

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **HONORS JUSTICE & LAW: CIVIL LAW**

**Grades 10-12**

**Social Studies Department**

**2020**

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**Honors Justice & Law: Civil Law**  
**Grades 10-12**  
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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Honors Justice & Law: Civil Law provides an extensive coverage of American civil law. While criminal law may appear to be the more attractive study base, students will learn in this course that the civil legal system in our country is more frequently used, and that the majority of the landmark cases that have helped define the American legal system were civil cases. As a comprehensive view of civil law and the civil court system, this course explores the nature, structure, and origin of civil law in our country, including topics such as civil procedure, tort law, strict liability, negligence, and the defenses to each of these actions. Moreover, a unit of study will introduce students to the major Supreme Court cases that have been decided since the inception of the United States, cases that serve as the backbone of the world's greatest legal system. As an honors-level course, Honors Justice & Law: Civil Law provides an opportunity for students to experience an in-depth analysis of law and the procedures that surround it; this exposure lays the foundation for a wide variety of educational and career opportunities.

## COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

- |            |  |
|------------|--|
| INQ 9-12.1 | Explain how a question reflects an enduring issue in the field.  |
| INQ 9-12.2 | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.   |
| INQ 9-12.5 | Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. |
| INQ 9-12.6 | Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.   |

- INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9-12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- INQ 9-12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- INQ 9-12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- INQ 9-12.13 Critique the use of claims and evidence in arguments for credibility.
- CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national and international civic and political institutions.
- CIV 9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- CIV 9-12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- CIV 9-12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9-12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9-12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9-12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

- CIV 9-12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- civil law differs from other types of law.
- there are different sources of civil law.
- there are different classifications of tort law.
- liability is associated with civil law.
- the concept of foreseeability in civil law applies to civil liability.
- multiple parties play roles in civil law, for example joint tortfeasors and joint and several liability.
- via the doctrine of respondeat superior, employers have liability for the tortious acts of their employees.
- intentional torts have various intent requirements.
- key differences exist among the elements of battery, assault, false imprisonment, false arrest, intentional infliction of emotional distress, malicious prosecution, and abuse of process.
- additional civil torts include trespass, trespass to land and property, and tortious interference.
- various defenses and remedies are associated with intentional torts.
- key differences exist among consent, self-defense, defense of others, defense of property, necessity, justification, and statutes of limitations.
- negligence can be understood via the concept of legal duties owed.
- key differences exist among duty, breach, causation, and damages.
- various defenses to negligence exist.
- key differences exist among comparative negligence, contributory negligence, and assumption of risk.

## **COURSE ESSENTIAL QUESTIONS**

- What is law, and how has the definition of law developed over time?
- What is the general philosophy of the civil justice system?
- What is the difference between civil law and criminal law?
- What is the historical evolution of civil law in our country?
- What are torts, intentional torts, and defenses to torts?
- What is negligence, and what are defenses to negligence?
- What legal cases have helped to define and frame our country's legal system?

## COURSE KNOWLEDGE & SKILLS

Students will know . . .

- the following key legal terminology:
  - common law
  - statutory law
  - civil law
  - criminal law
  - tort
  - intentional tort
  - conversion
  - tort against person/property
  - battery
  - assault
  - false imprisonment
  - false arrest
  - intentional infliction of emotional distress
  - malicious prosecution
  - abuse of process
  - trespass
  - trespass to land
  - trespass to property
  - tortious interference
  - defense to intentional tort
  - consent
  - self-defense
  - defense of others
  - necessity
  - justification
  - statute of limitation
  - negligence
  - duty
  - breach
  - causation
  - damages
  - unforeseeable plaintiff
  - Good Samaritan doctrine
  - danger invites rescue doctrine
  - attractive nuisance doctrine
  - res ipsa loquitur
  - negligence per se
  - gross negligence
  - defense to negligence
  - contributory negligence
  - comparative negligence
  - assumption of risk
  - immunity
  - strict liability
  - major Supreme Court cases:
    - Section 1983 civil rights cases

- *Marbury v. Madison*
- *Gibbons v. Ogden*
- *Plessy v. Ferguson*
- *Lochner v. New York*
- *Brown v. Board of Education*
- *Gideon v. Wainwright*
- *Heart of Atlanta Motel v. United States*
- *New York Times v. Sullivan*
- *Loving v. Virginia*
- *Roe v. Wade*
- *New Jersey v. TLO*
- *United States v. Nixon*
- *Regents of the University of California v. Bakke*
- *Texas v. Johnson*
- *District of Columbia v. Heller*
- *Citizens United v. FEC*
- *Obergefell v. Hodges*

Students will be able to . . .

