

Grade 12 Practical Law: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1	2 and ½ weeks	Street Law: A Course in Practical Law	Students should be able to define the term will and identify how state and federal laws affect individuals throughout their lives. Students will also be able to recognize the steps involved in a legal marriage and recognize the legal requirements of marriage. They will also be able to recognize the different types of property ownership and define separate property, joint property, marital property, community property, equitable distribution. Students will be able to define spousal abuse and explain why and how the courts get involved.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	
Q3, Unit 2	2 Weeks	Street Law: A Course in Practical Law	Students will be able to recognize the difference between separation and divorce. Students should be able to explain how child custody is decided and the importance of child support. Explain the process of mediation and how it used in a divorce. Students will be able to define negotiation, settlement, arbitration, mediation, and ombudsperson	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	
Q3 Unit 3	2 Weeks	Street Law: A Course in Practical Law	Students will understand the purpose of paternity, child support, and parental responsibilities. They should also be able to define paternity, emancipation, family responsibility laws, truant, contributing to the delinquency of a minor. Students will be able to distinguish the difference between child abuse and neglect. Students will be able to describe the roles and responsibilities of foster parents, the court system, and the process involved in adoption. Students will be able to explain status offenses and describe the juvenile justice process.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	
Q3, Unit 4	1 and ½ Weeks	Street Law: A Course in Practical Law	Students will be able to distinguish the difference between State Court, Federal Court, Court of Appeals, United States Supreme Court, Tribal Court, and International Courts. Recognize when a lawyer is needed and how to find one. Students will understand the process of how to become an attorney.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	

Grade 12 Practical Law: Quarter 3 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 3 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1	2 and ½ weeks	Street Law: A Course in Practical Law	Students should be able to define the term will and identify how state and federal laws affect individuals throughout their lives. Students will also be able to recognize the steps involved in a legal marriage and recognize the legal requirements of marriage. They will also be able to recognize the different types of property ownership and define separate property, joint property, marital property, community property, equitable distribution. Students will be able to define spousal abuse and explain why and how the courts get involved.	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	Loving v VA				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Why did some states ban interracial marriage and what case declared this discriminated against 14 th amendment rights?				
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-Why is it illegal to control who someone can marry in the United States? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evaluating Arguments- Loving v VA				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think, Pair, Share-Discuss connections to other SC cases				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	What was SCOTUS' decision and how does this relate to marriage rights in this country?				

Grade 12 Practical Law: Quarter 3 Unit 1 Vocabulary

Tier 2 Vocabulary

Family Law, will, marriage, divorce, property, inheritance, domestic violence

Tier 3 Vocabulary

Loving v VA, annulment, common-law marriage, prenuptial agreement, separate property, marital property, community property, equitable distribution, privileged communication, Violence Against Women Act 1994, cohabitation agreement, palimony

Grade 12 Practical Law: Quarter 3 Unit 1 Week 1

Essential Question(s)	What laws influence our lives from birth to death? Why do people get married? What are the legal requirements for a valid marriage? What is a common-law marriage? What are the financial responsibilities of marriage?
Student Outcomes	Students should be able to identify how state and federal laws affect individuals throughout their lives. Students should be able to define the term will. Students will be able to outline the steps involved in a legal marriage. Students should be able to recognize the legal requirements of marriage.
Texts	Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 28 and 29</i> Required Texts <ul style="list-style-type: none"> Loving v VA 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	Loving v VA 1-What are the facts of the Case? 2- How did the State court decide? What did SCOTUS decide? 3-What amendment was the original state decision in violation of? 4-Even though it is illegal to discriminate against a couple based on race and gender, should there be regulations on marriage based on age?
Suggested Classroom Strategies	Journals (Appendix B, Page 104) -Daily journal questions related to topic of study and class discussion Give 1, Get 1 (Appendix B, Page 83) -Ask students to brainstorm a list of laws that affect their lives from birth to death. Discuss how each affects their lives and in what ways. 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</i>

	<p><i>texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Give four examples and explain each of the law's application from birth to death</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 3 Unit 1 Week 2

