LAPSEN

ILS Section 5 Teacher - Read Me First

Initial Information Related to the Course Section 5:

- Teachers generally need the following supplies/resources to complete the unit (in addition to resources and links provided in each segment):
    - Data projector to display vocabulary and lecture slides (or Learning Management System such as Canvas shell, or Google Classroom, etc., depending upon available technology);
    - Student note-taking and journaling platform (e.g., composition notebook/paper and pen, laptop with LMS such as Canvas or Google Classroom, etc.);
    - Laptops or devices for Internet research;
    - Activity templates as noted, which are linked.
- Segments are laid out and designed to be used sequentially as numbered, but can be rearranged as necessary.
- Each segment is designed to take approximately 20 minutes, including a bell-ringer/warm-up, brief overview lecture including slides, outline with questions, vocabulary presentation, and exit slip. Several of the segments substitute student Internet research for lecture and vocabulary presentations.
- Allow transition time between activities within segments, and for student questions on material. Utilizing two segments per 50-60 minute class period, and three to four segments per 90 minute block class period is advised. If needed, a segment can be continued into the following class period for conclusion.
- There are multiple opportunities for formative assessment included within each segment, including entry slip/class participation and discussion, check-in questions, vocabulary glossary and notes to review, and exit slips which are provided.
- Each main topic has an assessment with an answer key provided. Allow time (in and out of class time, depending on homework policies) for segment and unit assessment preparation and administration, re-teaching and re-assessment as necessary.
- Each segment has a “Resource list” of links to materials which may be useful for you as a teacher to read/view as background for the topics (e.g., law dictionary, open educational resource texts, instructional videos, etc.). The resources there could also be used as supplemental support or enrichment for students, as needed.

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- Each segment has a list of “Links for Classroom Material” such as slides, outlines, lecture notes summaries, student activity templates, videos, graphics, slide decks, assessments with keys, and rubrics. These documents are located within folders in the resources provided with titles aligned to the segments.
- There is a folder with “Support Documents for Scaffolding” for you to access with strategies and activities for students who need additional assistance or differentiation. Many could be easily adapted to a technology platform.
- There is a document including some examples of “Enrichment Activities” for students who reach mastery of the material early; these students could also be “peer tutors” for students needing additional assistance.
- This material might also be adapted to a flipped classroom model, with students viewing videos and other material outside the classroom, and more discussion and collaborative instruction or projects in the classroom.
- Wishing you all the best in helping your students with this course!

Course Name: Introduction to Legal Studies	**Semester:** TBD
Course Section: 5 **Introduction to Civil Law and Criminal Law**	**Duration of this course section:** 15 hours
PLC Question One: What do we want all students to know and be able to do?	
Objectives covered from the course outline: ● Students can describe common criminal offenses and how they are classified. ● Students can describe common civil causes of action and what is required to prove each. ● Students can differentiate between civil law and criminal law.	
Supporting Objectives (if any): ● ***Teachers will reference their own local and state education standards to identify supporting standards that may apply to the course***	
Essential Questions: 1. What are the sources of criminal and civil law? 2. What is a crime? How does it differ from a civil cause of action? 3. What are the classifications (and degrees) of crimes? What are the differences among them? 4. What are the elements of a crime? 5. What are crimes against a person? 6. What are crimes against property?	

7. What is the burden of proof in a criminal case?
8. What jury vote is required to convict a defendant of a crime? Why is this important to a defendant's rights?
9. How does the punishment for a felony differ from that of a misdemeanor? From an infraction/violation?
10. What are mitigating factors to be considered in sentencing someone convicted of a criminal offense?
11. What are common defenses to crimes?
12. What are the elements of common crimes (murder, manslaughter, robbery, burglary, rape, arson, larceny, assault, false imprisonment, perjury, trespassing)?
13. What are common civil dispute topics?
14. What is negligence, and what are its prima facie elements?
15. What is a tort? What are the three types and how do they differ?
16. What are common intentional torts (assault, battery, intentional infliction of emotional distress, trespass) and what are the elements of each?
17. What are defenses to intentional tort and negligence causes of action? How do they compare to defenses in criminal cases?
18. What is the burden of proof in a civil case?
19. What jury vote is required to find a defendant liable in a civil case?
20. What remedies are generally available in civil disputes? How do they differ from criminal penalties?
21. What is a contract?
22. What are common types of contracts?
23. What are the elements of an enforceable contract?
24. What defenses are available in a contract case?
25. What remedies are available in a contract case?

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

- I can list common crimes and describe what they prohibit.
- I can describe what crime classes and degrees are, including how they are used to differentiate crimes.
- I can differentiate felonies, misdemeanors, and violations.
- I can explain the concept of criminal culpability and how it is used to differentiate sentences.
- I can list common civil dispute topics and describe the elements of each.
- I can explain what liability is and how it operates in the realm of civil law.
- I can describe common tort offenses.
- I can explain common remedies available in civil disputes.
- I can describe basic tenets of contract law.

- I can explain major differences between Civil Law and Criminal Law.
- I can differentiate the jury voting requirements in a civil case vs a criminal case.
- I can compare and contrast the burden of proof in a civil case vs a criminal case.
- I can compare and contrast verdict options in a civil case vs a criminal case.

Essential Vocabulary

Key Academic Vocabulary:

- Constitution
- Statute/Ordinance
- Regulation
- Common law
- Precedent/case law
- Crime
- Prosecution
- Act (actus reus)
- Duty
- Omission
- Mental state/intent (mens rea)
- General intent
- Specific intent
- Strict liability
- Reckless negligence
- Causation
- “But-for”
- Substantial factor
- Proximate cause
- Classification
- Degree
- Crime against a person
- Crime against property
- Felony
- Misdemeanor
- Infraction/violation
- Malum in se

- Malum prohibitum
- Inchoate offense (attempt, solicitation, conspiracy)
- Principal
- Accessory
- Accomplice
- Defense
- Failure of Proof
- Mistake of Law
- Mistake of Fact
- Justification
- Self-Defense
- Defense of property
- Defense of Others
- Necessity
- Excuse
- Duress
- Infancy
- Intoxication (involuntary, voluntary)
- Insanity
- Diminished capacity
- M'Naghten Rule
- Substantial capacity test
- Durham Rule
- Burden of proof
- Burden of production
- Burden of persuasion
- Beyond a reasonable doubt
- Common felonies: arson; burglary; larceny; manslaughter; murder, rape; robbery
- Common misdemeanors: assault; battery; false imprisonment; perjury; trespassing
- Verdict
- Acquittal
- Conviction
- Sentence

- Jail
- Prison
- Fine
- Probation
- Restitution
- Civil law
- Dispute
- Tort
- Intentional tort
- Negligent tort
- Strict liability/product liability
- Family law
- Cause of action
- Element
- Prima facie
- Intent
- Causation
- “But for”
- Res ipsa loquitur
- Negligence per se
- Reasonable person
- Harm
- Injury
- Liability (individual, joint, several)
- Joint tortfeasor
- Defense
- Statute of limitations
- Comparative negligence
- Contributory negligence
- Assumption of risk
- Self-defense
- Necessity (public, private)
- Consent

- Immunity
- Preponderance of the evidence (civil burden of proof)
- Bench trial
- Jury verdict (civil)
- Remedy
- Damages
- Compensation
- Injunction
- Restitution
- Nominal damages
- Punitive damages
- Common torts: assault; battery; intentional infliction of emotional distress; trespass
- Contract
- Uniform Commercial Code (UCC)
- Express Contract
- Implied Contract
- Written
- Oral
- Offer
- Acceptance
- Mutual Assent
- Promisor
- Promisee
- Unilateral
- Bilateral
- Capacity
- Minor
- Mental incapacity
- Consideration
- Forbearance
- Benefit-Detriment
- Bargained-for-Exchange
- Promissory estoppel

- Legality
- Public policy
- Contract of adhesion
- Duty
- Condition
- Breach
- Defenses (unconscionability, duress/undue influence, mistake, misrepresentation, Statute of Frauds)
- Remedy/damages
- Compensation
- Reasonable certainty
- Expectation
- Reliance
- Duty to mitigate/mitigation
- Liquidated damages
- Rescission
- Reformation
- Specific Performance

Scaffolded/Review Academic Vocabulary:

Law, Element, Case, Dispute, Harm/Injury, Party, Plaintiff, Defendant, Victim, Witness, Attorney, Prosecutor, Judge, Bailiff, Jury, Verdict

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

Assessment and Evidence

ILS Section 5 Teacher Read Me First

Classroom Assessments:

- Elements of a Crime Assessment with Key
- Classifications of Crimes Assessment with Key
- Justification and Excuse Assessment with Key
- Parties and Inchoate Crimes Assessment with Key

- Crimes Summative Assessment with Key
- Negligence Assessment with Key
- Intentional Torts Assessment with Key
- Contracts Assessment with Key
- Unit (section 5) Summative Assessment with Key
- Rigorous Learning Rubrics (courtesy of ICLE)
- Short Essay Question Rubric (courtesy of USC Center for Excellence in Teaching)

Proficiency Scales

Score 4.0	*The student*: ● Comprehends and articulates details from the objectives and competencies; readily supports their conclusions and uses insight with logical inferences. ● Readily applies skills and knowledge from concepts in the unit to new and unknown fact situations. ● Analyzes information and skills learned in the unit in complex ways to creatively solve problems presented.
Score 3.0	*The student*: ● Comprehends and articulates some details from the objectives and competencies; student can find some evidence to support conclusions; student uses some insight and inferences. ● Applies some skills and knowledge from concepts in the unit to new fact situations. ● Uses some information and skills learned in the unit to refine their analysis of problems presented.
Score 2.0	*The student*: ● Struggles to find evidence to support conclusions; uses limited inferences. ● Applies limited skills and knowledge from concepts in the unit to complete work; struggles to see relationships to new fact situations. ● Uses limited analysis to extend learning of skills and knowledge in the unit.

Planning Question: How will teachers facilitate the learning?

Lesson Outline	**Engagement and Application**		**Links to lesson materials and resources**
Segment #1 - What is Law Review/Overview? **Time - 15-20 minutes**	**How are students being engaged?** ● Think-pair-share opening		● **Resource links**: ● Sources of law: UMN Criminal Law Sources of Law.

