a href="#">Insurance Law video playlist</a> (LawShelf)</li> <li><a href="#">Health Insurance Law video playlist</a> (LawShelf)</li> <li><a href="#">Allstate NV Auto Insurance Policy Sample</a></li> <li><b>Links to lesson materials:</b></li> <li><a href="#">KWL Chart</a></li> <li><a href="#">We Asked Kids What is Insurance video</a> (Allstate)</li> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Overview of Insurance Law</a></li> <li><a href="#">Allstate NV Auto Insurance Policy Sample</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #18 - Case Research Insurance Law</u></b></p> <p><b><u>Time</u></b> - 15-20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will be doing case research on principles related to insurance law.</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation/reasoning in opening discussion</li> <li>Response to teacher questioning during lecture</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>see resources in segment 17</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">IRAC Template</a></li> <li><a href="#">Google Scholar</a></li> </ul>

<p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; teacher provides students with a <a href="#">Legal Research Log</a> and an <a href="#">IRAC Template</a>, and has each student access <a href="#">Google Scholar</a> to <b>research civil cases</b> in <b>your state ("select courts")</b> and record results. Number off students into 5 groups, with each group choosing/assigned a different insurance topic as follows: 1) life insurance; 2) health insurance; 3) auto insurance; 4) homeowners insurance; 5) commercial liability insurance. Each student individually reviews and briefs/summarizes a case within their topic including: <ul style="list-style-type: none"> <li>1) the important facts; 2) the issue/s before the court; 3) the controlling rule/law cited by the court; 4) the court's analysis; and 5) the conclusion reached by the court.</li> </ul> </li> <li>Groups share results back with the class from each case - compare/contrast to determine differences among them. Students take Cornell notes on the results.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip journal entry</b> below</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: What general principles regarding insurance law were discussed in the cases researched? What questions do you still have about these concepts?</li> </ul>	<p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation/reasoning in opening discussion</li> <li>Response to teacher questioning during lecture</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #19 - Statutes Research Insurance Law</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will be locating statutes regarding insurance laws in <b>your state</b>.</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in collaborative group Internet research and preparing Google Slides</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Resource list:</u></b></li> <li>see resources in segment 17</li> <li><a href="#">Cornell Law LII Insurance Laws - State Chart</a></li> <li><a href="#">Justia State Codes</a></li> <li><a href="#">State Laws - FindLaw (map)</a></li> </ul>

<p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research Log</a> from the previous segment, students conduct and record <b>Internet research on insurance statutes in your state</b> from <a href="#">Cornell Law LII Insurance Laws - State Chart</a> or <a href="#">Justia State Codes</a>. Students are divided into 5 groups, with each group assigned one type of insurance from the <a href="#">Google Slides deck</a> and enter the information and code section/s into that slide. Students in each group should record their names on the slide.</li> <li>The slide deck will then be reviewed by the whole class; all students will take Cornell Notes and enter new definitions into their vocabulary glossary as necessary.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Participation in <b>group Internet research</b>/research log</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip Connect, Extend, Challenge: <i>How are the concepts you just reviewed connected to what you have already learned about insurance law? What new ideas did you get that broadened your thinking or extended it in new directions? What puzzles or challenges emerge for you?</i></li> </ul>	<p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in collaborative group Internet research and preparing Google Slides</li> <li>Exit slip Connect, Extend, Challenge</li> </ul>	<p><b><u>Links to lesson materials:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Legal Research Log</a></li> <li><a href="#">Insurance Law Statutes Slide Deck</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li><a href="#">Connect, Extend, Challenge</a></li> </ul>
<p><b><u>Segment #20 - Overview of Intellectual Property Law</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher asks students to think back to the segments on property, and asks them to <i>recall the definition of “intellectual property” and how it differs from personal</i></li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in class discussion activity</li> <li>Teacher questions during lecture/Lecture Bingo</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p>	<p><b><u>Resource list:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Cornell Law LII Intellectual Property</a></li> <li><a href="#">Boyle and Jenkins, Intellectual Property &amp; The Information Society</a> (OER Text - Duke U 2023)</li> <li><a href="#">Advanced Business Law &amp; the Legal Environment Ch. 23 -</a></li> </ul>

