

Grade 12 Practical Law: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1	3 weeks	<i>Street Law: A Course in Practical Law</i>	Students will understand the fundamentals of Civil Law and more specifically, Tort Law. Students will be able to understand basic liability laws and who can be sued in the United States. They will also learn what types of insurance coverage is offered by US insurance companies. Students will be able to recognize the difference between intentional torts, negligence and strict liability. They will also examine Intentional Torts and the two categories of Intentional torts: Torts that injure a person and Torts that injure property. Finally, students will learn the common defenses to Intentional Torts.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	
Q2, Unit 2	3 weeks	<i>Street Law: A Course in Practical Law</i>	Students will begin the tort of Negligence. Students will be able to recognize the 4 elements of Negligence: duty, breach of duty, causation (proximate cause and cause in fact), and damages. Students will learn the final type of tort-Strict liability. Students will be able to recognize dangerous activities and dangerous pets that fall into the category of strict liability.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	
Q2 Unit 3	2 weeks	<i>Street Law: A Course in Practical Law</i>	Students will learn the fundamentals of Consumer Law and the basic elements of a contract-offer, acceptance, and consideration. Students will also learn the different types of contracts-oral and written. Students will also understand why a mortgage and a lease are considered contracts. Students will understand why warranties are also a type of contracts.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

Grade 12 Practical Law: Quarter 2 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition....Appendix A Page 58
Frayer Model.....Appendix A Page 59
List/Group/Label.....Appendix A Page 60
Semantic Webbing.....Appendix A Page 61
SVES (Elaboration).....Appendix A Page 62
Vocabulary Squares.....Appendix A Page 63
Word Sorts.....Appendix A Page 58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- Assigning Roles for Group Work.....p. 18
- Close Viewing of a Text.....p. 50
- Close Viewing of a Video.....p. 52
- Document Analysis.....p. 61
- Evaluating Arguments.....p. 63
- Exit Card/Ticket.....p. 70
- Give 1, Get 1.....p. 83
- Jigsaw.....p. 101
- Journals.....p. 114
- Levels of Questions.....p. 116
- Text to Text, Text to Self, Text to World.....p. 148
- Think, Pair, Share.....p. 152

Grade 12 Practical Law: Quarter 2 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1	3 weeks	<i>Street Law: A Course in Practical Law</i>	Students will understand the fundamentals of Civil Law and more specifically, Tort Law. Students will be able to understand basic liability laws and who can be sued in the United States. They will also learn what types of insurance coverage is offered by US insurance companies. Students will be able to recognize the difference between intentional torts, negligence and strict liability. They will also examine Intentional Torts and the two categories of Intentional torts: Torts that injure a person and Torts that injure property. Finally, students will learn the common defenses to Intentional Torts.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Clinton v Jones				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Even though Bill Clinton was President of the US, he was sued. How is this possible if the President is immune to tort law?				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Daily Agenda Essential question-Even though the President, Federal government and SCOTUS are immune, they can be sued if they waive their rights or if it is for something they did before office. Do you agree or disagree with this rule? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evaluating Arguments- Clinton v Jones				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think, Pair, Share- Discuss with a partner government agencies that are immune from lawsuits				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	What impact did this case have on the greater political climate of the US? On the 2000 election?				

Grade 12 Practical Law: Quarter 2 Unit 1 Vocabulary

Tier 2 Vocabulary

Civil Law, tort, plaintiff, defendant, damages, liability

Tier 3 Vocabulary

Intentional wrong, Negligence, Strict Liability, preponderance of the evidence, class action law suit, contingency fee, premium, deductible, torts that injure persons, torts that injure property, defenses

Grade 12 Practical Law: Quarter 2 Unit 1 Week 1

Essential Question(s)	What is a Tort? Who can be sued in the United States? Do you think minors can be sued or should be sued? What are the different types of torts?
Student Outcomes	Students should be able to define both Civil Law and Torts. Students should be able to explain the concept and purpose of tort law and liability. Students will know who can be sued and who is exempt. Students will know the different types of torts.
Texts	Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 17</i> Required Texts <ul style="list-style-type: none">Clinton v Jones Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions Supplemental Texts: <ul style="list-style-type: none">Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	Clinton v Jones 1-Summary/facts of case 2-Issue? 3-Decision 4-Do you agree with the decision?
Suggested Classroom Strategies	Journals (Appendix B, Page 104) -Daily journal questions related to topic of study and class discussion Think, Pair, Share (Appendix B, Page 152) -Create a T chart where one side has the potential advantages and the other the potential harms of each product and discuss with a partner. Think, Pair, Share (Appendix B, Page 152) -assorted Problems/activities from the chapter
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>