Opening/Sponge/Motivator ● Students brainstorm for 1 minute on *"What is law?"* in a think-pair-share activity (quick-list for a moment on their own, share ideas with an "elbow partner," and then share their ideas with the class as a whole, where the teacher gathers and summarizes responses). Why do we have laws? **Activity** ● Teacher shows the video at: What is a law? from the Texas State Law Library on "What is a Law." (1:49 time) (Q: How many sources of laws were covered in the video?) ● Teacher then follows up with a brief lecture expanding on the definition of "law" and sources of law in the US and your state, including the US and state constitutions, federal and state statutes passed by Congress and state legislature (plus county/city ordinances), agency regulations (federal and state), and case law interpreting each; students take notes of the principles explained. Teacher asks questions of students regarding each source throughout the brief lecture (e.g., What is an example of a constitutional right (covered in ILS section 4)? Where are our state's criminal laws contained (state code)?	● Questions by teacher - student participation ● Exit slip (student journal responses can be shared with the rest of the class, depending upon time remaining) **How are students using/applying what they learn?** ● Responding to teacher questions ● Applying concepts in exit slip activity		● Criminal code by state: https://www.law.cornell.edu/wex/table_criminal_code ● Criminal law overview course: https://courses.lumenlearning.com/suny-fmcc-criminallaw/ (note end-of-chapter materials with additional exercises and keys; similar/same as UMN course) ● FindLaw Criminal Law Dictionary: https://dictionary.findlaw.com/legal-glossary/criminal-law.html ● Cornell Law School Legal Information Institute Dictionary/Encyclopedia: https://www.law.cornell.edu/wex ● **Links to lesson materials:** ● What is a law? ● Vocab - What is Law ● Anchor Chart: What is Law? ● WarmUp Rubric

What is an example of a US Supreme Court case that you have heard of (covered in previous ILS sections)? What is an example of an administrative agency that enforces regulations? (EPA, Health Dept., etc.)). ● Basic and review vocabulary is included. **Assessment** ● Participation in opening discussion ● Responses to teacher questions during lecture ● Students begin/continue a personal glossary with vocabulary definitions which is continued throughout the course - this (as well as notes - e.g., Cornell Notes format which can be explained) can be reviewed by the teacher weekly/periodically to monitor understanding and as a formative and/or summative assessment component for grading (Cornell Notes rubric). ● Review of exit slip journal **Closure** ● Journal entry exit slip: Analyze your everyday life and activities and quickly explain (in 3 sentences) at least one law that affects you, and what is its source (e.g., statute/ordinance)? ● Rubric for journals (teacher collects and reviews for understanding - formative			● Group Rubric ● Slides Outline ● Lecture Notes Summary ● Cornell Notes Form ● How to use Cornell Notes video ● Cornell Notes Rubric (Duplin County Schools) ● Journal Entry Rubric (RubiStar) ● Strategy - Thinking Maps ● Strategy - Think Pair Share (including video and examples) ● Think-Pair-Share Template ● Support Documents Folder

and/or summative assessment component for grading)			
Segment #2 - Crime Elements - Actus Reus Time - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario, and students respond in a 1-minute class free discussion: A single mom is driving down a local street when a car driven by a teenager runs a red light and hits her car broadside on the driver's side at 55mph; the single mom dies at the scene from her injuries. Upon investigation, it is determined that the teenager was texting on his phone at the time of the collision, as well as exceeding the posted speed limit. *Do you think any crime has been committed?* **Activity** ● Teacher provides a lecture on "what is a crime," including the definition and begins with the "act" element of a crime, and the parties involved in a criminal proceeding, asking questions during the lecture (or Lecture Bingo activity); basic and review vocabulary is included. Students take Cornell Notes and continue their vocabulary glossary.	**How are students being engaged?** ● Participation in opening discussion ● Lecture Bingo/response to teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening discussion ● Lecture Bingo ● Exit slip journal entry		● **Resource links**: ● Elements of Crime Diagram ● Actus reus overview: actus reus | Wex | US Law | LII / Legal Information Institute ● Actus reus video: Actus Reus: The Physical Act of Committing a Crime ● **Links to lesson materials:** ● Lecture Bingo Template ● Slides Outline ● Lecture Notes Summary ● Vocab - Actus Reus ● WarmUp Rubric (see seg 1) ● Group Rubric (see seg 1) ● Cornell Notes Template (see seg 1) ● Cornell Notes Rubric (see seg 1) ● Journal Rubric (see seg 1)

Assessment ● Participation in opening discussion ● Questions/responses during lecture - can also use Lecture Bingo (e.g., insert terms and answers into the form and distribute to students to mark as questions/topics are discussed) ● Review of notes ● Review of vocabulary glossary ● Exit slip journal entry **Closure** ● Exit slip journal entry: Using our fact situation from earlier in class (texting and driving, speeding), has the teenager met the "actus reus" element? Why or why not?			
Segment #3 - Crime Elements - Mens Rea Time - 20 minutes **Opening/Sponge/Motivator** ● Teacher re-visits the following scenario, and students respond in a 1-minute class free discussion: A single mom is driving down a local street when a car driven by a teenager runs a red light and hits her car broadside on the driver's side at 55mph; the single mom dies at the scene from her injuries. Upon investigation, it is determined that the teenager was texting on his phone at the time of the collision, as well as	**How are students being engaged?** ● Participation in opening discussion ● Lecture Bingo/response to teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening discussion		● **Resource links**: ● Mens rea overview: mens rea | Wex | US Law | LII / Legal Information Institute ● Mens rea video: Mens Rea: The Criminal State of Mind ● Strict liability video: What is a strict liability crime? ● Specific intent: specific intent | Wex | US Law | LII / Legal Information Institute

exceeding the posted speed limit. *What was the teenager thinking at the time of the collision?* **Activity** ● Teacher provides a lecture and continues with the "intent" element of a crime, asking questions during the lecture (or Lecture Bingo activity); basic and review vocabulary is included. Students take Cornell Notes and continue their vocabulary glossary. **Assessment** ● Participation in opening discussion ● Questions/responses during lecture - can use Lecture Bingo (e.g., insert terms and answers into the form and distribute to students to mark as questions/topics are discussed) ● Review of notes and vocabulary ● Exit slip journal entry **Closure** ● Exit slip journal entry: Using our fact situation from segment 2 (texting and driving, speeding), is any "intent"/mens rea element met by the teenager? Why or why not?	● Lecture Bingo/response to teacher questions during lecture ● Exit slip journal entry		● **Links to lesson materials:** ● Slides Outline ● Lecture Notes Summary ● Vocab - Mens Rea ● Lecture Bingo Template (see above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)
Segment #4 - Crime Elements - Causation **Time** - 20 minutes	**How are students being engaged?**		● **Resource links**: ● Causation: 4.3 Causation and Harm |

Opening/Sponge/Motivator ● Teacher continues with the following scenario, and students respond in a 1-minute class discussion: A single mom is driving down a local street when a car driven by a teenager runs a red light and hits her car broadside on the driver's side at 55mph; the single mom dies at the scene from her injuries. Upon investigation, it is determined that the teenager was texting on his phone at the time of the collision, as well as exceeding the posted speed limit. *What do you think was the cause of the collision?* **Activity** ● Teacher provides a lecture on the "causation" element of a crime, asking questions during the lecture (or Lecture Bingo activity); basic and review vocabulary is included. Students take Cornell Notes and continue their vocabulary glossary. **Assessment** ● Participation in opening discussion ● Questions/responses during lecture - can use Lecture Bingo (e.g., insert terms and answers into the form and distribute to students to mark as questions/topics are discussed) ● Review of notes and vocabulary	● Participation in opening discussion ● Lecture Bingo/response to teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening discussion ● Lecture Bingo/teacher questions ● Exit slip journal ● Assessment		Criminal Law ● Causation video: What are But For and Substantial Factor Causation? ● **Links to lesson materials:** ● Slides Outline ● Lecture Notes Summary ● Vocab - Causation ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Elements of a Crime Assessment with Key

• Review of exit slip journal entry below • Elements of a Crime Assessment with Key **Closure** • Exit slip journal entry: Using our fact situation from section 2 (texting and driving, speeding), do you believe the "causation" element of a crime has been met by the teenager? Why or why not?			
Segment #5 - Classifications of Crimes **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher asks students *which of the following situations should be considered a "worse" crime that should receive a more harsh punishment upon conviction* (by show of hands): 1) murder; or 2) first offense driving under the influence (.08 blood alcohol level), *and why* (1 minute discussion). (Depending upon technology use and availability, could do this as an electronic poll entry) **Activity** • Number of students as 1, 2 or 3; ensuring they have a device (either individually or to share); • Each group of students does an Internet search (5-10 minutes) to define the "classifications of crimes" (felony,	**How are students being engaged?** • Responses from opening activity discussion • Participation in main research activity **How are students using/applying what they learn?** • Responses from opening activity discussion • Participation in main research activity • Assessment		• **Resource links**: • What Are Felonies, Misdemeanors, and Infractions? | CriminalDefenseLawyer.com • 1.4 Classification of Crimes – Criminal Law • Wex | US Law | LII / Legal Information Institute • Definitions of classifications video (including malum): Crim Law 2: 5 Classifications of Crimes • **Links to lesson materials:** • Slides Outline • Lecture Notes Summary

misdemeanor, infraction/violation) from one of the following resources (1's do first, 2's do second, 3's do third): ○ 1) What Are Felonies, Misdemeanors, and Infractions? | CriminalDefenseLawyer.com ○ 2) 1.4 Classification of Crimes – Criminal Law and ○ 3) Wex | US Law | LII / Legal Information Institute ● All students share results back with the class from each source - compare/contrast to determine any differences among them (2-3 minutes); ● Teacher presents a brief lecture on basic and review vocabulary with examples of each classification of crime, with the addition of malum in se and malum prohibitum. Students take Cornell Notes and continue their vocabulary glossary. **Assessment** ● Responses from opening activity ● Participation in main activity and information provided ● Review of vocabulary and notes ● Exit slip journal entry ● Classifications of Crimes Assessment with Key **Closure** ● Exit slip journal entry: Austin is charged with shoplifting a video game controller			● Vocab - Classifications of Crimes ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Classifications of Crimes Assessment with Key

with a price of $75 from a local store. What classification of crime would this be? What would the potential punishment be?			
Segment #6 - Inchoate Offenses - Solicitation and Conspiracy **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario to the students for a 1-2 minute think-pair-share activity (brief individual thought, share with "elbow partner", then share with the class): Sue is convinced that her spouse is having an extra-marital affair, and decides to have them killed for the life insurance money. Sue locates and contacts an assassin through the dark web and asks him to kill her spouse for a share of the insurance. *Do you think a crime has occurred at this point?* **Activity** ● Teacher provides a definition and lecture on "inchoate" crimes, including solicitation and conspiracy, asking questions during the lecture (or Lecture Bingo activity); basic and review vocabulary is included. Students take Cornell Notes and continue their vocabulary glossary.	**How are students being engaged?** ● Think-pair-share activity ● Responses to lecture questions (or Lecture Bingo) **How are students using/applying what they learn?** ● Responses in opening think-pair-share ● Responses to teacher questions during lecture ● Exit slip journal entry		● **Resource Links**: ● Solicitation: 8.3 Solicitation | Criminal Law ● Conspiracy video: Criminal Law: The Crime of Conspiracy (also includes info on attempt and solicitation) ● Conspiracy: 8.2 Conspiracy | Criminal Law ● Attempt: 8.1 Attempt | Criminal Law ● **Links to lesson materials:** ● Vocab - Inchoate Offenses ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Entry Rubric (above)