<p><i>and real property</i> - solicit responses. Teacher then shows students the <a href="#">“Why There’s a Bite in the Apple Logo” video</a> and asks “<i>why do you think it’s important for companies to protect their logos from others trying to use them without permission?</i>” in a <b>quick whole-class discussion</b>.</p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on basic concepts of “intellectual property,” including questions throughout (or Lecture Bingo); vocabulary is included. Students take Cornell Notes and update their vocabulary glossary.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip Tree Map</b> below</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip: Using a Tree Map template, students list and categorize information learned in this segment about intellectual property, patent, trademark, and copyright.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in class discussion activity</li> <li>Teacher questions during lecture/Lecture Bingo</li> <li>Exit slip Tree Map</li> </ul>	<p><a href="#">Intellectual Property</a> (OER Text Saylor)</p> <ul style="list-style-type: none"> <li><a href="#">Intellectual Property</a> (FindLaw)</li> <li><a href="#">Justia Intellectual Property Law Center</a></li> <li><a href="#">Understanding Intellectual Property - IP video</a> (Federallabs)</li> <li><a href="#">IP Short Videos playlist</a> (LawShelf)</li> <li><a href="#">Georgetown Law Practice Area - Intellectual Property</a></li> <li><a href="#">IP Forms &amp; Contracts</a> (FindLaw)</li> <li><a href="#">World IP Organization</a> and <a href="#">Member States</a></li> <li><a href="#">Connecting Educators with the USPTO</a></li> <li><a href="#">Copyright Policy - International</a> (USPTO)</li> <li><a href="#">Copyright Fair Use</a> (US Copyright Office)</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">“Why There’s a Bite in the Apple Logo” video</a></li> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Intellectual Property</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li><a href="#">Tree Map Template</a></li> </ul>
<p><b><u>Segment #21 - Patent, Trademark, Copyright</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in video review/questions</li> <li>Collaborative discussion</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>see resources in segment 20</li> <li><a href="#">IP is All Around Us video series</a> (ABA IP Section)</li> </ul>