	<p>The Brown family has just installed a swimming pool in their backyard. What are the potential dangerous conditions the Browns need to be aware of and what are the possible remedies to avoid wrongdoing on their behalf? Can they be sued and why?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
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Grade 12 Practical Law: Quarter 2 Unit 1 Week 2

Essential Question(s)	Why should you have insurance? Why do you think doctors and lawyers are required to carry malpractice insurance? Do you think this is necessary when they are bound by law and have taken oaths to protect those they treat and represent?
Student Outcomes	<p>Students will understand what a class action lawsuit is and what contingency fee means.</p> <p>Students will understand the purpose of insurance.</p> <p>Students will understand the different types of insurance.</p> <p>Students will learn about the worker's compensation system.</p>
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 17</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Assign various insurance companies to students and use the internet to research coverage options. <p>Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Movie-<i>Erin Brockovich</i> • Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	<p>Insurance company questions:</p> <ol style="list-style-type: none"> 1-What types of insurance options does this company offer? List 2-Does this company offer incentives or programs for teen drivers? Explain 3-What are the different payment options? List/Explain 4-List any odd or strange types of insurance coverage 5-Does this company offer any type of discounts to its members? Explain <p>Questions for Erin Brockovich</p> <ol style="list-style-type: none"> 1-Background and facts of the case 2-Who were the main characters, defendants, plaintiffs, attorneys? 3-What was the outcome and importance of this case? 4-Do you think it was a fair decision? Why or why not?
Suggested Classroom Strategies	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion</p> <p>Close Viewing of a Video (Appendix B, Page 52)-Movie <i>Erin Brockovich</i></p> <p>Think, Pair, Share (Appendix B, Page 152)-assorted Problems/activities from the chapter</p>

Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>The movie <i>Erin Brockovich</i> recreates the largest class action lawsuit in US History. Explain the background of the case, major players, and outcome.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
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Grade 12 Practical Law: Quarter 2 Unit 1 Week 3

Essential Question(s)	<p>What are the different classes of intentional torts? What are the intentional torts against a person? What are the intentional torts against property? What are the defenses to intentional torts?</p>
Student Outcomes	<p>Students will be able to define assault, battery, emotional distress, false imprisonment, defamation, slander, libel, malice.</p> <p>Students will be able to recognize the different types of torts that injure people.</p> <p>Students will be able to define real property, personal property, intellectual property, trespass, nuisance, injunction, attractive nuisance, conversion.</p> <p>Recognize the different types of torts that damage property.</p> <p>Students will be able to identify the different types of damages in intentional torts.</p> <p>Students should be able to define consent, privilege, self-defense, and defense of property.</p>
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 18</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • "Make My Day Laws" <p>Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	<p>Make My Day Laws</p> <p>1-Why do you think a state would pass a Make My Day Law?</p> <p>2-What are the possible benefits of such a law?</p> <p>3-Do you support Make My Day Laws? Explain</p>
Suggested Classroom Strategies	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion</p> <p>Give 1, Get 1 (Appendix B, Page 83)-Have students define the three types of damages, give an example of each and share with the class.</p> <p>Assigning Roles for Group Work (Appendix B, Page 18)-In small groups, each will discuss one of the torts against a person, come up with an example, and share it with the class.</p> <p>Text to Text, Text to Self, Text to World (Appendix B, Page 148)-Discuss the consequences of the following: an unfenced swimming pool, an unchained/unleashed dog, and protecting your house from a break-in.</p> <p>Think, Pair, Share (Appendix B, Page 152)-assorted Problems/activities from the chapter</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly</i></p>

	<p>texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</p> <p>When is the use of “deadly force” an acceptable argument for self-defense? When is it not acceptable or valid? Explain</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
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Grade 12 Practical Law: Quarter 2 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2	3 weeks	<i>Street Law: A Course in Practical Law</i>	Students will begin the tort of Negligence. Students will be able to recognize the 4 elements of Negligence: duty, breach of duty, causation (proximate cause and cause in fact), and damages. Students will learn the final type of tort-Strict liability. Students will be able to recognize dangerous activities and dangerous pets that fall into the category of strict liability.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Jensen v White Star Lines				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Do you think there were any lawsuits against the company that owned the Titanic after the ship sunk?				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> • Daily Agenda • Essential Question-Would a surviving family member of one of the victims of the Titanic have a negligence lawsuit against the company that owned the ship? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evaluating Arguments- Jensen v White Star Lines				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think, Pair, Share- Discuss with a partner all four elements of negligence and apply to this case.				

Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Can you apply all four elements of negligence to this case?				
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Grade 12 Practical Law: Quarter 2 Unit 2 Vocabulary

Tier 2 Vocabulary

Negligence, lawsuit, evidence, defenses, dangerous activities, liability

Tier 3 Vocabulary

4 elements of negligence: duty, breach, causation, damages

cause in fact, proximate cause, contributory negligence, comparative negligence, counter claim, assumption of risk, toxic torts, strict liability, products liability,

Grade 12 Practical Law: Quarter 2 Unit 2 Week 1

Essential Question(s)	What is the definition of negligence? How does it relate to tort law? In order to win a negligence lawsuit, what are the four elements that must be proven? What is the element of duty and how do you prove it in a negligence case? What is the element of breach of duty and how do you prove it in a negligence case?
Student Outcomes	Students will be able to define and understand negligence in tort law. Students should be able to list all four elements of negligence. Students will be able to define duty and breach of duty.
Texts	Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 19</i> Required Texts <ul style="list-style-type: none"> Bartender Liability Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions Supplemental Texts: <ul style="list-style-type: none"> Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	Bartender Liability 1-what was the duty and how was it violated? 2-Should minors be held liable for underage consumption at a party? 3-Should bartenders be held liable for the patrons that drink at their bars?

Suggested Classroom Strategies	Journals (Appendix B, Page 104) -Daily journal questions related to topic of study and class discussion Close Viewing of a Text (Appendix B, Page 50) -hypothetical negligence cases to break down by element Think, Pair, Share (Appendix B, Page 152) -assorted Problems/activities from the chapter
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Explain all four elements of negligence and give an example of each.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.

Grade 12 Practical Law: Quarter 2 Unit 2 Week 2

Essential Question(s)	What is the element of Causation? What is the difference between cause in fact and proximate cause? What are damages and how do you claim them?
Student Outcomes	and list the three defenses to negligence. and list the three defenses to negligence.
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 19</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • The Great Chicago Fire • Jensen v. White Star Line <p>Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	<p>The Great Chicago Fire</p> <ol style="list-style-type: none"> 1-Explain duty 2-Explain breach of duty 3-Explain both parts of causation: a-cause in fact? b-proximate cause? 4-Should the owner of the cow pay for all the damages caused by the fire? Give reasons for your answer <p>Jensen v. White Star Line</p> <ol style="list-style-type: none"> 1-Apply all 4 elements of negligence to this case and make sure you explain all 4 2-What defenses, if any, can White Star Line use?
Suggested Classroom Strategies	Journals (Appendix B, Page 104) -Daily journal questions related to topic of study and class discussion Exit Card/Ticket (Appendix B, Page 70) -Brainstorm a list of dangerous animals to own and explain why they are dangerous

	Think, Pair, Share (Appendix B, Page 152) -assorted Problems/activities from the chapter
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>"In all civil acts the law doth not so much regard the intent of the actor, as the loss and damage of the party suffering"-<i>Lambert v. Bessey (1651)</i></p> <p>Assess the validity of this statement with respect to the four elements of negligence.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.

Grade 12 Practical Law: Quarter 2 Unit 2 Week 3

Essential Question(s)	Are there any domestic animals that should be illegal to own? What are they and why should they be illegal? Why are some products legal but unsafe to use by everyone? What is the changing role of torts in public policy?
Student Outcomes	<p>Students should be able to define strict liability.</p> <p>Students should be able to define product liability and how it relates to strict liability.</p> <p>Students will be able to discuss the current criticisms of tort law and tort reform.</p>
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 20 and 21</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Diane Whipple article • Article about The Station nightclub fire in RI <p>Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	<p>Diane Whipple article</p> <ol style="list-style-type: none"> 1-Apply 4 elements of negligence 2-Was this a fair judgment? Why or why not? 3-Should there be some animals that are illegal to own because of the danger they pose to society? <p>Article about The Station nightclub fire in RI</p> <ol style="list-style-type: none"> 1-What happened at this club in 2003? 2- Who was at fault? 3-Apply the 4 elements of negligence 4-Do you agree with the decision both civil and criminal?
Suggested Classroom Strategies	Journals (Appendix B, Page 104) -Daily journal questions related to topic of study and class discussion

	<p>Close Viewing of a Text (Appendix B, Page 50)-assorted negligence cases to break down by element</p> <p>Exit Card/Ticket (Appendix B, Page 70)-Have students make a list of five items that are or can be dangerous to use and decide if the items should be banned, regulated by the government, or left alone.</p> <p>Think, Pair, Share (Appendix B, Page 152)-assorted Problems/activities from the chapter</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Explain in detail the events of The Station fire of February 2003. Apply all four elements of negligence to this tragic event.</p> <p>Write a persuasive essay either for or against whether gun manufacturers should or should not be held responsible for crimes committed with their products.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.