Assessment ● Responses in opening think-pair-share ● Responses to teacher questions during lecture ● Review of notes and vocabulary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: Sue has contacted an assassin to kill her spouse for a share of the insurance money. The assassin agrees to do so, and explains that he will ambush the spouse on the back road leading to Sue's home within the next week. Sue says that's a great plan. Have any inchoate crimes occurred, and, if so, which one/s?			
Segment #7 - Inchoate Offenses - Attempt Time - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario to the students for a 1-minute quick class discussion: Bonnie and Clyde decide to rob a bank in the next town over. They gather their disguises, paintball guns, and a get-away vehicle, and drive to the bank. Outside the bank, before they get out of the vehicle, a police SUV pulls up in front and parks. They get spooked and drive away. *What crimes, if any, do*	**How are students being engaged?** ● Participation in opening discussion ● Responses to teacher questions in lecture (or Lecture Bingo activity) **How are students using/applying what they learn?**		● **Resource Links**: ● Solicitation: https://courses.lumenlearning.com/suny-fmcc-criminallaw/chapter/8-3-solicitation/ ● Conspiracy video: https://youtu.be/J5hC-LyNdkc?si=sZA1vasE31_WILA1 (also includes info on attempt and solicitation) ● Conspiracy:

you think Bonnie and Clyde have committed? **Activity** ● Teacher provides a definition and lecture on "inchoate" crimes, including "attempt," asking questions during the lecture (or Lecture Bingo activity); basic and review vocabulary is included. Students take Cornell Notes and continue their vocabulary glossary. **Assessment** ● Responses in opening discussion ● Responses to teacher questions during lecture (or Lecture Bingo) ● Review of notes and vocab ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: Sue has contacted an assassin to kill her spouse for a share of the insurance money. The assassin agrees to do so, and explains that he will ambush the spouse outside their home within the next week. Sue says that's a great plan. The assassin lies in wait with a firearm next to their garage a few days later. Has there been an "attempt"? Why or why not?	● Participation in opening discussion ● Responses to teacher questions in lecture (or Lecture Bingo activity) ● Exit slip journal entry		https://courses.lumenlearning.com/suny-fmcc-criminallaw/chapter/8-2-conspiracy/ ● Attempt: https://courses.lumenlearning.com/suny-fmcc-criminallaw/chapter/8-1-attempt/ ● **Links to lesson materials:** ● Vocab - Inchoate Offenses ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Entry Rubric (above)
Segment #8 - Parties to a Crime - Principal and Accessory or Accomplice	**How are students being engaged?**		● **Resource list**: ● Parties to a crime: 7.1

Time - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides students with a KWL chart worksheet, and asks them to *take a moment to fill it out with what they know, would like to know*, and later (exit slip) to fill in what they have learned (or still need to learn) *about the parties to a crime*. Teacher reviews K and W with students briefly. **Activity** ● Have all students access a laptop/device to watch the three video definitions below, take notes, and record a definition for principal, accessory, and accomplice in their vocabulary glossary: ○ Accessory video (:59): https://youtu.be/KfkedRnQ0LY?si=zkHhN8Uc9U7T7D9G ○ Accomplice video (:58): https://youtu.be/M4Du2LMjLfA?si=JU2MqwztXBvAwQqW ○ Parties to a crime video (through 4:50): Criminal Law - Part Six: Parties and Inchoate Offenses ● Teacher reviews the vocabulary and concepts in a brief lecture and asks questions by examples to clarify the role of each party. Students update their Cornell notes and vocabulary glossary.	● KWL discussion ● Watching videos with note-taking ● Responses to questions **How are students using/applying what they learn?** ● KWL discussion ● Watching videos with note-taking ● Responses to questions ● Assessment		Parties to Crime | Criminal Law ● Accessory video: Legal Terms: Accessory ● Accomplice video: Legal Terms: Accomplice ● Parties to a crime video - principals (through 4:50): Criminal Law - Part Six: Parties and Inchoate Offenses ● **Links to lesson materials:** ● KWL Chart Worksheet ● Vocab - Parties to Crimes ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Parties and Inchoate Crimes Assessment with Key

Assessment ● Review of KWL chart ● Responses to questions after viewing videos/during lecture ● Review of notes ● Review of vocabulary ● Parties and Inchoate Crimes Assessment with Key **Closure** ● Exit slip: Each student completes the L portion of KWL chart on the subject of parties to crimes			
Segment #9 - Defenses **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario for a quick show of hands/response by students: Georgia is walking down the street when a person runs up behind her, grabs her backpack and runs off with it. Georgia follows and finds her backpack on the ground around the corner with property missing. A suspect is arrested several days later based on security video at the scene. At a later trial, the defendant claims they have an identical twin, and didn't steal the backpack. *Should they be convicted? Yes or no?* **Activity**	**How are students being engaged?** ● Dialogue during the opening activity ● Response to teacher questions during lecture **How are students using/applying what they learn?** ● Dialogue during the opening activity ● Response to teacher questions during lecture ● Exit slip journal entry		● **Resource list**: ● Defenses: 5.1 Criminal Defenses | Criminal Law ● Chart of Categorization of Defenses ● General defenses video (failure of proof ["no, I didn't"] through 1:20): General Defenses in Criminal Law ● Justification/excuse video (mistake begins at 12:45-13:54): Defenses: Module 5 of 5 ● **Links to lesson**

• Teacher provides a lecture on common defenses to a criminal action, asking questions throughout; basic and review vocabulary is included. students take Cornell Notes and update their vocabulary glossary with new terms. **Assessment** • Participation in opening activity - responses and questions • Teacher questions during lecture • Review of notes • Review of vocabulary glossary • Review of exit slip **Closure** • Exit slip journal entry: Based on the fact situation given at the beginning of this segment, what defense might the defendant be asserting? Explain.			**materials:** • Vocab - Defenses • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above)
Segment #10 - Justification Defenses **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher provides the following scenario to the class for a quick class response/discussion: A and B are in a heated discussion at a stadium about the just-concluded playoff game between their colleges. A says "I am going to beat you down, you are so wrong!!" and pulls back their fist to throw a	**How are students being engaged?** • Participation in opening discussion • Responses to teacher questions during lecture **How are students using/applying what they learn?**		• **Resource list**: • Defenses (justification and excuse): 5.1 Criminal Defenses | Criminal Law • Justification/excuse video: Defenses: Module 5 of 5 (self-defense begins 1:08, defense of others 4:05, necessity 5:04) • Diagram of Use of

roundhouse at B's head. B quickly ducks below the punch, then punches A, knocking them out. *Should B be convicted of battery? Why or why not?* **Activity** ● Teacher lectures on common justifications to crimes, asking questions throughout (or Lecture Bingo); vocabulary is provided; students take Cornell Notes and update their vocabulary glossary. **Assessment** ● Participation in opening discussion ● Responses to teacher questions during lecture ● Review of notes ● Review of vocabulary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: In the scenario from the beginning of this segment, if C came upon the dispute between A and B, and C punched B as they were hitting A, would C's action be justified? Why or why not?	● Participation in opening discussion ● Responses to teacher questions during lecture ● Exit slip journal entry		Force Defenses ● **Links to lesson materials:** ● Vocab - Justification Defenses ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)
Segment #11 - Excuse Defenses - Duress and Infancy **Time** - 20 minutes	**How are students being engaged?** ● Participation in opening discussion		● **Resource list**: ● Excuse: excuse | Wex | US Law | LII / Legal Information Institute

Opening/Sponge/Motivator ● Teacher asks students to think about a time when they may have been extremely pressured by someone else to do something they felt wasn't right. *How did they feel? Did they do what was asked of them? Yes or no show of hands.* **Activity** ● Teacher shows the portion of the Defenses video related to "duress" and "infancy" 11:04-17:18, stopping to ask probing/hypothetical questions throughout; students take Cornell Notes and update their vocabulary glossary. **Assessment** ● Participation in opening discussion ● Responses to teacher questions during lecture (and Lecture Bingo) ● Review of notes ● Review of vocabulary glossary ● Review of exit slip **Closure** ● Exit slip journal entry: List the elements of the excuse of duress, and explain one brief example of how it might be used by a defendant in a trial. How is an act that is a "justification" different from one that is "excused"?	● Responses to teacher questions during lecture (and Lecture Bingo) **How are students using/applying what they learn?** ● Participation in opening discussion ● Responses to teacher questions during lecture (and Lecture Bingo) ● Exit slip journal entry		● Duress: duress | Wex | US Law | LII / Legal Information Institute ● Infancy: infancy | Wex | US Law | LII / Legal Information Institute ● Justification/excuse video: Defenses: Module 5 of 5 ● **Links to lesson materials:** ● Vocab - Excuse - Duress and Infancy ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)