<ul style="list-style-type: none"> <li>Teacher explains that they will be going into a bit more depth in each type of intellectual property in this segment.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to access the Internet, then numbers off students into 3 groups; each group <b>watches the following videos</b> to get further insight into patent, trademark, and copyright, with each student answering the accompanying <a href="#">Video Questions</a>:             <ul style="list-style-type: none"> <li>Group 1 - Patent: <a href="#">Understanding Patents video</a> and <a href="#">Patents and Trade Secrets in Biochemical Innovation video</a></li> <li>Group 2 - Trademark: <a href="#">Understanding Trademarks video</a> and <a href="#">Trademarks and Trade Dress in Action: Red Bull Arena video</a></li> <li>Group 3: Copyright: <a href="#">Understanding Copyright video</a> and <a href="#">Copyright in Songwriting and Music Performance video</a></li> </ul> </li> <li>The students report back and share the info on their intellectual property area with the class. Students take notes on the <a href="#">Video Questions</a> sheet and update their vocabulary glossary as needed.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip journal entry</b> below</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: A client has come to you (a young attorney) seeking information about her new business venture selling a woman's clothing line at a storefront she will lease in town. She has created a new, distinctive logo for branding the store and clothing. Explain to her</li> </ul>	<p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in video review/questions</li> <li>Collaborative discussion</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Cornell Law LII Patent Patents</a> (FindLaw)</li> <li><a href="#">Basics of Patent Law video playlist</a> (LawShelf)</li> <li><a href="#">Understanding Patents video</a> (Federallabs)</li> <li><a href="#">Development of Inventions and Creative Ideas - Patents</a> (MIT Open Courseware)</li> <li><a href="#">Cornell Law LII Trademark Trademark Law: An Open Access Casebook</a> (NYU Law School)</li> <li><a href="#">Trademarks</a> (FindLaw)</li> <li><a href="#">Trademarks video playlist</a> (LawShelf)</li> <li><a href="#">Trademark Law video playlist</a> (Prof. Mark Grynberg - DePaul Law)</li> <li><a href="#">Understanding Trademarks video</a> (Federallabs)</li> <li><a href="#">Cornell Law LII Copyright Copyright Law: Cases and Materials</a> (OER Text NYU Law)</li> <li><a href="#">Copyrights</a> (FindLaw)</li> <li><a href="#">Copyright for Kids</a> (US Copyright Office)</li> <li><a href="#">Copyright History and Education</a> (US Copyright Office)</li> <li><a href="#">Acquiring Copyright Protection video playlist</a> (LawShelf)</li> <li><a href="#">Understanding Copyright video</a> (Federallabs)</li> <li><a href="#">Fair Use</a> (US Copyright Office)</li> <li><a href="#">Cornell Law LII Fair Use</a></li> </ul>
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<p>briefly what type of intellectual property the logo is and how she might protect it.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Copyright Enforcement and Defenses video playlist</a> (LawShelf)</li> <li>• <a href="#">Fair Use Explained video</a> (Michelson 20MM Fdn)</li> <li>• <a href="#">Lemelson-MIT InvenTeam</a> (student activity)</li> <li>• <a href="#">Music Distribution and Copyright Lesson Plan</a> (ABA Teacher Portal)</li> <li>• <a href="#">Uniform Trade Secrets Act</a></li> <li>• <b>Links to lesson materials:</b></li> <li>• <a href="#">IP is All Around Us video series</a> (ABA IP Section)</li> <li>• <a href="#">Understanding Patents video</a> (Federallabs)</li> <li>• <a href="#">Understanding Trademarks video</a> (Federallabs)</li> <li>• <a href="#">Understanding Copyright video</a> (Federallabs)</li> <li>• <a href="#">Video Questions</a></li> <li>• Cornell Notes Template (above)</li> <li>• Cornell Notes Rubric (above)</li> <li>• Journal Rubric (above)</li> </ul>
<p><b><u>Segment #22 - Case Research Intellectual Property Law</u></b>  <b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>• Teacher informs students that they will be doing case research on principles related to intellectual property law.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Teacher ensures that each student has a laptop/device to conduct Internet research; teacher provides students</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> <li>• Exit slip discussion</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource list:</b></li> <li>• see resources in segments 20-21</li> <li>• <a href="#">US Constitution, article I, section 8, clause 8</a></li> <li>• <b>Links to lesson materials:</b></li> <li>• <a href="#">Legal Research Log</a></li> <li>• <a href="#">IRAC Template</a></li> <li>• <a href="#">Case Library - Patent, Trademark, and Copyright</a></li> <li>• <a href="#">Google Scholar</a></li> <li>• Cornell Notes Template (above)</li> </ul>

<p>with a <a href="#">Legal Research Log</a> and an <a href="#">IRAC Template</a>, and has each student access <a href="#">Google Scholar</a> to <b>research civil cases</b> from the <a href="#">Case Library</a> to document and record results. Number off students into 3 groups, with each group assigned a different intellectual property topic as follows: 1)patent; 2) trademark; 3) copyright (assign different from segment 21). Each student individually reviews and briefs/summarizes the case within their topic including:</p> <ul style="list-style-type: none"> <li>○ 1) the important facts; 2) the issue/s before the court; 3) the controlling rule/law cited by the court; 4) the court's analysis; and 5) the conclusion reached by the court.</li> <li>○ Determine how their case is cited by other courts, and review the synopsis of one citing case (record in Legal Research Log).</li> <li>● Groups share results back with the class from each case - note important rules of law for the topic. Students take Cornell Notes on the results.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Participation in <b>group Internet research</b>/research log</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>● Quick class discussion (or use sticky notes left with teacher): What was the most interesting point you learned in this segment? What questions do you still have?</li> </ul>		<ul style="list-style-type: none"> <li>● Cornell Notes Rubric (above)</li> </ul>
<p><b><u>Segment #23 - Statutes Research Intellectual Property</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>● Teacher informs students that they will be locating statutes regarding patent, trademark, and copyright law.</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>● Participation in Internet research activity/prepare Google Slides</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Resource list:</b></li> <li>● see resources in segments 20, 21</li> <li>● <a href="#">US Code</a></li> <li>● <a href="#">Code of Federal Regulations</a></li> <li>● <a href="#">Title 35 United States Code</a></li> </ul>