Essential Question(s)	What are the different types of marital property? What is a prenuptial agreement and why do people sign them? What is spousal abuse? How harshly is it prosecuted? What rights do nontraditional couples have?
Student Outcomes	<p>Students should be able to define separate property, joint property, marital property, community property, and equitable distribution.</p> <p>Students should be able to explain the reasons why someone would sign a prenuptial agreement.</p> <p>Students should be able to explain privileged communications.</p> <p>Students will understand the Violence Against Women Act and the steps victims of spousal abuse should take after experiencing abuse.</p> <p>Students will be able to define co-habitation agreement and palimony.</p>
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 29</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Obergefell v Hodges <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>Obergefell v Hodges- review from last semester</p> <p>1-How does this case apply to current marriage laws?</p> <p>2-Are there any connections to the Loving decision? If so what are they and what amendment do they fall under?</p> <p>3- What rights are defined by these 2 cases and how are they related to the information covered in this unit of study?</p>
Suggested Classroom Strategies	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion</p> <p>Evaluating Arguments (Appendix B, Page 63)-Have a discussion about the financial responsibilities of marriage. Do you think there are certain responsibilities ties with gender?</p> <p>Think, Pair, Share (Appendix B, Page 152)-assorted Problems/activities from the chapter</p>
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>

Are men or women more likely to be killed by their boyfriends, girlfriends, or spouses? Why do you think this occurs in the United States? Explain your answer making sure you discuss the information discussed in Ch 29 and in class.

As you write, follow the directions below.

- 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 3 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 2	2 Weeks	Street Law: A Course in Practical Law	Students will be able to recognize the difference between separation and divorce. Students should be able to explain how child custody is decided and the importance of child support. Explain the process of mediation and how it used in a divorce. Students will be able to define negotiation, settlement, arbitration, mediation, and ombudsperson	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	Parental Abduction article				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Why do you think parents kidnap their children?				
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-What does the law say about parental abduction and how can it be prevented? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Viewing of a Text- Parental Abduction article				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Jigsaw-each group reads an excerpt and shares with class				

Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	What does this article say about custody issues and child rearing?				
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Grade 12 Practical Law: Quarter 3 Unit 2 Vocabulary

Tier 2 Vocabulary

Divorce, separation, child custody, child support

Tier 3 Vocabulary

Separation agreement, pro se divorce, uncontested and contested divorce, irreconcilable differences, custodial and noncustodial parent, UCCJEA, joint custody, alimony, Federal Parental Kidnapping Prevention Act 1980, Negotiation, Arbitration, Mediation, Ombudsperson

Grade 12 Practical Law: Quarter 3 Unit 2 Week 1

Essential Question(s)	What do you think are the most common problems married couples face?_Why do you think couples separate?_Why do people get a divorce? If a couple separates or gets a divorce, who do you think should have custody of the child or children?_How should custody be determined?
Student Outcomes	Students will be able to identify the most common problems married couples face and why couples should wait before getting a divorce. Recognize the difference between separation and divorce. Students should be able to explain why custody decisions are one of the most important decisions facing a divorced couple. Understand the importance of child support.
Texts	Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 32,</i> Required Texts <ul style="list-style-type: none"> <i>Troxel v Granville</i> 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	Troxel v Granville 1-What are the facts of the case? 2-What was the legal question? 3-What was the decision of the courts? 4-What does this decision say about child custody?
Suggested Classroom	Journals (Appendix B, Page 104) -Daily journal questions related to topic of study and class discussion

Strategies	<p>Assigning Roles for Group Work (Appendix B, Page 18)-Divide into small groups and discuss the following topics: getting married, why a couple would separate, personal feelings concerning divorce, and how child custody is decided</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>Discuss how a custody agreement works and the different types of custody arrangements. What factors do judges or magistrates look at when deciding the custodial parent?</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 3 Unit 2 Week 2