- analyze and evaluate the American civil justice system, determining the differences between actions that constitute civil and tortious responsibility and actions that do not.
- read and analyze fact patterns and primary source documents from real-life cases and hypothetical situations and explain and evaluate the actions for civil responsibility.
- take notes on class lectures.
- ask insightful questions during class discussions.
- demonstrate their knowledge and understanding through persuasive writing and essays in class as well as through oral arguments and debates in class.
- design and give creative presentations to share with the class.
- collaborate with other students to analyze the law and fact patterns.

# COURSE SYLLABUS

## Course Name

Honors Justice & Law: Civil Law

## Level

Grades 10-12

## Prerequisites

None

## Materials Required

None

## General Description of the Course

This course provides an in-depth look at the civil side of the country's legal system. Students will focus on legal principles and the laws and procedures derived from them. The course will also examine problems within tort law, civil wrongs, products liability, civil rights violations under Section 1983 of the Civil Rights Act, modern Supreme Court decisions, and other current topics.

## Assured Assessments

Formative Assessments:

- Writing prompts with problem-solving exercises (Units 1, 2, 4, 8)
- Fact pattern analysis quizzes (Units 3, 6, 7)
- Picture free-write responses and sharing (Unit 5)

Summative Assessments:

- Legal case brief and mini-lesson to peers (Unit 1)
- Unit-based quizzes (Units 2, 3, 5, 6+7, 8)
- Fact pattern analyses and presentations (Unit 4)
- Law review article (Culminating Activity)

## Core Texts

- *Marbury v. Madison*, 5 U.S. 137 (1803).
- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print.
- Pasley, James. "45 Landmark Supreme Court Cases that Changed American Life as We Knew It." *Business Insider* August 29, 2019. <https://www.businessinsider.com/landmark-us-supreme-court-cases-2019-8>. Accessed October 9, 2020. Web.

# UNIT 1

## Foundations of American Civil Law

### Unit Goals

At the completion of this unit, students will:

- INQ 9-12.1 Explain how a question related to American civil law reflects an enduring issue in the field.
- INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national and international civic and political institutions.
- CIV 9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- CIV 9-12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- CIV 9-12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- CIV 9-12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

### Unit Essential Questions

- What is law, and what are its origins?
- How does legal precedent work with regards to landmark cases?
- What is judicial review, and how is it used to uphold and protect the Constitution?
- How does one brief a case?
- What are the landmark cases that helped to establish our legal system in the United States, and how did the decisions in those cases change the landscape of our legal system?

### Scope and Sequence

1. Judicial review, and its development
  - a. *Marbury v. Madison*: Discussion of Chief Justice John Marshall’s landmark opinion as the building block for all future landmark cases
2. Section 1983 civil rights cases
  - a. Suing the government for civil rights violations when someone acting “under color of” state-level or local law has deprive a person of rights created by the U.S. Constitution or federal statutes

3. Briefing a legal case: The important facts, laws, decisions, and court rationale that are necessary
4. In-depth look at United States landmark Supreme Court cases
  - a. *Marbury v. Madison*
  - b. *Gibbons v. Ogden*
  - c. *Plessy v. Ferguson*
  - d. *Lochner v. New York*
  - e. *Brown v. Board of Education*
  - f. *Gideon v. Wainwright*
  - g. *Heart of Atlanta Motel v. United States*
  - h. *New York Times v. Sullivan*
  - i. *Loving v. Virginia*
  - j. *Roe v. Wade*
  - k. *New Jersey v. TLO*
  - l. *United States v. Nixon*
  - m. *Regents of the University of California v. Bakke*
  - n. *Texas v. Johnson*
  - o. *District of Columbia v. Heller*
  - p. *Citizens United v. FEC*
  - q. *Obergefell v. Hodges*

### **Assured Assessment**

Formative Assessment:

- At the conclusion of the first week of the unit, students will respond to a writing prompt that includes a problem-solving exercise. Students will be required to analyze the problem, write their solution, and then share their responses with classmates in a small-group and then the whole-group setting.