<p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research Log</a> from the previous segment, students conduct and record <b>Internet research on intellectual property statutes</b> using the resources listed. Students are divided into 3 groups, with each group assigned one type of intellectual property (patent, trademark - fed and state, copyright) (assign different from segments 20, 21) from the <a href="#">Google Slides deck</a> and enter the code section/s and information into that slide. Students in each group should record their names on the slide.</li> <li>The slide deck will then be reviewed by the whole class; all students will take Cornell Notes and enter new definitions into their vocabulary glossary as necessary.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip journal entry</b> below</li> </ul> <p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: Explain the basic differences between a patent, a trademark, and a copyright.</li> </ul>	<p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity/prepare Google Slides</li> <li>Exit slip journal entry</li> </ul>	<p>(patents)</p> <ul style="list-style-type: none"> <li><a href="#">US Copyright Act, 17 USC §§101-810</a></li> <li><a href="#">US Trademark Act 15 USC §§ 1051-1141</a> and <a href="#">Trademark Rules of Practice 37 CFR</a></li> <li><a href="#">Digital.gov Trademark, Copyright, and Patent Law Resources</a></li> <li><a href="#">Justia State Codes</a></li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">Google Slides Deck</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #24 - Intellectual Property Search</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will search for a patent, trademark, or copyright of a popular work in this segment.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research</a></li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Responses to teacher questions during lecture</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>see resources in segments 20-23</li> <li><a href="#">USPTO Patent Search Site</a></li> <li><a href="#">USPTO Trademark Search Database</a></li> <li><a href="#">US Copyright Office Search Copyright Records</a></li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> </ul>

<p><a href="#">Log</a> from the previous segment, students conduct and record a search of an <b>intellectual property registration</b> using the resources listed. Students are divided into 3 groups, with each group choosing/assigned one type of intellectual property (patent, trademark, copyright) to search (Teacher may determine which creative works students can research, e.g., a popular item such as Nike logo for trademark - “mark description,” Xbox game controller for patent - e.g., # D905,169 , Taylor Swift music for copyright).</p> <ul style="list-style-type: none"> <li>Each student shares the results of their search and the information they found on the intellectual property; students take Cornell Notes and update their vocabulary glossary as necessary.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research</b>/research log</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip Connect, Extend, Challenge: <i>How are the concepts you just used connected to what you have already learned about intellectual property law? What new ideas did you get that broadened your thinking or extended it in new directions? What puzzles or challenges emerge for you?</i></li> </ul>	<ul style="list-style-type: none"> <li>Responses to teacher questions during lecture</li> <li>Exit slip Connect, Extend, Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Journal Rubric (above)</li> </ul>
<p><b><u>Segment #25 - Overview of Family Law</u></b></p> <p><b>Time</b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher provides the following information for students to engage in a <b>think-pair-share</b> activity (brainstorm individually, then compare/share with an “elbow partner”, and then share/discuss with the whole class): <i>What do you think of when you hear the term “family</i></li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in opening think-pair-share</li> <li>Responses to teacher questions during lecture/Lecture Bingo</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li><a href="#">Cornell Law LII Family Law</a></li> <li><a href="#">What is Family Law?</a> (FindLaw)</li> <li><a href="#">Justia Family Law Center</a></li> <li><a href="#">Family Law Resources for the Public</a> (ABA Family Law Section)</li> <li><a href="#">Divorce and Family Law Encyclopedia</a> (Nolo)</li> </ul>