Segment #12 - Excuse Defenses - Intoxication **Time** - 15-20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario to the students for a think-pair-share activity (brainstorm individually, share with an "elbow partner", then with the whole class): JJ is at a party at a friend's house, and is drinking a cola. Unbeknownst to JJ, someone pours in some bourbon to their drink, and JJ gets drunk. When JJ is ready to leave shortly after, they grab keys out of a bowl near the door, click the remote to find the car outside, and drive off toward home. It wasn't JJ's car. *Should JJ be guilty of stealing the car? Why or why not?* **Activity** ● Teacher provides a brief lecture on the excuse of intoxication, including questions/scenarios throughout; vocabulary is provided. Students continue with Cornell Notes and updating their vocabulary glossary. **Assessment** ● Participation in opening think-pair-share ● Responses to questions during lecture ● Review of notes ● Review of vocabulary	**How are students being engaged?** ● Think-pair-share activity ● Responses to teacher questions **How are students using/applying what they learn?** ● Think-pair-share activity ● Responses to teacher questions ● Exit slip journal entry		● **Resource list**: ● Intoxication: intoxication | Wex | US Law | LII / Legal Information Institute ● Involuntary intoxication: involuntary intoxication | Wex | US Law | LII / Legal Information Institute ● Intoxication Code Compare ● **Links to lesson materials:** ● Vocab - Excuse - Intoxication ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)

• Review of exit slip journal **Closure** • Exit slip journal: Compare and contrast the excuses of voluntary and involuntary intoxication which might be asserted by a defendant in a criminal prosecution.			
Segment #13 - Excuse Defenses - Insanity Time - 20 minutes **Opening/Sponge/Motivator** • Teacher provides background that John Hinckley was accused of attempting to assassinate President Reagan in the 1980's. Teacher shows the NBC Hinckley Defense Video (2:56): Watch Dateline: Secrets Uncovered Clip: Could the Defense Convince a Jury John Hinckley Jr. Was Insane? - NBC.com *Based on this video, do you believe that John Hinckley should have been acquitted in the attempted assassination of then-President Reagan? (Show of hands yes or no)* **Activity** • Teacher provides a lecture on the excuse of "insanity" and "diminished capacity," including comprehension questions to students throughout (e.g., difference between mental health insanity and legal insanity, M'Naghten	**How are students being engaged?** • Participation in opening activity • Response to teacher questions during lecture **How are students using/applying what they learn?** • Participation in opening activity • Response to teacher questions during lecture • Assessment		• **Resource list**: • Insanity defense: 6.1 The Insanity Defense | Criminal Law • Insanity and diminished capacity: insanity and diminished capacity | Wex | US Law | LII / Legal Information Institute • Justification/excuse video: Justification/excuse video (beginning at 6:56-11:10): Defenses: Module 5 of 5 • Diagram of Insanity Defenses • Diagram of MNaghten Rule • Diagram of Substantial Capacity Insanity • Diagram of Durham

Rule versus Model Penal Code/substantial capacity test, etc.). Students take notes and update their vocabulary glossary. **Assessment** ● Participation in opening activity ● Response to teacher questions during lecture ● Review of notes ● Review of vocabulary ● Review of exit slip journal entry ● Justification/Excuse Assessment with Key **Closure** ● Exit slip journal entry: Roger consistently claims to his friends that he is being followed by a neighbor who is "out to get him" because Roger's yard looks prettier. One day, Roger throws a shovel through his neighbor's front window, hitting the neighbor, injuring him. Upon being arrested, Roger screams that the neighbor was chasing him down the street and he shot an arrow at him in self-defense. Does Roger's act amount to criminal insanity under the M'Naghten Rule? What additional info do we need?			Rule ● Diagram of Insanity Defense Effects ● **Links to lesson materials:** ● Watch Dateline: Secrets Uncovered Clip: Could the Defense Convince a Jury John Hinckley Jr. Was Insane? - NBC.com ● Vocab - Excuse - Insanity ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Justification/Excuse Assessment with Key
Segment #14 - Burden of Proof in Criminal Cases	**How are students being engaged?**		● **Resource list**: ● Burden of proof:

Time - 15-20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following prompt to the students for a quick general discussion: *How certain do you believe that a jury should be that someone committed a crime in order for them to be convicted?* [Remember, they might be in prison for years based on the verdict . . . .] Elicit some basic reasoning for their answer/s. **Activity** ● Teacher provides a brief lecture on "burden of proof" and "beyond a reasonable doubt" in criminal cases, including questions to students; vocabulary is included; students take notes and continue their vocabulary glossary. **Assessment** ● Participation/reasoning in opening discussion ● Response to teacher questioning during lecture ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure**	● Participation/reasoning in opening discussion ● Response to teacher questioning during lecture **How are students using/applying what they learn?** ● Participation/reasoning in opening discussion ● Response to teacher questioning during lecture ● Exit slip journal entry		Burdens of Proof in Criminal Cases | Nolo and burden of proof | Wex | US Law | LII / Legal Information Institute ● Burden of proof video: Burden Of Proof In A Criminal Trials ● 2.4 The Burden of Proof | Criminal Law ● Evidentiary Standards and Burdens of Proof in Legal Proceedings | Justia ● Reasonable doubt video: Judge Alex explains what is 'reasonable doubt' ● Diagram of Criminal Burden of Proof ● **Links to lesson materials:** ● Slides Outline ● Lecture Notes Summary ● Vocab - Criminal Burden of Proof ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)

• Exit slip journal entry: X is on trial for kidnapping Y. The prosecutor calls 3 witnesses who saw the kidnapping from close proximity in broad daylight on a city street, and who positively identify X as the kidnapper of Y (grabbing and pushing Y, who was screaming for help) into a van and then driving off. The defense attorney calls a witness who testifies that X was in a different city at the time. Assuming all of the witnesses were being truthful in their testimony, do you believe that the prosecution's burden of proof of beyond a reasonable doubt for actus reus has been met? (Without considering any possible excuse defenses.) Why or why not?			
Segment #15 - Elements of Common Felonies **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher asks students to *provide the 3 main elements of each crime previously covered* (actus reus, mens rea, causation). Then explain that they will drill down into this with common felonies in this segment, as each crime has specific requirements for those elements that must be proven in order to obtain a conviction at trial - *ask for the burden of*	**How are students being engaged?** • Participation in opening activity • Participation in collaborative group Internet research and preparing Google Slides **How are students using/applying what they learn?** • Participation in opening activity		• **Resource list**: • Definitions: Wex | US Law | LII / Legal Information Institute and Criminal Law | Simple Book Publishing • **Links to lesson materials:** • Elements of Common Felonies (for student groups to fill in; links to resources) • Cornell Notes Template (above)

proof standard (beyond a reasonable doubt). **Activity** ● Teacher divides the class into 6 groups; each group is assigned one crime from the Google Slides deck; they will research the elements of their assigned crime at the Internet link provided on their assigned slide and enter them into that slide. Students in each group should record their names on the slide. ● The slide deck will then be reviewed by the whole class; all students will take notes and enter the definitions into their vocabulary glossary. Teacher will ask questions about each crime to flesh out the concepts provided. (The slide deck can later be used as a review tool, e.g., for Jeopardy game) **Assessment** ● Participation in opening activity ● Participation in group Internet research ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: Choose one common felony (that you did not research) and list the elements. Is it a	● Participation in collaborative group Internet research and preparing Google Slides ● Exit slip journal entry		● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Jeopardy Game Template

crime against a person or a crime against property? What might be one defense that could be asserted?			
Segment #16 - Elements of Common Misdemeanors **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher asks the students to *quickly recap the differences between felonies, misdemeanors and infractions.* In this segment, they will drill down into this with common misdemeanors, as each crime has specific requirements for those elements that must be proven in order to obtain a conviction at trial. **Activity** ● Teacher divides the class into 5 groups; each group is assigned one crime from the Google Slides deck; they will research the elements of their assigned crime at the Internet link provided on their assigned slide and enter them into that slide. Students in each group should record their names on the slide. ● The slide deck will then be reviewed by the whole class; all students will take notes and enter the definitions into their vocabulary glossary. Teacher will ask questions about each crime to flesh out the concepts provided. (The slide deck	**How are students being engaged?** ● Participation in opening activity ● Participation in collaborative group Internet research and preparing Google Slides **How are students using/applying what they learn?** ● Participation in opening activity ● Participation in collaborative group Internet research and preparing Google Slides ● Exit slip journal entry		● **Resource list**: ● Definitions: Wex | US Law | LII / Legal Information Institute and Criminal Law | Simple Book Publishing ● **Links to lesson materials:** ● Elements of Common Misdemeanors (for student groups to fill in; links to resources) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Jeopardy Game Template

can later be used as a review tool, e.g., for Jeopardy game) **Assessment** ● Participation in opening activity ● Participation in group Internet research ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: Choose one common misdemeanor (that you did not research) and list the elements. Is it a crime against a person or a crime against property? What might be one defense that could be asserted?			
Segment #17 - Verdict and Sentencing Time - 20 minutes **Opening/Sponge/Motivator** ● Teacher has students engage in the following 2-minute think-pair-share activity: Brainstorm a list of all of the criminal sentences you have heard of during this unit so far (fine, jail, probation, prison, execution, restitution) and any others, share with an "elbow partner" to supplement your list with any others you may know, and then share back with the class as a whole. Take	**How are students being engaged?** ● Participation in think-pair-share opening activity ● Responses to teacher questions during lecture/Lecture Bingo **How are students using/applying what they learn?**		● **Resource list**: ● Jury : jury | Wex | US Law | LII / Legal Information Institute ● Verdict: verdict | Wex | US Law | LII / Legal Information Institute ● Unanimity of jury verdict: https://www.law.cornell.edu/constitution-conan/amendment-6/unanimity-of-the-jury ● Unanimous jury verdict videos:

note of any which you and your partner did not have on your list. **Activity** ● Teacher provides a lecture on the requirements of jury votes and verdicts in criminal cases, along with basic sentencing options, including questions to students throughout about the concepts as covered; basic and review vocabulary is included. Students take notes and include new terms in their vocabulary glossary. (Lecture Bingo option) **Assessment** ● Participation in think-pair-share opening activity ● Responses to teacher questions during lecture (or Lecture Bingo) ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry ● Crimes Summative Assessment with Key **Closure** ● Exit slip journal entry: Unanimous jury verdicts were not required in all criminal cases in all states until a US Supreme Court decision (Ramos v. Louisiana) in 2020. Why do you feel this was an important step to guarantee fair trials for	● Participation in think-pair-share opening activity ● Responses to teacher questions during lecture/Lecture Bingo ● Crimes assessment		https://youtu.be/7T8W-rIofqQ?si=G0C7NVzTyuppi3QW and Non-unanimous juries violate the 6th Amendment, but weren't outlawed nationwide until 2020 ● Sentencing: sentencing | Wex | US Law | LII / Legal Information Institute ● Definitions: https://www.law.cornell.edu/wex/ ● Capital Punishment: 9.3 First-Degree Murder | Criminal Law ● **Links to lesson materials:** ● Slides Outline ● Lecture Notes Summary ● Vocab - Verdicts_Sentencing ● Think-Pair-Share Template (above) ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above)

all defendants under the Sixth Amendment?			• Journal Rubric (above) • Crimes Summative Assessment with Key
Segment #18 - Common Civil Dispute Topics Overview **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher provides the following scenario for students to have a 1-minute class discussion: You see a commercial on TV or streaming where a person states that they were injured in a car accident and that a local attorney firm got them $100,000 to help the person cover their medical expenses. *Does this seem like it would be a criminal prosecution? Or some other type of case? Why?* **Activity** • Teacher provides a lecture on the overview of civil law and common civil dispute topics; Lecture Bingo is used to match terms and teacher questions throughout the lecture. Basic and review vocabulary is included. Students take notes and continue to supplement their vocabulary glossary. **Assessment** • Participation in opening discussion	**How are students being engaged?** • Participation in opening discussion • Teacher questions during lecture/Lecture Bingo **How are students using/applying what they learn?** • Participation in opening discussion • Teacher questions during lecture/Lecture Bingo • Exit slip journal entry		• **Resource list**: • Civil Law Overview: civil law | Wex | US Law | LII / Legal Information Institute • Dispute: dispute | Wex | US Law | LII / Legal Information Institute • Tort Overview: tort | Wex | US Law | LII / Legal Information Institute • Law 101 Fundamentals of the Law [NY] (ch 8 - General Law of Torts): GENERAL LAW OF TORTS | Law 101: Fundamentals of the Law • Introduction to Contracts, Sales and Products Liability (ch 7 - Torts): Chapter 7: Introduction to Tort Law • What is Torts video: Episode 1.1: What is Torts? And what Torts is not. (includes civil

• Teacher questions during lecture/Lecture Bingo • Review of notes • Review of vocabulary glossary • Review of exit slip journal entry **Closure** • Exit slip journal entry: Briefly describe the main difference between an intentional tort and a negligent tort.			vs. criminal, sources of law, etc.) • Overview of Tort Law video (begin at 3:58-7:39): Episode 1.2: An Overview of Tort Law – Intentional Torts, Negligence, and Strict Liability • Negligence Videos: Legal Terms: Negligence • Strict Liability video: Strict Liability in Tort Law • Intro to Product Liability videos: What are the three types of product liability claims? and Introduction to Product Liability: Module 1 of 5 • Family Law: family law | Wex | US Law | LII / Legal Information Institute • **Links to lesson materials:** • Vocab - Common Civil Dispute Topics • Lecture Bingo Template (above) • Cornell Notes

			Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above)
Segment #19 - Overview of Elements of Civil Causes of Action **Time** - 15-20 minutes **Opening/Sponge/Motivator** • Teacher provides the following information for students to engage in a think-pair-share activity (brainstorm individually, then share with an "elbow partner", and then share/discuss with the whole class): List sources of law that we learned about earlier in this course (constitution, statute/ordinance, regulation, case), and what the essential elements of crimes are (act, mens rea/intent, causation, harm/injury). *Do you think any of the same concepts would apply in a civil case? Why or why not?* (Compare your results with your elbow partner and add any you did not have) **Activity** • Teacher provides a brief lecture on the sources and essential elements of a civil cause of action, including questions throughout (or Lecture Bingo); basic and review vocabulary is included. Students	**How are students being engaged?** • Participation in think-pair-share activity • Teacher questions during lecture/Lecture Bingo **How are students using/applying what they learn?** • Participation in think-pair-share activity • Teacher questions during lecture/Lecture Bingo • Exit slip T-chart		• **Resource list:** • Cause of action: cause of action | Wex | US Law | LII / Legal Information Institute • Prima facie: prima facie | Wex | US Law | LII / Legal Information Institute • See segments 1-2 for additional • **Links to lesson materials:** • Vocab - Overview Elements of Civil Causes of Action • Lecture Bingo Template (above) • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above) • T-Chart Template

take notes and update their vocabulary glossary. **Assessment** ● Participation in think-pair-share activity ● Teacher questions during lecture/Lecture Bingo ● Review of notes ● Review of vocabulary glossary ● Review of exit slip **Closure** ● Exit slip: Create a T-chart with the elements of a crime on the left side, and the elements of an intentional tort on the right side.			
Segment #20 - Civil Liability **Time** - 15-20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario for a quick response from students: A is driving down the interstate in the middle lane on a rainy evening when B's car in the fast lane to A's left hydroplanes and slides out of control into A. The force of the collision propels both vehicles into the slow lane where they hit C's vehicle, flipping it onto the side of the road, injuring C and totaling the vehicle. C eventually sues both A and B in a civil	**How are students being engaged?** ● Participation in opening discussion ● Participation in video review/definitions ● Teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening discussion		● **Resource list:** ● Liability: liability | Wex | US Law | LII / Legal Information Institute ● Joint and several liability: joint and several liability | Wex | US Law ● Several liability: several liability | Wex | US Law ● Joint tortfeasor: joint tortfeasors | Wex | US Law | LII / Legal Information Institute

case. *From whom do you believe C should recover? Why?* **Activity** ● Teacher numbers off students as 1's and 2's; each group watches one of the following two videos to gain definitions of "joint and several liability" and "joint tortfeasor": 1's view Joint and Several Liability | Explained Simply (Torts) and 2's view Joint Tortfeasor | Explained Simply (Torts) . The students report back and share the definitions with the class. Teacher then follows up with a lecture on the concepts of liability, including questions throughout. Students take notes and update their vocabulary glossary. **Assessment** ● Participation in opening discussion ● Participation in video review/definitions ● Teacher questions during lecture ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: How does the concept of joint and several liability protect the rights of a civil plaintiff who has suffered an injury from multiple defendants?	● Participation in video review/definitions ● Teacher questions during lecture ● Exit slip journal entry		● Joint and several liability video: Joint and Several Liability | Explained Simply (Torts) ● Joint tortfeasor video: Joint Tortfeasor | Explained Simply (Torts) ● **Links to lesson materials:** ● Vocab - Civil Liability ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)

Segment #21 - Civil Defenses - Negligence **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario for a 2-minute quick-write: X goes to a baseball game and has awesome seats on the third base line at field level. One of the batters hits a line drive foul ball that is just beyond the safety netting and hits X in the cheek, cutting them. Paramedics at the ballpark say X will have to go to the emergency room for stitches and further evaluation. X wants to sue the ballpark and the batter for the injury. *Do you think X should recover? Why or why not?* Students share their ideas as a class for 1-2 minutes. **Activity** ● Teacher provides a lecture on the overall concepts of defenses in a negligence action, including hypothetical questions throughout; vocabulary is provided. Students take notes and update their vocabulary glossary. **Assessment** ● Participation in opening discussion ● Responses to teacher questions during lecture ● Review of notes	**How are students being engaged?** ● Participation in opening discussion ● Responses to teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening discussion ● Responses to teacher questions during lecture ● Exit slip chart		● **Resource list:** ● Assumption of risk: assumption of risk | Wex | US Law | LII / Legal Information Institute ● Comparative negligence: comparative negligence | Wex | US Law | LII / Legal Information Institute ● Contributory negligence: contributory negligence | Wex | US Law | LII / Legal Information Institute ● Statute of limitations: statute of limitations | Wex | US Law | LII / Legal Information Institute and Statute Of Limitations - FindLaw Dictionary of Legal Terms ● Negligence defenses video: Negligence Defenses: Contributory and Assumption of Risk Contributory negligence video:

• Review of vocabulary glossary • Review of exit slip **Closure** • Exit slip: Create a chart describing the potential defenses in a negligence action. (Could use Google Draw if available)			What is contributory negligence? • Comparative negligence video: What is comparative negligence? • **Links to lesson materials:** • Vocab - Civil Defenses - Negligence • Lecture Bingo Template (above) • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above) • Quick Write Instructions • Poster + Graphic Rubric
Segment #22 - Civil Defenses - Intentional Torts **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher gives students the following scenario for a show of hands vote and quick discussion: Using the basics of our scenario from the last segment on X at the ballpark and the line drive foul ball, let's change it to say that Y was sitting next to X and that the foul ball was	**How are students being engaged?** • Participation in opening discussion • Responses to teacher questions during lecture **How are students using/applying what they learn?**		• **Resource list:** • General tort overview, including defenses: GENERAL LAW OF TORTS | Law 101: Fundamentals of the Law and Chapter 7: Introduction to Tort Law • Self-defense: self-defense | Wex |

coming towards Y. Y shoves X to the ground as Y jumps and ducks to get out of the way so they're not hit. In the process, X's head hits the seats in front of them, knocking out X. The paramedics treat X and say they need to go to the hospital for treatment of a possible concussion. *Do you think Y should be civilly liable for X's injuries? Yes or no?* **Activity** • Teacher provides a lecture on the overall concepts of defenses in a negligence action, including hypothetical questions throughout; vocabulary is provided. Students take notes and update their vocabulary glossary. **Assessment** • Participation in opening discussion • Responses to teacher questions during lecture • Review of notes • Review of vocabulary glossary • Review of exit slip journal entry **Closure** • Exit slip journal entry: Re-visit the ballpark scenario from the beginning of this segment. Explain if or how a defense applies in this situation if X sues	• Participation in opening discussion • Responses to teacher questions during lecture • Exit slip journal entry		US Law | LII / Legal Information Institute • Necessity: necessity defense | Wex | US Law | LII / Legal Information Institute • Consent: consent | Wex | US Law | LII / Legal Information Institute • Statute of limitations: statute of limitations | Wex | US Law | LII / Legal Information Institute and Statute Of Limitations - FindLaw Dictionary of Legal Terms • Immunity: immunity | Wex | US Law | LII / Legal Information Institute • Intentional torts video (defenses begin 4:54): Common Intentional Torts: Part 2 • Necessity video: Episode 3.3: Intentional Torts Privileges: Private and Public Necessity • **Links to lesson materials:**