Summative Assessment:

- After students have been introduced to the idea of judicial review, they will read the article “45 Landmark Cases that Changed American Life as We Knew It.” In pairs, they will choose a landmark case to create a legal case brief on; they will also teach a 10-minute mini-lesson on their case.

### **Resources**

#### Core

- *Marbury v. Madison*, 5 U.S. 137 (1803).
- Pasley, James. “45 Landmark Supreme Court Cases that Changed American Life as We Knew It.” *Business Insider* August 29, 2019. <https://www.businessinsider.com/landmark-us-supreme-court-cases-2019-8>. Accessed October 9, 2020. Web.

#### Supplemental

- Oyez. <https://www.oyez.org/>. Accessed October 9, 2020. Web.

### **Time Allotment**

- Approximately 2 weeks

## **UNIT 2**

### **Introduction to Civil (Tort) Law**

#### **Unit Goals**

At the completion of this unit, students will:

- |             |  |
|-------------|--|
| INQ 9-12.1  | Explain how a question related to civil (tort) law reflects an enduring issue in the field.  |
| INQ 9-12.6  | Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. |
| CIV 9-12.1  | Distinguish the powers and responsibilities of local, state, tribal, national and international civic and political institutions.  |
| CIV 9-12.3  | Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.  |
| CIV 9-12.4  | Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.                               |
| CIV 9-12.11 | Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.  |
| CIV 9-12.12 | Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.   |

#### **Unit Essential Questions**

- What is a tort, and what are its essential elements?
- How does tort law differ from other areas of law, such as contract law or criminal law?
- What are the sources of tort law?
- What are the classifications of different torts?

#### **Scope and Sequence**

1. Definition of a tort
2. Tort law as distinguished from other areas of law
  - a. How the burden of proof differs
3. The origins of the law surrounding torts
  - a. Common law
  - b. Case law
  - c. Statutes
4. Classifications of tort law

- a. Intentional torts
  - b. Negligence
  - c. Strict liability
5. Essential elements of torts
- a. Cause of action

### **Assured Assessment**

#### Formative Assessment:

- There will be two formative assessments in this unit, one at the completion of each week. Each assessment will be writing-based, and will require students to respond to a writing prompt that includes a problem-solving exercise. Students will be required to analyze the problem, write their solution, and then share their responses with classmates in a small-group and then the whole-group setting.

#### Summative Assessment:

- Students will be given a unit quiz based on their understanding and comprehension of the background of tort law. As this unit is to establish a base of content for the remainder of the course, students will demonstrate through their performance on the quiz their mastery of the basic concepts and their application to civil law.

### **Resources**

#### Core

- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print. Chps. 1-2.

### **Time Allotment**

- Approximately 2 weeks

## **UNIT 3**

### **Intentional Torts against the Person**

#### **Unit Goals**

At the completion of this unit, students will:

- |             |   |
|-------------|---|
| INQ 9-12.6  | Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.  |
| INQ 9-12.8  | Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.  |
| INQ 9-12.9  | Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.  |
| INQ 9-12.10 | Construct arguments related to intentional torts against the person using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  |
| INQ 9-12.11 | Construct explanations related to intentional torts against the person using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). |
| INQ 9-12.13 | Critique the use of claims and evidence in arguments for credibility.   |
| CIV 9-12.10 | Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.  |
| CIV 9-12.13 | Evaluate public policies in terms of intended and unintended outcomes, and related consequences.  |

#### **Unit Essential Questions**

- What is the concept of “intent” as it relates to tort law?
- What is the doctrine of transferred intent, and what is its importance?
- What are the various intentional torts against the person: battery, assault, false imprisonment, false arrest, intentional infliction of emotional distress, malicious prosecution, and abuse of process?