<p><i>law”? What rights and responsibilities do you think it governs?</i></p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teacher <b>lectures</b> on the concepts of family law, including questions throughout (or Lecture Bingo); vocabulary is included. Students take Cornell Notes and supplement their vocabulary glossary with new terms.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip Circle Map</b> below</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip: Using a Circle Map, students list and describe the basic components of family law.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in opening think-pair-share</li> <li>Responses to teacher questions during lecture/Lecture Bingo</li> <li>Exit slip Circle Map</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Family Law Glossary</a> (Stanislaus Co. CA Superior Court)</li> <li><a href="#">Prenuptial Agreements</a> (FindLaw)</li> <li><a href="#">Cornell Law LII Grounds for Divorce</a></li> <li><a href="#">Cornell Law LII Annulment</a></li> <li><a href="#">Dividing Property &amp; Debt in Divorce</a> (Nolo)</li> <li><a href="#">Child Custody Basics</a> (FindLaw)</li> <li><a href="#">Child Support and Family Law</a> (AZ Courts)</li> <li><a href="#">Adoption Procedures &amp; Legal Requirements for Adoptive Parents</a> (Justia)</li> <li><a href="#">State Adoption Forms</a> (FindLaw)</li> <li><a href="#">Domestic Violence</a> (US Dept. of Justice)</li> <li><a href="#">Domestic Violence &amp; Protective Orders</a> (FindLaw)</li> <li><a href="#">Family Law short videos playlist</a> (LawShelf)</li> <li><a href="#">Alimony and Child Support video playlist</a> (LawShelf)</li> <li><a href="#">Child Custody and Visitation video playlist</a> (LawShelf)</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Slides</a></li> <li><a href="#">Slides Outline</a></li> <li><a href="#">Lecture Notes Summary</a></li> <li><a href="#">Vocab - Family Law</a></li> <li>Lecture Bingo Template (above)</li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> </ul>
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<p><b><u>Segment #26 - Case Research Family Law</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will be doing case research on principles related to family law.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; teacher provides students with a <a href="#">Legal Research Log</a> and an <a href="#">IRAC Template</a>, and has each student access <a href="#">Google Scholar</a> to <b>research civil cases (in your state; "select courts")</b> to document and record results. Number off students into 5 groups, with each group assigned a different family law topic as follows: 1) divorce; 2) community property <b>or</b> equitable division of property; 3) child custody; 4) adoption. Each student individually reviews and briefs/summarizes a case within their topic including:             <ul style="list-style-type: none"> <li>1) the important facts; 2) the issue/s before the court; 3) the controlling rule/law cited by the court; 4) the court's analysis; and 5) the conclusion reached by the court.</li> <li>Determine how their case is cited by other courts, and review the synopsis of one citing case (record in Legal Research Log).</li> </ul> </li> <li>Groups share results back with the class from each case - note important rules of law for the topic. Students take Cornell Notes on the results.</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>Participation in <b>group Internet research</b>/research log</li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Circle Map Template</a></li> <li><b>Resource list:</b></li> <li>see resources in segment 25</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">IRAC Template</a></li> <li><a href="#">Google Scholar</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>
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<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: A client comes to you (a young attorney) who is contemplating a divorce. Explain briefly to them the general principles related to divorce, including no-fault and fault.</li> </ul>		
<p><b>Segment #27 - Statutes Research Family Law</b></p> <p><b>Time</b> - 20 minutes</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will be locating statutes in <b>your state</b> regarding family law in this segment.</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research Log</a> from the previous segment, students conduct and record <b>Internet research on statutes in your state</b> through <a href="#">State Laws - FindLaw (map)</a>, <a href="#">Justia Law by State</a>, <a href="#">Family Law by State</a> (Cornell Law LII), and <a href="#">Marriage Age of Consent by State</a> (FindLaw) (click on your state code) regarding topics in family law and <b>noting the statutory authority for each</b>:             <ul style="list-style-type: none"> <li><i>What is the age of consent for marriage in <b>your state</b>?</i></li> <li><i>What are the requirements to get a divorce in <b>your state</b>?</i></li> <li><i>Does <b>your state</b> follow equitable division of property or is it a community property state?</i></li> <li><i>What governs awarding child custody/support from a divorce in <b>your state</b>?</i></li> </ul> </li> <li>Students share results back with the class. Students take Cornell Notes on the results and update their vocabulary glossary as needed.</li> </ul>	<p><b>How are students being engaged?</b></p> <ul style="list-style-type: none"> <li>Participation in Internet research</li> </ul> <p><b>How are students using/applying what they learn?</b></p> <ul style="list-style-type: none"> <li>Participation in Internet research</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li><a href="#">Family Law by State</a> (Cornell Law LII)</li> <li><a href="#">Justia Law by State</a></li> <li><a href="#">State Laws - FindLaw (map)</a></li> <li><a href="#">Marriage Age of Consent by State</a> (FindLaw)</li> <li><a href="#">Adoption Law by State</a> (Cornell Law LII)</li> <li><a href="#">State Adoption Forms</a> (FindLaw)</li> <li><a href="#">Domestic Violence Laws &amp; Resources</a> (FindLaw)</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">State Laws - FindLaw (map)</a></li> <li><a href="#">Justia Law by State</a></li> <li><a href="#">Marriage Age of Consent by State</a> (FindLaw)</li> <li><a href="#">Family Law by State</a> (Cornell Law LII)</li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>