Essential Question(s)	<p>Why do you think parents kidnap their children? If you get into an argument with someone, how do you work it out? What are the benefits of going to a mediator as opposed to taking your case to court? What programs are available to families? What programs are available to individuals?</p>
Student Outcomes	<p>Students will understand what parental abduction is and why it happens. Explain the process of mediation and how couples use it in a divorce. Students will be able to define negotiation, settlement, arbitration, mediation, and ombudsperson. Students will recognize the various government programs for families and individuals.</p>
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 32, 4 and 33</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Parental Abduction: A Review of the Literature <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>Parental Abduction: A Review of the Literature</p> <ol style="list-style-type: none"> 1-Cite 2-3 excerpts from the text to prove this. 2-Discuss with your group 3-Share with class 4-What does this say about parental abduction in general? Can it be prevented? 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>Assigning Roles for Group Work (Appendix B, Page 18)- Students will participate in 5 divorce simulations</p>

	<p>Assigning Roles for Group Work (Appendix B, Page 18)</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>Discuss Parental Abduction in the United States. Make sure you discuss at least four of the following: definition, two types of cases, characteristics, reasons for abductions, psychological impact, an criminal justice response.</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 3 Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1	2 Weeks	Street Law: A Course in Practical Law	Students will understand the purpose of paternity, child support, and parental responsibilities. They should also be able to define paternity, emancipation, family responsibility laws, truant, contributing to the delinquency of a minor. Students will be able to distinguish the difference between child abuse and neglect. Students will be able to describe the roles and responsibilities of foster parents, the court system, and the process involved in adoption. Students will be able to explain status offenses and describe the juvenile justice process.	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	Scarpetta v. The Adoption Agency p. 392				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What would happen if a mother who decided to give up her bay for adoption, changes her mind?				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the</i>	<ul style="list-style-type: none"> • Daily Agenda • Essential Question-3- What happened in this case? Why were there 2 different state court decisions? 				

<i>standards.</i>					
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evaluating Arguments- Scarpetta v. The Adoption Agency p. 392				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think, Pair, Share-Discuss the 2 different opinions of the case. What would you have decided?				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	What does the Scarpetta decision say about adoption rules laws?				

Grade 12 Practical Law: Quarter 3 Unit 3 Vocabulary

Tier 2 Vocabulary

Parenthood, homeschooling, discipline, child abuse, child neglect, group home,

Tier 3 Vocabulary

Paternity, Family Support Act 1988, emancipation, IEP, status offenses, PINS, CHINS, MINS, throwaways, Family Foster Care, kinship care, adoption,

Grade 12 Practical Law: Quarter 3 Unit 3 Week 1

Essential Question(s)	What is the most accurate way to determine paternity? Why are parents required to care for their children? What are the responsibilities parents have to their children? What does emancipation mean?
Student Outcomes	Students will understand the purpose of paternity. Students will understand the purpose of child support and how it is determined. Students will be able to explain emancipation. Students will be able to describe parental responsibilities.
Texts	Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 30</i> Required Texts <ul style="list-style-type: none"> • Paternity Test article 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	<p>Paternity Test article</p> <p>1-Who is required for an accurate test? 2-Why is a DNA test the most accurate way to determine paternity? 3-Once paternity is determined, what are the parental responsibilities of each parent?</p>
Suggested Classroom Strategies	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion Exit Card/Ticket (Appendix B, Page 70)-What are the responsibilities of having a child? What are the financial responsibilities of having a child? What are the moral responsibilities of having a child? 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>Have students work in pairs and carry an egg for one week. They must determine a parenting schedule and keep a journal of their experience as a “parent” for the entire week. What did they learn? What were some of the most difficult parts of “parenting”?</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 3 Unit 3 Week 2

Essential Question(s)	<p>What is juvenile law and why do we need it? Should juvenile offenders be placed in the same facilities as adults? Why or why not? Is it necessary for parents to discipline their children? What is the difference between child abuse and child neglect? What is the difference between foster care and kinship care? Who can adopt and how does adoption work</p>
Student Outcomes	<p>Students should be able to explain the purpose of juvenile law. Students will be able to explain truancy, contributing to the delinquency of a minor, and family car doctrine. Students will be able to distinguish the difference between child abuse and neglect. Students will be able to describe both child abuse and neglect and how to report it. Students will be able to describe the roles and responsibilities of foster parents, the court system, and the process involved in adoption.</p>
Texts	<p>Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 30 and 31</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> Scarpetta v. The Adoption Agency p. 392 International Adoption p. 393 <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.