Y for battery in a civil action. Why or why not?			• Vocab - Civil Defenses - Intentional Torts • Lecture Bingo Template (above) • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above)
Segment #23 - Civil Burden of Proof **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher provides the following information for students to engage in a think-pair-share activity (brainstorm individually, then share with an "elbow partner", and then share/discuss with the whole class): Write down what is required for the criminal burden of proof to be met. *Do you think the same concepts would apply in a civil case? Why or why not?* (Compare your results with your elbow partner and then share with the class.) **Activity** • Teacher provides a lecture on the civil burden of proof, including questions throughout. Students take notes and supplement their vocabulary glossary with new terms.	**How are students being engaged?** • Participation in opening think-pair-share • Responses to teacher questions during lecture **How are students using/applying what they learn?** • Participation in opening think-pair-share • Responses to teacher questions during lecture • Exit slip annotation		• **Resource list:** • Civil Burden of Proof (Contrast with Criminal): Evidentiary Standards and Burdens of Proof in Legal Proceedings | Justia • Intentional torts videos: Common Intentional Torts: Part 1 (includes civil vs. criminal and burden of proof) • **Links to lesson materials:** • Vocab - Civil Burden of Proof • Legal Scale Burden of Proof image • Lecture Bingo Template (above) • Cornell Notes Template (above)

Assessment ● Participation in opening think-pair-share ● Responses to teacher questions during lecture ● Review of notes ● Review of vocabulary glossary ● Review of exit slip **Closure** ● Exit slip: Using the "Burden of Proof" image of civil v. criminal law, students annotate it to describe the differences between preponderance of the evidence (feather analogy → 51%) and beyond a reasonable doubt (weight).			● Cornell Notes Rubric (above) ● Journal Rubric (above)
Segment #24 - Civil Remedies **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher asks the students to briefly discuss the following questions: *What do you think of when you hear the word "remedy"? What does a remedy do for you if you get it? How might this be an analogy for recovery in a civil case?* **Activity** ● Teacher provides a lecture of the concepts of civil remedies, including questions and a Lecture Bingo activity; vocabulary is provided. Students take	**How are students being engaged?** ● Participation in opening discussion ● Responses to teacher questions during lecture/Lecture Bingo **How are students using/applying what they learn?** ● Participation in opening discussion ● Responses to teacher questions		● **Resource list:** ● Remedy: remedy | Wex | US Law | LII / Legal Information Institute ● Damages: damages | Wex | US Law | LII / Legal Information Institute ● Injunction: injunction | Wex | US Law | LII / Legal Information Institute ● Punitive damages: punitive damages | Wex | US Law | LII /

notes and update their vocabulary glossary. **Assessment** ● Participation in opening discussion ● Responses to teacher questions during lecture/Lecture Bingo ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: Briefly explain the difference between compensatory and punitive damages in a civil action, including the purpose of each.	during lecture/Lecture Bingo ● Exit slip journal entry		Legal Information Institute ● Nominal damages: nominal damages | Wex | US Law ● Restitution: restitution | Wex | US Law | LII / Legal Information Institute ● Damages video: Legal Term: Damages ● **Links to lesson materials:** ● Vocab - Civil Remedies ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)
Segment #25 - Elements of Negligence **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher asks students to use the Bubble thinking map form to provide the general prima facie elements of negligence and torts (intent to act v. harm in tort - *exception of strict liability*, duty, breach in negligence, causation, injury) that need to be proved for civil	**How are students being engaged?** ● Participation in opening activity ● Participation in group Internet research **How are students using/applying what they learn?**		● **Resource list:** ● Elements of negligence videos: What are But For and Substantial Factor Causation? and Elements of Negligence ● But-for and substantial factor causation video: What are But For and

liability to result. Then explain that they will drill down into this with individual elements in this segment that must be proven in order to find civil liability at trial - ask for the burden of proof standard (preponderance of the evidence, generally). **Activity** ● Teacher divides the class into pairs/12 groups; each pair/group is assigned one element from the Google Slides deck; they will research the element assigned at the Internet link provided on their assigned slide and enter them into that slide. Students in each pair/group should record their names on the slide they complete. ● The slide deck will then be reviewed by the whole class; all students will take notes and enter the definitions into their vocabulary glossary. Teacher will provide examples (e.g., res ipsa loquitur - doctor leaves an instrument inside a patient during surgery, which causes injury) and ask questions about each element to flesh out the concepts provided. (The slide deck can later be used as a review tool, e.g., for Jeopardy game) **Assessment** ● Participation in opening activity	● Participation in opening activity ● Participation in group Internet research ● Exit slip journal entry ● Negligence assessment		Substantial Factor Causation? ● Examples of proximate cause video: Examples of Proximate Causation in Tort Law [No. 86] ● California Bar negligence exam questions & answers: essay questions and selected answers june 2020 california first-year law students' examination ● **Links to lesson materials:** ● Elements of Negligence Google Slides deck ● Bubble Thinking Map Form ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Jeopardy game template

• Participation in group Internet research • Review of notes • Review of vocabulary glossary • Review of exit slip journal entry • Negligence Assessment with Key **Closure** • Exit slip journal entry: Choose one element of negligence that you did not research and describe it here. What is the civil burden of proof at trial to find the defendant liable?			
Segment #26 - Elements of Common Intentional Torts **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher asks students to do a think-pair-share activity (individual, share with elbow partner, then share with the class) *3 examples of intentional (not careless/negligent) actions for which they feel a victim should be compensated with money by the actor* (e.g., hitting a person …). Review responses. **Activity** • Teacher divides the class into 4 groups; each group is assigned one tort from the Google Slides deck; they will research the tort assigned at the Internet link	**How are students being engaged?** • Participation in opening activity • Participation in group Internet research **How are students using/applying what they learn?** • Participation in opening activity • Participation in group Internet research • Exit slip journal entry		• **Resource list:** • Introduction to Law 101 [NY] (ch 8 - General Law of Torts): GENERAL LAW OF TORTS | Law 101: Fundamentals of the Law • Introduction to Contracts, Sales and Products Liability (ch 7 - Torts): Chapter 7: Introduction to Tort Law • Intentional torts videos: Common Intentional Torts: Part 1 (includes civil vs. criminal and burden of proof) and Common

provided on their assigned slide and enter the elements of the tort into that slide. Students in each group should record their names on the slide they are assigned. ● The slide deck will then be reviewed by the whole class; all students will take notes and enter the definitions into their vocabulary glossary. Teacher will ask questions about each tort to flesh out the concepts provided. (The slide deck can later be used as a review tool, e.g., for Jeopardy game) **Assessment** ● Participation in opening activity ● Participation in group Internet research ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry ● Intentional Torts Assessment with Key **Closure** ● Exit slip: Choose one tort which you did not research and describe the elements of a prima facie case for that tort.			Intentional Torts: Part 2 (includes defenses) ● **Links to lesson materials:** ● Elements of Intentional Torts Google Slides Deck ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Jeopardy game template ● American Tort Museum - Liebeck v. McDonald's case: Liebeck v. McDonald's and Street Law Liebeck Activity Sheet and Not Just a Hot Cup Anymore NYT article (use as assessment prep/review) ● Intentional Torts Assessment with Key
Segment #27 - What is a Contract Overview **Time** - 20 minutes **Opening/Sponge/Motivator**	**How are students being engaged?** ● Participation in opening discussion		● **Resource list:** ● Introduction to Contracts, Sales and Product Liability (ch 8

• Teacher provides the following scenario to students and asks them for a show of hands vote of yes or no: You respond to an online ad and interview with a local retail store for a position as a checker for minimum wage hourly. At the end of the interview, the manager asks if you can start on Saturday morning at 9:00, and you respond that you can. The manager says, "Great!" and then shakes your hand. *Do you think any type of agreement has been formed?* **Activity** • Teacher provides a lecture on the introductory topic of what constitutes a contract, including questions throughout. Basic vocabulary is provided. Students take notes and supplement their vocabulary glossary. **Assessment** • Participation in opening activity • Responses to teacher questions during lecture • Review of notes • Review of vocabulary glossary • Review of exit slip thinking map **Closure** • Exit slip: Using a double bubble thinking map form, compare and contrast an express contract (on the left side center	• Responses to teacher questions during lecture **How are students using/applying what they learn?** • Participation in opening discussion • Responses to teacher questions during lecture • Exit slip thinking map		- Introduction to Contract Law): Chapter 8: Introduction to Contract Law • Business Law Essentials, Valbrune & DeAssis, ch. 7, Ch. 7 Introduction - Business Law I Essentials | OpenStax (OpenStax 2019) • Harvard Online What is a contract video: What is a contract? • Overview of Contract law video: Overview of Contract Law: Module 1 of 5 • California Bar FYLE Exam Contracts Questions Answers: California First-Year Law Students' Examination • **Links to lesson materials:** • Vocab - What is a Contract? • Double Bubble Thinking Map Form • Lecture Bingo Template (above) • Cornell Notes

bubble) with an implied contract (on the right side center bubble).			Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above)
Segment #28 - Elements of a Contract - Offer & Acceptance **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher has the students engage in a 1-2 minute think-pair-share activity (brainstorm, then share with elbow partner, then with the class as a whole) with the following: Using a Circle mind map (contract in the center circle), list (in the outer circle) *what you have learned so far about what a contract is*, then share with your elbow partner; *see how you might categorize the items on the list* (e.g., types of contracts), then the class as a whole will briefly compare responses. **Activity** • Teacher explains that the class will drill down further, and provides a lecture on the subject of the "offer" and "acceptance" elements of a contract, including questions (or Lecture Bingo) during the lecture; basic vocabulary is provided. Students take notes and supplement their vocabulary glossary.	**How are students being engaged?** • Participation in opening activity • Responses to teacher questions/Lecture Bingo during lecture **How are students using/applying what they learn?** • Participation in opening activity • Responses to teacher questions/Lecture Bingo during lecture • Exit slip journal entry		• **Resource list:** • Contract: contract | Wex | US Law | LII / Legal Information Institute • Offer: offer | Wex | US Law | LII / Legal Information Institute • Acceptance: acceptance | Wex | US Law | LII / Legal Information Institute • Mutual assent: mutual assent | Wex | US Law • Promisor: promisor | Wex | US Law | LII / Legal Information Institute • Promisee: promisee | Wex | US Law | LII / Legal Information Institute • Unilateral: unilateral contract | Wex | US Law | LII / Legal Information Institute • Bilateral: bilateral contract | Wex | US