<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Participation in <b>group Internet research/research log</b></li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: <i>How are the concepts you just found connected to what you have already learned about intellectual property law? What new ideas did you get that broadened your thinking or extended it in new directions? What puzzles or challenges emerge for you?</i></li> </ul>		
<p><b>Segment #28 - Overview of Probate Law</b></p> <p><b>Time</b> - 20 minutes</p> <p><b>Opening/Sponge/Motivator</b></p> <ul style="list-style-type: none"> <li>Teacher shows the Chewy “<a href="#">Pets Aren’t Just Pets - Inheritance</a>” commercial and asks students the following for a <b>quick whole-class discussion</b>: <i>What do you think about the two bequests to Mr. Marbles the cat (lifetime food deliveries, and receiving the summer house)? Do you think either or both of those are allowable?</i> (Teacher note: no - see <a href="#">AKC Pet Trust</a> info)</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Teacher lectures on the concepts of probate law, asking questions throughout (or Lecture Bingo); vocabulary is included. Students take Cornell Notes and update their vocabulary glossary.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Review of <b>exit slip Bubble Map</b> below</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip: Using a Bubble Map, students set out the elements of probate law.</li> </ul>	<p><b>How are students being engaged?</b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Response to teacher lecture questions/Lecture Bingo</li> </ul> <p><b>How are students using/applying what they learn?</b></p> <ul style="list-style-type: none"> <li>Participation in opening discussion</li> <li>Response to teacher lecture questions/Lecture Bing</li> <li>Exit slip Bubble Map</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li><a href="#">Cornell Law LII Probate</a></li> <li><a href="#">Cornell Law LII Estate Planning</a></li> <li><a href="#">Cornell Law LII Will</a></li> <li><a href="#">Cornell Law LII Trust</a></li> <li><a href="#">Advanced Business Law and the Business Environment Ch. 27 Estate Planning: Wills, Estates and Trusts</a> (OER Text Saylor)</li> <li><a href="#">Estate Planning Information &amp; FAQ</a> (ABA)</li> <li><a href="#">The Probate Process</a> (ABA)</li> <li><a href="#">Wills, Trusts &amp; Probate</a> (Nolo)</li> <li><a href="#">Planning an Estate</a> (FindLaw)</li> <li><a href="#">Probate</a> (FindLaw)</li> <li><a href="#">Uniform Probate Code</a></li> <li><a href="#">Wills video playlist</a> (LawShelf)</li> <li><a href="#">Trusts &amp; Trust Provisions video playlist</a> (LawShelf)</li> <li><a href="#">The Probate Process video playlist</a> (LawShelf)</li> <li><a href="#">Wills and Elder Law video playlist</a> (LawShelf)</li> <li><b>Links to lesson materials:</b></li> </ul>