<p>Text Specific and Text Dependent Questions</p>	<p>Scarpetta v. The Adoption Agency p. 392 1-Which decision do you agree with most and why? 2-In reality, the NY court sided with the mother however the adoptive parents fled to FL, a state that is more sympathetic to adoptive parents. FL trial courts, appeal court, and state supreme court all sided with the adoptive parents. Why do think they all sided with the adoptive parents? 3- What do these decisions say about adoption? International Adoption p. 393 1-What must US couples do to adopt a foreign born child? 2-What is the difference between legal and “black market” adoptions? 3-What do some of the critics against international adoption argue?</p>
<p>Suggested Classroom Strategies</p>	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion Assigning Roles for Group Work (Appendix B, Page 18)-In small groups, have students come up with a chart showing the pros and cons for both foster care and adoption. Compare and contrast the two using your chart. Think, Pair, Share (Appendix B, Page 152)-assorted Problems/activities from the chapter</p>
<p>Assessment(s)</p>	<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>Using your text and the resources discussed in class, explain in detail the steps for notifying law enforcement of suspected child abuse or child neglect. Also, discuss the potential outcomes if child abuse and child neglect are not reported</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 3 Unit 4

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1	1 and ½ Weeks	Street Law: A Course in Practical Law	Students will be able to distinguish the difference between State Court, Federal Court, Court of Appeals, United States Supreme Court, Tribal Court, and International Courts. Recognize when a lawyer is needed and how to find one. Students will understand the process of how to become an attorney.	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	Plessy v Ferguson Brown v BOE Gideon v Wainwright				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What is the importance of these three cases?				
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- 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evaluating Arguments- Plessy v Ferguson, Brown v BOE, Gideon v Wainwright				

Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Levels of Questions- What is the relationship between the first two cases? Why is the Gideon case unique and yet vital to our legal system today?				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Why are these three cases significant? What can we learn from them?				

Grade 12 Practical Law: Quarter 3 Unit 4 Vocabulary

Tier 2 Vocabulary

Defendant, plaintiff, prosecution/state, trial, jury, SCOTUS, law school

Tier 3 Vocabulary

6th and 7th amendments, voir dire, removal for cause, peremptory challenge, appeals court, "Rule of Four", International Criminal Court, litigator, Attorney-Client Privilege, Board of Professional Responsibility, LSAT score

Grade 12 Practical Law: Quarter 3 Unit 4 Week 1

Essential Question(s)	What are the different types of courts and how are they different? How is a jury selected? When can you appeal and what is the process? In your opinion, what was the most important Supreme Court case in US History and why? What can you do with a law degree? Why shouldn't you ever represent your self in court? What are your options if you cannot afford an attorney? How do you become an attorney?
Student Outcomes	Students will be able to recognize the difference between State, Federal, Appellate, USSC, Tribal, and International Courts. Students will be able to list the various directories and places where attorneys can be found and be able to tell when an attorney is needed. Students will understand the process of how to become an attorney.
Texts	Text Book: <i>Street Law: A Course in Practical Law, Ninth Edition Ch 5 and 6</i> Required Texts <ul style="list-style-type: none"> • Plessy v Ferguson • Brown v BOE • Gideon v Wainwright 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	Plessy v Ferguson

Dependent Questions	<p>Brown v BOE Gideon v Wainwright Read all three cases and complete the following for each: 1-Explain the facts, issue, and decision for each case. 2-Answer the following questions for all three: * Explain the historical significance of each case paying close attention to the time period each was decided. 3-What is the relationship between the first two cases? 4-Finally, why is the Gideon case unique and yet vital to the legal system today?</p>
Suggested Classroom Strategies	<p>Journals (Appendix B, Page 104)-Daily journal questions related to topic of study and class discussion Give 1, Get 1 (Appendix B, Page 83)-Create a chart showing the different types of cases heard in city/county court, state Court, and federal Court. How are these cases different? Discuss with the class. 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>Conduct your own law school admission research by choosing a law school in the United States. Research the application process, admission requirements, course requirements, and information about the bar exam in your state.</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.