Assessment ● Participation in opening activity ● Responses to teacher questions/Lecture Bingo during lecture ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: Mrs. Jones asks Pat to mow her two-acre lot on Saturday morning, and says she will pay Pat $100 when it is done. Pat completes the mowing at that time. Explain the type of contract this may be and why.			Law | LII / Legal Information Institute ● Overview of Contract law video: Overview of Contract Law: Module 1 of 5 (contract classifications 3:43-8:30; express v. implied 8:31-13:46) ● Offer and acceptance elements video: Elements of a Contract - Offer and Acceptance: Module 2 of 5 (mutual assent to 4:28, offer 4:35-8:58, termination to 17:15) ● **Links to lesson materials:** ● Vocab - Elements of a Contract - Offer & Acceptance ● Circle Mind Map ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)
Segment #29 - Elements of a Contract - Capacity	**How are students being engaged?**		● **Resource list:** ● Capacity: capacity | Wex | US Law | LII /

Time - 15-20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario for a show of hands vote (yes or no) by the class: X, an adult with a developmental disability who works at a minimum wage job, wants to rent a roller skating rink for a big party with his friends. He approaches a manager about it, who gives him an agreement to sign. *Should he be able to do so? Why did you vote as you did?* **Activity** ● Teacher provides a lecture on the "capacity" element of contracts, including examples and questions throughout; basic vocabulary is provided. Students take notes and include terms in their vocabulary glossary. **Assessment** ● Participation in opening activity ● Responses to teacher questions during lecture ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure**	● Participation in opening activity ● Responses to teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening activity ● Responses to teacher questions during lecture ● Exit slip journal entry		Legal Information Institute ● Minor: minor | Wex | US Law | LII / Legal Information Institute ● Mental incapacity: incapacity | Wex | US Law | LII / Legal Information Institute ● Contract defenses video: Contract Defenses: Module 4 of 5 (capacity through 4:27) ● **Links to lesson materials:** ● Vocab - Elements of a Contract - Capacity ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)

• Exit slip journal entry: How does the contract element of capacity related to age (i.e., being a minor) compare with the criminal defense of infancy? Explain.			
Segment #30 - Elements of a Contract - Consideration **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher provides the following scenario for a quick 1-2 minute free response by the class: Y owns a classic Ford Mustang muscle car in mint condition, currently worth about $40,000. When they are on adjacent seats on the subway one morning, she says she'll give it to Z for $100. Z's eyes open wide and he hands her $100 on the spot without a word. *Should Y's offer be enforceable? Why or why not?* **Activity** • Teacher provides a lecture on the contract concept of "consideration," including examples and questions throughout; basic vocabulary is provided. Students take notes and update their vocabulary glossary. **Assessment** • Participation in opening activity	**How are students being engaged?** • Participation in opening activity • Responses to teacher questions during lecture **How are students using/applying what they learn?** • Participation in opening activity • Responses to teacher questions during lecture • Exit slip journal entry		• **Resource list:** • Consideration: consideration | Wex | US Law | LII / Legal Information Institute • Forbearance: forbearance | Wex | US Law | LII / Legal Information Institute • Benefit-Detriment:benefit | Wex | US Law | LII / Legal Information Institute and Detriment - FindLaw Dictionary of Legal Terms • Bargain-for exchange: bargain | Wex | US Law | LII / Legal Information Institute • Promissory estoppel: promissory estoppel | Wex | US Law | LII / Legal Information Institute • Consideration video: Consideration: Module 3 of 5

• Responses to teacher questions during lecture • Review of notes • Review of vocabulary glossary • Review of exit slip journal entry **Closure** • Exit slip journal entry: List the elements of promissory estoppel and give a brief example of when it might be enforced as a substitute for consideration.			• **Links to lesson materials:** • Vocab - Elements of a Contract - Consideration • Lecture Bingo Template (above) • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above)
Segment #31 - Elements of a Contract - Legality **Time** - 15-20 **Opening/Sponge/Motivator** • Teacher provides the following scenario for a yes-no class vote: A approaches B on a dark street corner. Looking over his shoulder, A whispers to B that he's looking to score some high-quality "blow" (cocaine). B says he has a buddy, C, who's just down the street and can sell it to A for a specific amount. A follows B, and C says he'll sell the drug to A for twice the amount B quoted. *Should A have any recovery against B in a breach of contract case?* **Activity**	**How are students being engaged?** • Participation in opening activity • Responses to teacher questions during lecture video review **How are students using/applying what they learn?** • Participation in opening activity • Responses to teacher questions during lecture video review • Exit slip journal entry		• **Resource list:** • Legality: legality | Wex | US Law | LII / Legal Information Institute • Public policy: public policy | Wex | US Law | LII / Legal Information Institute • Contract of adhesion: adhesion contract (contract of adhesion) | Wex | US Law | LII / Legal Information Institute • Contract defenses video: Contract Defenses: Module 4 of 5 (4:30-6:15) • Contract of adhesion video: Legal Terms: Adhesion Contracts

• Teacher has students view the videos: Contract Defenses: Module 4 of 5 (4:30-6:15) and take notes on legality and public policy requirements and Legal Terms: Adhesion Contracts (length 1:21) on contracts of adhesion. Teacher asks probing questions during/after each video, and shares vocabulary, which students add to their glossary. **Assessment** • Participation in opening activity • Responses to teacher questions during lecture video review • Review of notes • Review of vocabulary glossary • Review of exit slip journal entry **Closure** • Exit slip journal entry: S is a poor college student who needs enough money to pay second semester tuition. L loans them the required sum at 50% interest, due in two months. Should this contract be enforceable? Why or why not?			• **Links to lesson materials:** • Vocab - Elements of a Contract - Legality • Contract Defenses: Module 4 of 5 • Legal Terms: Adhesion Contracts • Lecture Bingo Template (above) • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above)
Segment #32 - Contracts - Duty and Breach Time - 20 minutes **Opening/Sponge/Motivator** • Teacher provides the following scenario to students for 1-2 minute	**How are students being engaged?** • Participation in opening activity		• **Resource list:** • Duty: duty | Wex | US Law | LII / Legal Information Institute • Condition: condition | Wex | US Law | LII /

think-pair-share activity (brainstorm individually, share with elbow partner, then with the class): Jay and Kay sign a written agreement for Jay to sell Kay a JD brand tractor model 123 for the farm for a price of $80,000, payable upon receipt of the vehicle. *1) What does each party need to do? 2) What should happen if one of the parties doesn't do what the agreement says?* **Activity** ● Teacher provides a lecture on the concepts of "duty" and "breach," including probing questions throughout; basic vocabulary is provided. Students take notes and add to their vocabulary glossary. **Assessment** ● Participation in opening activity ● Responses to teacher questions during lecture ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry **Closure** ● Exit slip journal entry: Using the same scenario as the opening of this segment, if Jay delivers a K brand 345 instead of the JD brand 123 tractor to Kay, for the same price, do you think there has been	● Responses to teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening activity ● Responses to teacher questions during lecture ● Exit slip journal entry		Legal Information Institute ● Breach: breach | Wex | US Law | LII / Legal Information Institute ● Breach of contract: breach of contract | Wex | US Law | LII / Legal Information Institute ● Performance and breach video: Performance and Breach: Module 5 of 5 (through 6:06; also includes damages info) ● **Links to lesson materials:** ● Vocab - Contracts - Duty and Breach ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above)

a material breach of the contract? Why or why not? What additional information might we need?			
Segment #33 - Contract Defenses **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher gives students the following scenario for a quick discussion and yes-no show of hands vote: Uli and Vi enter into a written agreement with homeowner Xander for the purchase of X's home; the address listed in the agreement is 789 Tenth St. in their town. In actuality, the address is 779 Tenth St. After signing the agreement, Uli and Vi notice that the address is wrong. *Do you think that the contract should be enforceable?* **Activity** ● Teacher divides the class into 5 groups; each group is assigned one contractual defense from the Google Slides deck; they will research the defense assigned at the Internet link provided on their assigned slide and enter the elements of the defense into that slide. Students in each group should record their names on the slide they are assigned. ● The slide deck will then be reviewed by the whole class; all students will take	**How are students being engaged?** ● Participation in opening activity ● Participation in Internet research ● Responses to teacher questions during lecture **How are students using/applying what they learn?** ● Participation in opening activity ● Participation in Internet research ● Responses to teacher questions during lecture ● Exit slip Venn Diagram		● **Resource list:** ● Unconscionability: unconscionability | Wex | US Law | LII / Legal Information Institute (refer back to contract of adhesion: adhesion contract | Wex | US Law | LII / Legal Information Institute) ● Duress: duress | Wex | US Law | LII / Legal Information Institute (civil contract) ● Undue influence: undue influence | Wex | US Law | LII / Legal Information Institute ● Mistake: mistake | Wex | US Law | LII / Legal Information Institute ● Misrepresentation: misrepresentation | Wex | US Law | LII / Legal Information Institute ● Statute of Frauds: statute of frauds | Wex