## Scope and Sequence

1. The intent requirement: the desire to bring about the consequences of the act, or knowledge with substantial certainty that the consequences will flow from the act
  - a. Distinction between intent in civil law and intent in criminal law
2. The doctrine of transferred intent: when a tortfeasor intends to commit a tort against one person but in the process of committing said tort commits another tort against another
  - a. Liability to unintended plaintiff
3. Intentional torts against the person (individually)
  - a. Battery
  - b. Assault
  - c. False imprisonment
  - d. False arrest
  - e. Intentional infliction of emotional distress
  - f. Malicious prosecution
  - g. Abuse of process

## Assured Assessment

### Formative Assessment:

- There will be three formative assessments in this unit; in relation to the Scope and Sequence above, the first will assess Bullets 1 & 2, the second will assess Bullets 3a-c, and the third will assess Bullets 3d-3g. These quizzes will be in the form of fact patterns designed to assess students' ability to identify and analyze the components presented.

### Summative Assessment:

- Students will be given a unit quiz based on their understanding and comprehension of the basic elements and variations of intentional torts to the person. The summative assessment will assess students' ability to analyze all elements together to determine the presence of civil responsibility. The assessment will include but not be limited to fact pattern analysis essays for students to read and analyze.

## Resources

### Core

- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print. Chp. 3.

## Time Allotment

- Approximately 3 weeks

## UNIT 4

### Intentional Torts against Property

#### Unit Goals

At the completion of this unit, students will:

- INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9-12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- INQ 9-12.10 Construct arguments related to intentional torts against property using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9-12.11 Construct explanations related to intentional torts against property using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- INQ 9-12.13 Critique the use of claims and evidence in arguments for credibility.
- CIV 9-12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

#### Unit Essential Questions

- What is trespass to land?
- What is the common law nuisance doctrine?
- What are the key differences among conversion, trespass to chattels, and tortious interference?

- What is the prima facie tort doctrine, and what is its importance?

## Scope and Sequence

1. Intentional torts against property
  - a. Real property vs. personal property
  - b. Trespass to land: Accidental or intentional intrusion
  - c. Nuisance: Public vs. private
  - d. Conversion
  - e. Trespass to chattel
  - f. Tortious interference

## Assured Assessment

### Formative Assessment:

- At the conclusion of the first week of the unit, students will respond to a writing prompt that includes a problem-solving exercise. Students will be required to analyze the problem, write their solution, and then share their responses with classmates in a small-group and then the whole-group setting.

### Summative Assessment:

- Students will be given a comprehensive fact pattern encompassing all of the topics discussed in the unit; there will be three different versions of the fact pattern. In groups, students will respond to their unique essay questions, and then present their answers to the whole class. Groups' written answers, as well as a sample answer from the teacher, will also be shared with the whole class.

## Resources

### Core

- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print. Chp. 4.

### Supplemental

- Larson, Aaron. "Premises Liability Law." ExpertLaw, May 8, 2018. [https://www.expertlaw.com/library/premises\\_liability/premises\\_liability.html](https://www.expertlaw.com/library/premises_liability/premises_liability.html). Accessed October 9, 2020. Web.
- Larson, Aaron. "Shoplifting Laws and Punishments." ExpertLaw, May 8, 2018. <https://www.expertlaw.com/library/criminal-law/shoplifting-laws-and-punishments>. Accessed October 9, 2020. Web.

## Time Allotment

- Approximately 2 weeks

## **UNIT 5**

### **Defenses to Intentional Torts**

#### **Unit Goals**

At the completion of this unit, students will:

- |             |  |
|-------------|--|
| INQ 9-12.6  | Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.   |
| INQ 9-12.8  | Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.   |
| INQ 9-12.9  | Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.   |
| INQ 9-12.10 | Construct arguments related to defenses to intentional torts using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  |
| INQ 9-12.11 | Construct explanations related to defenses to intentional torts using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).               |
| INQ 9-12.12 | Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary). |
| INQ 9-12.13 | Critique the use of claims and evidence in arguments for credibility.  |
| CIV 9-12.10 | Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.   |
| CIV 9-12.13 | Evaluate public policies in terms of intended and unintended outcomes, and related consequences.   |

#### **Unit Essential Questions**

- What are the defenses to intentional torts?
- What are the remedies to people harmed by intentional torts?