Grade 12 Practical Law: Quarter 2 Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2 Unit 3	2 weeks	<i>Street Law: A Course in Practical Law</i>	Students will learn the fundamentals of Consumer Law and the basic elements of a contract-offer, acceptance, and consideration. Students will also learn the different types of contracts-oral and written. Students will also understand why a mortgage and a lease are considered contracts. Students will understand why warranties are also a type of contracts.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Variety of household receipts				

Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What is a contract?				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Daily Agenda Essential Question- Using the receipts provided, explain how each is a contract and the different elements of each contract. 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evaluating Arguments-review contracts				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Close Viewing of a Text-read through a bunch of receipts and explain the elements of a contract for each				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	How is a receipt a basic contract that we as consumers enter into each day?				

Grade 12 Practical Law: Quarter 2 Unit 3 Vocabulary

Tier 2 Vocabulary

Contract, consumer, minor, fraud, warranty, loan, mortgage, lease, credit

Tier 3 Vocabulary

Elements of a contract: offer, acceptance, consideration

Cosigner, unconscionable contract, express and implied warranties, landlord, tenant, URLTA, creditors and debtors

Grade 12 Practical Law: Quarter 2 Unit 3 Week 1

Essential Question(s)	What is a contract? Write down examples of contracts you enter into every day or week. How do you know they are valid? Have you ever bought something and returned it? What was it, why did you return it, and were you able to get your money back? Can minors be held responsible for any contracts they enter into? If not, who then is responsible?
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Student Outcomes	<p>Students should be able to define Consumer Law, Define contract and list the different types of contracts. the elements of a contract, and why you should be careful before you sign a contract.</p> <p>Define warranty and understand when a warranty is required.</p> <p>Students should be able to define warranty, breach, express warranties, full and limited warranties, limited warranties, and puffing.</p>
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 22 and 23</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> Variety of household receipts <p>Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	<p>Variety of household receipts</p> <p>1-For each receipt, explain all three elements of a contract-offer, acceptance and consideration</p> <p>2- Are they enforceable contracts? Why</p> <p>3-do any of them offer a warranty?</p> <p>4-If you wanted your money back, how would you get it back and what would you have to do to get it back?</p>
Suggested Classroom Strategies	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion</p> <p>Levels of Questions (Appendix B, Page 116)-Write down five items you have bought with a warranty. Did you return them? Why did you return them? Were you about to get your money back? Give an explanation for all five items.</p> <p>Evaluating Arguments (Appendix B, Page 63)-Compare and contrast express warranties and implied warranties.</p> <p>Assigning Roles for Group Work (Appendix B, Page 18)-Small group activity-read through several examples of potential contracts and determine whether or not a valid contract has been made.</p> <p>Think, Pair, Share (Appendix B, Page 152)-assorted Problems/activities from the chapter</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>During the course of the next week, keep a journal of every “contract” you make being sure to list the different elements of a contract for each. Using your contract journal, explain 5 contracts you entered into. Did you honor your contracts? Were you able to cancel any of them?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> Address all parts of the prompt. Include information and examples from your own knowledge of social studies. Use evidence from the sources to support your response.

Grade 12 Practical Law: Quarter 2 Unit 3 Week 2

Essential Question(s)	What is a mortgage and how does it work? Who are the parties involved in the sale and purchase of a home? What are the responsibilities of a renter? What are the responsibilities of the landlord? What are the different types of terms for rental leases?
Student Outcomes	Explain what a lease is and the responsibilities of both the tenant and the landlord. Students will be able to define mortgage, term, tenant, landlord, lease, application, month-to-month, tenancy at will, tenancy for year.
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 24 and 27</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> Residential lease <p>Recommended Protocol(s): Close Viewing of a Text, Document Analysis, Evaluating Arguments, Levels of Questions</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Instructor may select case studies from chapter.
Text Specific and Text Dependent Questions	<p>Copy of Residential Lease</p> <p>Look over the list of 15 items found in a boiler-plate lease. With a partner, find all 15 items and write them down: 1-move in and move out date 2-amount of \$ you will pay every month 3-dates \$ is due 4-Security deposit 5-Raising the rent 6-subletting 7-repairs 8-maintenance 9-pets 10-nuisances 11-alterations to the property 12-damages 13-defaulting on rent 14-renewing your lease 15-misc. items</p>
Suggested Classroom Strategies	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion</p> <p>Close Viewing of a Text (Appendix B, Page 50)-Read a sample lease and recognize the responsibilities of the tenant and the landlord as defined specifically in the lease.</p> <p>Think, Pair, Share (Appendix B, Page 152)-assorted Problems/activities from the chapter</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Make a list of the amenities you would like to have in your first college apartment. Rank them in order of importance. Using the newspaper and a local apartment guide, find 3 apartments that meet your criteria and write down the cost. Write a reflection detailing the amenities you want, cost of the apartment and the reality of renting this type of dwelling.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> Address all parts of the prompt. Include information and examples from your own knowledge of social studies. Use evidence from the sources to support your response.