notes and enter the definitions into their vocabulary glossary. Teacher will ask questions about each defense to flesh out the concepts provided. (The slide deck can later be used as a review tool, e.g., for Jeopardy game) **Assessment** ● Participation in opening activity ● Participation in Internet research ● Responses to teacher questions during review ● Review of notes ● Review of vocabulary glossary ● Review of exit slip **Closure** ● Exit slip: Using a Venn diagram, compare and contrast the defense of unconscionability (left side bubble) with a contract of adhesion (right side bubble); which elements are similar (in the center) and which are different?				US Law | LII / Legal Information Institute ● Contract defenses video: Contract Defenses: Module 4 of 5 ● **Links to lesson materials:** ● Contract Defenses Google Slide deck ● Venn Diagram form ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Jeopardy game template
Segment #34 - Contract Remedies **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides the following scenario for a quick free-class response: Mrs. Jones asks Pat on Thursday to mow her two-acre lot on Saturday morning, and says she will pay Pat $100 when it is	**How are students being engaged?** ● Participation in opening activity ● Participation in Internet research ● Responses to teacher questions during review		● **Resource list:** ● Remedy: remedy | Wex | US Law | LII / Legal Information Institute ● Damages: damages | Wex | US Law | LII / Legal Information Institute

done. Pat completes the mowing at that time, knocks on the door, and Mrs. Jones answers and says she is sorry, but she doesn't have the money to pay. *Do you think there was an enforceable contract? If so, what do you think Pat should be able to recover?* **Activity** ● Teacher divides the class into pairs/10 groups; each group is assigned one contractual remedy from the Google Slides deck; they will research the remedy assigned at the Internet link provided on their assigned slide and enter the elements of the remedy into that slide. Students in each group should record their names on the slide they are assigned. ● The slide deck will then be reviewed by the whole class; all students will take notes and enter the definitions into their vocabulary glossary. Teacher will ask questions about each remedy to flesh out the concepts provided. (The slide deck can later be used as a review tool, e.g., for Jeopardy game) **Assessment** ● Participation in opening activity ● Participation in Internet research ● Responses to teacher questions during review	**How are students using/applying what they learn?** ● Participation in opening activity ● Participation in Internet research ● Responses to teacher questions during review ● Exit slip journal entry ● Contracts Assessment with Key		● Compensation: compensation | Wex | US Law | LII / Legal Information Institute ● Reasonable certainty: Rule of Reasonable Certainty Law and Legal Definition | USLegal, Inc. ● Expectancy/expectation damages: expectation damages | Wex | US Law | LII / Legal Information Institute ● Reliance: reliance damages | Wex | US Law | LII / Legal Information Institute ● Duty to mitigate/mitigation: duty to mitigate | Wex | US Law | LII / Legal Information Institute ● Liquidated damages: liquidated damages | Wex | US Law | LII / Legal Information Institute ● Rescission: rescission | Wex | US Law | LII / Legal Information Institute

• Review of notes • Review of vocabulary glossary • Review of exit slip journal entry • Contracts Assessment with Key **Closure** • Exit slip journal entry: Choose one type of remedy which you did not define and describe the elements with a short example.			• Reformation: reformation | Wex | US Law | LII / Legal Information Institute • Specific performance: specific performance | Wex | US Law | LII / Legal Information Institute • Performance and breach video: Performance and Breach: Module 5 of 5 (remedies begin at 6:10) • **Links to lesson materials:** • Contract Remedies Google Slides deck • Lecture Bingo Template (above) • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above) • Contracts Assessment with Key
Segment #35 - Criminal v. Civil Comparison Part 1 **Time** - 20 minutes **Opening/Sponge/Motivator**	**How are students being engaged?** • Participation in opening activity		• **Resource list:** • Criminal law: criminal law | Wex | US Law | LII / Legal Information Institute

• Teacher asks students to do a quick 1-2 minute free-class discussion on the following question: What is the purpose of the criminal law system? How does that compare to the purpose of the civil law system? **Activity** • Teacher provides a wrap-up/review lecture comparing and contrasting criminal and civil law, explicitly pulling together strands covered in prior segments. This includes the purview and purpose of each, as well as how each system operates. Teacher asks questions throughout. Students take notes and review vocabulary as referenced. **Assessment** • Participation in opening activity • Responses to teacher questions during lecture review • Review of notes • Review of vocabulary glossary • Review of exit slip **Closure** • Exit slip: Using a Tree Map form, categorize and list all of the elements you can for either criminal law or civil law. (Extended work - do the second system of law)	• Responses to teacher questions during lecture review **How are students using/applying what they learn?** • Participation in opening activity • Responses to teacher questions during lecture review • Exit slip Tree Map		• Civil law: civil law | Wex | US Law | LII / Legal Information Institute • The Difference between Criminal and Civil Law (SUNY Criminal Law ch. 1.3): 1.3 The Difference between Civil and Criminal Law • **Links to lesson materials:** • Tree Map Template • Lecture Bingo Template (above) • Cornell Notes Template (above) • Cornell Notes Rubric (above) • Journal Rubric (above)

Segment #36 - Criminal v. Civil Comparison Part 2 **Time** - 20 minutes **Opening/Sponge/Motivator** ● Teacher provides a T-Chart and asks students to list "Criminal" on the left side and "Civil" on the right, and then has them put in the following sub-headings on both sides: parties; burden of proof; jury vote; verdict options; and remedies. Students add facts to each sub-heading individually for 2-3 minutes (they can add during lecture notes). **Activity** ● Teacher provides a wrap-up/review lecture comparing and contrasting criminal and civil law, explicitly pulling together strands covered in prior segments. This includes the categories of parties, burden of proof, jury vote to convict/recover, verdict options, and remedies. Teacher asks questions throughout. Students take notes and review vocabulary as referenced. **Assessment** ● Participation in opening activity ● Responses to teacher questions during lecture video review ● Review of notes	**How are students being engaged?** ● Participation in opening activity ● Responses to teacher questions during lecture video review **How are students using/applying what they learn?** ● Participation in opening activity ● Responses to teacher questions during lecture video review ● Exit slip journal entry		● **Resource list**: ● What is the difference between civil cases and criminal cases? Video: What is the difference between civil cases and criminal cases? ● Civil Law vs. Criminal Law Explained Video: Civil Law vs Criminal Law Explained ● **Links to lesson materials:** ● T-Chart Template ● Lecture Bingo Template (above) ● Cornell Notes Template (above) ● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Poster + Graphic Rubric

• Review of vocabulary glossary • Review of exit slip journal entry **Closure** • Exit slip journal entry: Create a chart outlining the differences between criminal and civil law systems in the categories outlined in the opening activity. (could do this in Google Draw if available)			
Segment #37 - Criminal vs. Civil Comparison Part 3 **Time** - 20 minutes **Opening/Sponge/Motivator** • Teacher gives students the following scenario for a 2-3 minute think-pair-share activity (brainstorm individually, share with elbow partner, then with whole class): X has been charged with assault and battery of Y (a visiting fan) after knocking Y out in a fist fight at a football game during an argument over a penalty flag thrown against X's team in the third quarter. *Can X be both criminally prosecuted and sued in a civil case for damages for the same action? Why or why not?* **Activity** • Teacher provides a lecture on overlap of criminal culpability and civil liability,	**How are students being engaged?** • Participation in opening activity • Responses to teacher questions during lecture video review • Potential Jeopardy game **How are students using/applying what they learn?** • Participation in opening activity • Responses to teacher questions during lecture video review • Exit slip journal entry		• **Resource list**: • *see references above*: • Elements of Felonies segment 15 • Elements of Misdemeanors segment 16 • Elements of Intentional Torts segment 26 • Criminal Sentencing & Verdict segment 17 • Civil Remedies segment 24 • Chart Comparing Prosecution with Litigation • **Links to lesson materials:** • Lecture Bingo Template (above) • Cornell Notes Template (above)

including questions throughout. Students take notes and review vocabulary as covered. [Depending upon time available, could supplement with a Jeopardy review game for exam prep; have students prepare sample exam questions from Cornell Notes, exchange and answer for review] **Assessment** ● Participation in opening activity ● Responses to teacher questions during lecture video review ● Review of notes ● Review of vocabulary glossary ● Review of exit slip journal entry ● Unit (section 5) Summative Assessment with Key **Closure** ● Exit slip journal entry: Based on the fact pattern provided in the opening activity of this segment, what elements would have to be proven: 1) for the plaintiff to prevail in a civil case (and for what cause/s of action)? 2) for the prosecutor to obtain a conviction in a criminal case (and for what criminal offense/s)? 3) What would the damage elements be against X should the plaintiff prevail in the civil case? 4) What punishment options might be available against X	● Unit (section 5) Summative Assessment with Key		● Cornell Notes Rubric (above) ● Journal Rubric (above) ● Unit (section 5) Summative Assessment with Key ● Jeopardy Game Template

should they be convicted in the criminal case?			

PLC Question Three: What will we do when students have not learned?

Interventions

- Scaffold for vocabulary and reading support, e.g., Helping Struggling Readers Resources from CivicEd.org (for a different text, but helpful strategies and tools) and Support for Scaffolding Folder
- Re-teach concepts
- Provide references to videos and other resources in segment resource lists
- Work collaboratively with peers who have learned ("tutor")
- Re-assess to reach mastery

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

Enrichment

- Work collaboratively with peers who need additional assistance
- Enrichment Activities resource sheet

Additional Information Related to the Course Section:

- Teachers generally need the following supplies/resources to complete the unit (in addition to resources and links provided in each segment):
  - Data projector to display vocabulary PowerPoint (or Canvas shell, or Google Classroom, etc., depending upon available technology)
  - Student note-taking and journaling platform (e.g., composition notebook/paper and pen, laptop with Canvas or Google Classroom, etc.)
  - Laptops or devices for Internet research
- Allow transition time between activities within segments, and for student questions on material.
- Allow time for segment and unit assessment preparation and administration, re-teaching and re-assessment as necessary.
- Segments are laid out and designed to be used sequentially as numbered, but can be re-arranged as necessary.
- This might also be adapted to a flipped classroom model, with students viewing videos and other material outside the classroom, and more discussion and instruction in the classroom.

SkillsUSA Connection(s):

- Categories and Descriptions | SkillsUSA
- **CJ**: This competition is for students preparing to be police officers or to work in other areas of criminal justice. This competition will utilize both written examination and practical exercises to evaluate the competitors' abilities and knowledge of the field. The competitors are scored on their knowledge and application of U.S. Constitutional Law, written and verbal communications skills, and their ability to handle an entry-level law enforcement position.
- **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.