## Scope and Sequence

1. Tort defenses
2. Differences among affirmative defense, privilege, and immunity
3. The role of consent in a defense of a tort
4. Self-defense, and defense of others
5. Defense of property
6. Necessity
7. Justification
8. Remedies available
  - a. Compensatory damages vs. punitive damages vs. pain and suffering damages
9. Mitigation of damages doctrine

## Assured Assessment

### Formative Assessment:

- Students will be provided some picture free-writes in the style of Bard College's Institute for Writing and Thinking; the pictures will be designed to elicit responses about what might be happening, including what types of torts may be being committed as well as the appropriate defenses. Students will share their responses with their classmates.

### Summative Assessment:

- Students will be given a unit quiz based on their understanding and comprehension of the collective defenses and remedies available in tort law. The quiz will include multiple-choice and short-answer questions, along with a fact pattern analysis essay for which students will read and analyze a particular situation to determine which if any defenses apply.

## Resources

### Core

- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print. Chp. 5.

### Supplemental

- "Assault and Battery: Defenses." <https://law.jrank.org/pages/4484/Assault-Battery-Defenses.html>. Accessed October 9, 2020. Web.

## Time Allotment

- Approximately 3 weeks

## **UNIT 6**

### **Negligence: The Elements of Duty of Care and Breach**

#### **Unit Goals**

At the completion of this unit, students will:

- |             |  |
|-------------|--|
| INQ 9-12.2  | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.                                 |
| INQ 9-12.6  | Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. |
| INQ 9-12.8  | Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.                                   |
| INQ 9-12.9  | Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.                                   |
| INQ 9-12.10 | Construct arguments related to negligence using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.                       |
| INQ 9-12.13 | Critique the use of claims and evidence in arguments for credibility.  |
| CIV 9-12.10 | Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.                   |
| CIV 9-12.13 | Evaluate public policies in terms of intended and unintended outcomes, and related consequences.   |

#### **Unit Essential Questions**

- What is the concept of negligence?
- What are the essential elements of the tort of negligence?
- What are the elements of duty of care, and what are the elements of breach of duty of care?

#### **Scope and Sequence**

1. The concept of the tort of negligence
2. Essential elements of the tort of negligence
  - a. Duty of care
  - b. Breach

- c. Causation
- d. Damages
3. Duty of care: To whom is it owed?
  - a. Foreseeable plaintiffs
  - b. Unforeseeable plaintiffs
  - c. Zone of danger test
4. Good Samaritan rule
5. Danger invites rescue doctrine
6. Duty owed by landholders
7. Trespasser rule
8. The attractive nuisance doctrine
9. Invitee vs. licensee
10. Res ipsa loquitur
11. Negligence per se

### **Assured Assessment**

#### Formative Assessment:

- Students will receive formative assessments throughout this unit specific to the concepts addressed. Assessments will include fact pattern analysis questions.

#### Summative Assessment:

- This unit will not include a summative assessment; the summative assessment for the next unit will be based on the material of Units 6 & 7 combined.

### **Resources**

#### Core

- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print. Chp. 6.

#### Supplemental

- *Palsgraf v. Long Island RR Co.*, 162 N.E. 99 (1928).
- “Attractive Nuisance: A More Flexible Approach. *1959 Duke Law Journal*: 137-45. <https://scholarship.law.duke.edu/dlj/vol8/iss1/9/>. Accessed October 9, 2020. Web.

### **Time Allotment**

- Approximately 2 weeks

## UNIT 7

### Negligence: The Elements of Causation and Damages

#### Unit Goals

At the completion of this unit, students will:

- INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9-12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- INQ 9-12.10 Construct arguments related to negligence using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9-12.11 Construct explanations related to negligence using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- INQ 9-12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- INQ 9-12.13 Critique the use of claims and evidence in arguments for credibility.
- CIV 9-12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9-12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9-12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**Unit Essential Questions**

- What are the elements of causation and damages as related to negligence?
- What are the key differences between fact and proximate cause?
- What are the essential elements of damages?