		<ul style="list-style-type: none"> <li>• <a href="#">Pets Aren't Just Pets - Inheritance</a> video (Chewy)</li> <li>• <a href="#">AKC Pet Trust</a></li> <li>• <a href="#">Slides</a></li> <li>• <a href="#">Slides Outline</a></li> <li>• <a href="#">Lecture Notes Summary</a></li> <li>• <a href="#">Vocab - Probate</a></li> <li>• Lecture Bingo Template (above)</li> <li>• Cornell Notes Template (above)</li> <li>• Cornell Notes Rubric (above)</li> <li>• <a href="#">Bubble Map</a></li> </ul>
<p><b><u>Segment #29 - Case Research Probate Law</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>• Teacher informs students that they will be doing case research on principles related to probate law.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Teacher ensures that each student has a laptop/device to conduct Internet research; teacher provides students with a <a href="#">Legal Research Log</a> and an <a href="#">IRAC Template</a>, and has each student access <a href="#">Google Scholar</a> (in your state; "select courts") or <a href="#">Justia Law</a> (in your state; click on state and case law) to <b>research probate cases</b> (generally "Estate of" in the title) to document and record results. Number off students into 5 groups, with each group assigned a different probate law topic as follows: 1) intestate succession; 2) probate; 3) holographic will; 4) probate creditors; 5) ademption by extinction. Each student individually reviews and briefs/summarizes a case within their topic including: <ul style="list-style-type: none"> <li>○ 1) the important facts; 2) the issue/s before the court; 3) the controlling rule/law cited by the</li> </ul> </li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>• Participation in Internet research activity</li> <li>• Legal Research Log</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource list:</b></li> <li>• see resources in segment 28</li> <li>• <b>Links to lesson materials:</b></li> <li>• <a href="#">Legal Research Log</a></li> <li>• <a href="#">IRAC Template</a></li> <li>• <a href="#">Google Scholar</a></li> <li>• <a href="#">Justia Law by State</a></li> <li>• Cornell Notes Template (above)</li> <li>• Cornell Notes Rubric (above)</li> <li>• Journal Rubric (above)</li> </ul>

<p>court; 4) the court's analysis; and 5) the conclusion reached by the court.</p> <ul style="list-style-type: none"> <li>Groups share results back with the class from each case - note important rules of law for the topic. Students take Cornell Notes on the results and update their vocabulary glossary as needed.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Participation in <b>Internet research activity/research log</b></li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Exit slip journal entry: What general principles regarding probate law were discussed in the cases researched? What questions do you still have about these concepts?</li> </ul>		
<p><b><u>Segment #30 - Statutes Research Probate Law</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>Teacher informs students that they will be locating statutes in <b>your state</b> regarding probate law in this segment.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>Teacher ensures that each student has a laptop/device to conduct Internet research; using their <a href="#">Legal Research Log</a> from the previous segment, students conduct and record <b>Internet research on statutes in your state</b> through <a href="#">State Laws - FindLaw (map)</a> (click on Estate Planning Laws) , <a href="#">Justia Law by State</a>, and/or <a href="#">Uniform Probate Code</a> if adopted by your state , answering the following questions <b>noting the statutory authority for each</b>:             <ul style="list-style-type: none"> <li><i>What are the requirements for a valid will in <b>your state</b>? Are holographic wills recognized?</i></li> </ul> </li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>Participation in Internet research activity</li> <li>Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource list:</b></li> <li>see resources in segment 28</li> <li><b>Links to lesson materials:</b></li> <li><a href="#">Legal Research Log</a></li> <li><a href="#">State Laws - FindLaw (map)</a></li> <li><a href="#">Justia Law by State</a></li> <li><a href="#">Uniform Probate Code</a></li> <li>Cornell Notes Template (above)</li> <li>Cornell Notes Rubric (above)</li> <li>Journal Rubric (above)</li> </ul>