**Scope and Sequence**

1. The causation element
  - a. Cause in fact
  - b. Proximate cause
  - c. The eggshell doctrine
  - d. Intervening and superseding causes
2. The damage element
  - a. Avoidable consequences doctrine
  - b. Collateral source rules

**Assured Assessment****Formative Assessment:**

- Students will receive formative assessments throughout this unit specific to the concepts addressed. Assessments will include fact pattern analysis questions.

**Summative Assessment:**

- Students will be given a quiz based on their understanding and comprehension of the tort of negligence as presented in Units 6 & 7. The quiz will include multiple-choice and short-answer questions, along with two longer fact pattern analysis essay for which students will read and analyze particular situations that apply to negligence.

**Resources**Core

- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print. Chp. 7.

Supplemental

- *Castillo v. Young*, 720 N.W.2d 40 (2006).
- *The Practice*, TV show (clips).

**Time Allotment**

- Approximately 2 weeks

## **UNIT 8**

### **Defenses to Negligence, and Remedies**

#### **Unit Goals**

At the completion of this unit, students will:

- INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9-12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- INQ 9-12.10 Construct arguments related to defenses to negligence, and remedies, using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9-12.11 Construct explanations related to defenses to negligence, and remedies, using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- INQ 9-12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- INQ 9-12.13 Critique the use of claims and evidence in arguments for credibility.
- CIV 9-12.6 Critique relationships among governments, civil societies, and economic markets.
- CIV 9-12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9-12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**Unit Essential Questions**

- What is the defense of contributory negligence?
- What is the last clear chance doctrine?
- What is the defense of comparative negligence?
- What is assumption of risk?
- What is immunity, and what are its various types?
- What are the various remedies for negligence?

**Scope and Sequence**

1. Three major defenses to the tort of negligence
2. Contributory negligence
  - a. Last clear chance doctrine
3. Comparative negligence
4. Assumption of risk
  - a. Vicarious liability
5. Immunity
  - a. Absolute vs. qualified
  - b. Governmental or sovereign
6. Remedies for negligence: Damages
  - a. Compensatory
  - b. Punitive
  - c. Pain and suffering

**Assured Assessment**

## Formative Assessment:

- There will be two formative assessments in this unit, one at the completion of each week. Each assessment will be writing-based, and will require students to respond to a writing prompt that includes a problem-solving exercise. Students will be required to analyze the problem, write their solution, and then share their responses with classmates in a small-group and then the whole-group setting.

## Summative Assessment:

- Students will be given a unit quiz based on their understanding and comprehension of the background of defenses and remedies for negligence. The quiz will include multiple-choice and short-answer questions, along with a fact pattern analysis essay for which students will read and analyze a particular situation related to defenses and remedies for negligence.

## **Resources**

### Core

- Michaud, Hillary J. *Tort Law: Concepts and Applications*. 2<sup>nd</sup> ed. New York: Pearson, 2014. Print. Chp. 9.

## **Time Allotment**

- Approximately 2 weeks

**CULMINATING ACTIVITY**  
**Research Paper: Law Review Article**

Toward the end of the course, students will be introduced to a major project spanning several weeks: creation of Trumbull High School's Law Review. A portion of class time each week will be dedicated to providing students research and writing time to create a scholarly law review article on the legal topic of their choice. This law review will focus on legal issues considered of interest to young adults.

A full description and assignment rubric are in the Appendix to this Curriculum Guide.

## **COURSE CREDIT**

One-half credit in social studies  
One class period daily for a half year

## **PREREQUISITES**

None

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Social & Civic Expectations Rubric (attached)
- Honors Justice & Law Legal Writing Rubric (attached)
- Honors Justice & Law Research Paper: Law Review Article & Rubric (attached)

## Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> <li>Clearly identifying the purpose of the text</li> <li>Providing initial reaction richly supported by text</li> <li>Providing a perceptive interpretation</li> </ul>	Demonstrates understanding of text by: <ul style="list-style-type: none"> <li>Identifying the fundamental purpose of the text</li> <li>Providing initial reaction supported by text</li> <li>Providing a clear/straightforward interpretation of the text</li> </ul>	Demonstrates general understanding of text by: <ul style="list-style-type: none"> <li>Partially identifying the purpose of the text</li> <li>Providing initial reaction somewhat supported by text</li> <li>Providing a superficial interpretation of the text</li> </ul>	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> <li>Not identifying the purpose of the text</li> <li>Providing initial reaction not supported by text</li> <li>Providing an interpretation not supported by the text</li> </ul>
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> <li>Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Constructing insightful and perceptive ideas about the text.</li> <li>Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> <li>Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Summarizing main ideas of text</li> <li>Actively interpreting text by raising questions and looking for answers in text</li> </ul>	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> <li>Guided reflection and/or revision of initial understanding</li> <li>Summarizing some of the main ideas of text</li> <li>Guided interpretation of text by locating answers to given questions in text</li> </ul>	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> <li>Struggle to implement guided reflection and/or revision of initial understanding</li> <li>Struggle to summarize any main ideas of text</li> <li>Struggle to answer questions by locating responses in text</li> </ul>
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates specific connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates general connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Struggles to make connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to create a conclusion supported by the text</li> <li>Perceptive judgments about the quality of the text</li> <li>Synthesis of text</li> <li>Expression of a personal opinion</li> </ul>	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to form a conclusion from the text</li> <li>Thoughtful judgments about the quality of the text</li> <li>Evaluation of text to express personal opinion(s)</li> </ul>	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a superficial conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>

## Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a purpose</li> <li>Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a purpose</li> <li>Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Does not establish a clear purpose</li> <li>Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>Reflects sophisticated organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a clear focus</li> <li>Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a focus</li> <li>Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some organization throughout</li> <li>Demonstrates logical progression of ideas at times</li> <li>Maintains a vague focus</li> <li>May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little/no organization</li> <li>Lacks logical progression of ideas</li> <li>Maintains little/no focus</li> <li>Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>Is accurate, explicit, and vivid</li> <li>Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is accurate and relevant</li> <li>Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>May contain some inaccuracies</li> <li>Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is inaccurate and unclear</li> <li>Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>Demonstrates excellent use of language</li> <li>Demonstrates a highly effective use of standard writing that enhances communication</li> <li>Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent use of language</li> <li>Demonstrates effective use of standard writing conventions</li> <li>Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of language</li> <li>Demonstrates use of standard writing conventions</li> <li>Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited competency in use of language</li> <li>Demonstrates limited use of standard writing conventions</li> <li>Contains errors that make it difficult to determine meaning</li> </ul>

## Trumbull High School School-Wide Social and Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> <li>• Highly self-directed</li> <li>• Consistently displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally self-directed</li> <li>• At times displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely self-directed</li> <li>• Seldom displays ethical conduct in the classroom and on campus</li> </ul>
Respects Others X_____	<ul style="list-style-type: none"> <li>• Sensitive and considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• At times considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Insensitive to others</li> </ul>
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> <li>• Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner</li> </ul>	<ul style="list-style-type: none"> <li>• Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted</li> </ul>	<ul style="list-style-type: none"> <li>• At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates intolerance and lacks social interaction skills</li> </ul>
Cultural Understanding X_____	<ul style="list-style-type: none"> <li>• Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>