<ul style="list-style-type: none"> <li>○ <i>What are the provisions regarding living wills in <b>your state</b>?</i></li> <li>○ <i>What is the maximum value of a “small estate” in <b>your state</b> that does not require a probate proceeding?</i></li> <li>○ <i>What is the intestate succession priority of heirs in <b>your state</b>?</i></li> <li>● Students share results back with the class. Students take Cornell Notes on the results and update their vocabulary glossary as needed.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Participation in <b>Internet research activity/research log</b></li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>● Exit slip journal entry: A client comes to you (a young attorney) and asks for information about how to draft and execute a valid will in your state. Explain briefly what general principles you would tell them, and what other information you might need.</li> </ul>		
<p><b><u>Segment #31 - Substantive Civil Law Jeopardy</u></b></p> <p><b><u>Time</u></b> - 20 minutes</p> <p><b><u>Opening/Sponge/Motivator</u></b></p> <ul style="list-style-type: none"> <li>● Teacher informs students that they will be participating in a “Jeopardy” game in this segment.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Substantive Civil Law Jeopardy</a></li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>● Participation in <b>Substantive Civil Law Jeopardy activity</b></li> </ul>	<p><b><u>How are students being engaged?</u></b></p> <ul style="list-style-type: none"> <li>● Participation in “Jeopardy” game</li> </ul> <p><b><u>How are students using/applying what they learn?</u></b></p> <ul style="list-style-type: none"> <li>● Participation in “Jeopardy” game</li> <li>● Exit slip journal entry</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Resource list:</b></li> <li>● see resources in segments 1-30 above</li> <li>● <b>Links to lesson materials:</b></li> <li>● <a href="#">Substantive Civil Law Jeopardy</a></li> <li>● <a href="#">Teacher Guide - Jeopardy</a></li> <li>● <a href="#">Random Name Generator</a></li> </ul>

<b>Closure</b> <ul style="list-style-type: none"> <li>Exit slip journal entry: What was the best part of learning substantive civil law? What was the most challenging part of learning substantive civil law? How do you think you will be able to use this in the future?</li> </ul>		
<p style="text-align: center;"><b>PLC Question Three: What will we do when students have not learned?</b></p> <b>Interventions</b> <ul style="list-style-type: none"> <li>Scaffold for vocabulary and reading support, e.g., <a href="#">Helping Struggling Readers Resources from CivicEd.org</a> (for a different text, but helpful strategies and tools) and <a href="#">Support for Scaffolding</a> Folder</li> <li>Re-teach concepts</li> <li>Provide references to videos and other resources in segment resource lists</li> <li>Work collaboratively with peers who have learned (“tutor”)</li> <li>Re-assess to reach mastery</li> </ul>		
<p style="text-align: center;"><b>PLC Question Four: What will we do when students have learned?</b></p> <b>Enrichment</b> <ul style="list-style-type: none"> <li>Work collaboratively with peers who need additional assistance</li> <li><a href="#">Enrichment Activities</a> resource sheet</li> </ul>		
<b>Additional Information Related to the Course Section:</b> <ul style="list-style-type: none"> <li>Teachers generally need the following supplies/resources to complete the unit (in addition to resources and links provided in each segment): <ul style="list-style-type: none"> <li>Data projector to display vocabulary PowerPoint (or Canvas shell, or Google Classroom, etc., depending upon available technology)</li> <li>Student note-taking and journaling platform (e.g., composition notebook/paper and pen, laptop with Canvas or Google Classroom, etc.)</li> <li>Laptops or devices for Internet research</li> </ul> </li> <li>Allow transition time between activities within segments, and for student questions on material.</li> <li>Allow time for segment and unit assessment preparation and administration, re-teaching and re-assessment as necessary.</li> <li>Segments are laid out and designed to be used sequentially as numbered, but can be re-arranged as necessary.</li> <li>This might also be adapted to a <a href="#">flipped classroom model</a>, with students viewing videos and other material outside the classroom, and more discussion and instruction in the classroom.</li> </ul> <b>SkillsUSA Connection(s):</b> <ul style="list-style-type: none"> <li><a href="#">Categories and Descriptions   SkillsUSA</a></li> </ul>		

- **Human Services Career Pathway:** Student teams use their course of study as the basis of a project that will benefit their class, school, community or industry. The project must highlight an aspect of their Career Cluster training. Upon completion of the project, the students will develop a display and use it within the community to explain their training and project. This competition will judge mastery of their training, its application, the project's benefit to their community, and display and presentation techniques. Teams must be entered in the appropriate Career Pathways - Human Services based on the course enrollment of the students (not on the content of the project). The following career clusters are represented in this competition: Government and Public Administration; Law, Public Safety and Security; Education and Training Services; Human Services; and Hospitality and Tourism.

**Notes:**

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

For 50-60 minute class periods, suggest taking 2 segments per session to allow for transition and assessment time; for 90 minute class periods, suggest taking 3-4 segments per class period to allow for transition and assessment time. Segments are laid out and designed to be used sequentially as numbered, but can be re-arranged as necessary.