## Honors Justice & Law Legal Writing Rubric

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_

	<b>Exemplary (4 points)</b> Advanced work for a high school student. Work would require very little revision if any at all.	<b>Competent (3 points)</b> Proficient work for a high school student. Work may require revision.	<b>Developing (2-1 points)</b> Work needs additional content or skills to be proficient.
<b>Legal Analysis Skills: Questions/Summary/Facts</b>			
<b>Question Presented</b>	Includes clear identification of legal issues presented with clarity and substantial legal references.	Includes identification of legal issues with some clarity and some legal references.	Identification of legal issues is sparse, lacks clarity, and/or legal references are missing.
<b>Summary</b>	Reaches clear conclusion on legal issues presented using proper legal analysis. Facts used are on point and directly support the conclusion.	Reaches conclusion on legal issues presented using legal analysis. Facts used are generally on point and directly support the conclusion.	Comes to a vague and ambiguous conclusion. Facts do not support the conclusion.
<b>Facts</b>	Includes and logically organizes all material facts, including facts supporting both argument and counterargument.	Includes and organizes most material facts, including facts pertinent to argument and counterargument.	No or few material facts are included.
<b>Legal Writing</b>			
<b>Organization</b>	Document follows requested format, with paragraphs effectively organized and well-ordered to communicate logical progression; uses proper legal thesis and topic sentences.	Document follows requested format, with paragraph organization and order usually effective; uses effective thesis and topic sentences.	Document does not follow requested format, and/or paragraph organization and order are ineffective; thesis and topic sentences are generally missing or ineffective.
<b>Writing Style and Persuasiveness</b>	Writing is concise and uses nearly error-free mechanics, proper grammar, and fluidity for reading; uses facts and arguments to provide persuasiveness.	Writing is concise, with few errors and generally fluid reading; uses facts and arguments to provide persuasiveness.	Writing is only somewhat concise; many errors with grammar create lack of fluidity for reading; uses few or no facts, and little or no argument, to provide persuasiveness.

**Assignment Total Points:** \_\_\_\_\_

## Honors Justice & Law Research Paper: Law Review Article

**BACKGROUND:** As part of your final grade we are going to create Trumbull High School's Law Review. A law review is a scholarly journal focusing on legal issues that are prevalent in our society. The THS Law Review is going to be tailored to focus on young adults and their interaction with laws. Articles will focus on various legal topics that would be considered of interest to young adults.

### INSTRUCTIONS/TASKS/DUE DATES:

- (1) First and foremost you must pick a **topic** to write about. Before you pick your topic, you must complete some basic research to determine if there is adequate evidence and information to support it. Once this has been conducted, you must submit a typed proposal to me for review. Only after review and discussion with me will your topic be finalized.

**SUGGESTION:** Research and submit more than one topic.

**DUE DATE:** \_\_\_\_\_

- (2) Once your topic has been approved and finalized, you must work to develop a **thesis statement**. A thesis statement:
- Tells the reader how you will interpret the significance of the subject matter under discussion.
  - Is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
  - Makes a claim that others might dispute.
  - Is usually, but not always, a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, proves your thesis to the reader with strong, sufficient evidence that is well-organized.

**DUE DATE:** \_\_\_\_\_

- (3) **Works Consulted and Research . . . Research . . . Research!** This article is going to require extensive research. You need to use the tools that have been provided to you by the THS Learning Commons. You will not be able to prepare this paper with a couple of sources. You are going to need many sources. Research will be checked frequently to ensure that you are on task and on the right track. You must consult and document a minimum of 10 resources. You need to provide a detailed summary of those resources. This can be in a Google Doc or using one of the organizers provided.

**DUE DATE:** \_\_\_\_\_

- (4) **Outline.** You must prepare an outline that addresses how you plan to attack your thesis statement.

**DUE DATE:** \_\_\_\_\_

(5A) **Completed Works Cited** page with a minimum of **five (5) sources**

**DUE DATE:** \_\_\_\_\_

(5B) **First Draft**. You must complete a rough draft.

**DUE DATE:** \_\_\_\_\_

(6) **Final Rough Draft** for revision

**DUE DATE:** \_\_\_\_\_

(7) **Final Draft**

**DUE DATE:** \_\_\_\_\_

**\* Dates are subject to change.**

**\*\* Rubric is attached.**

**Honors Justice & Law  
Research Paper: Law Review Article Rubric**

<b>Task</b>	<b>Due Date</b>	<b>Points Possible</b>	<b>Points Earned</b>
Final Thesis Statement		10	
Outline		15	
Works Consulted List and Research		20	
Completed Works Cited		10	
First Draft		20	
Final Rough Draft for revisions		25	
<b>Final Draft</b> <ul style="list-style-type: none"> <li>• Paper includes a clear thesis statement. (10)</li> <li>• Paper fully addresses the thesis statement and uses relevant and detailed evidence to support the opinion. (40)</li> <li>• Paper is fluent and well-organized. (25)</li> <li>• Paper has been proofread for mechanical and grammatical errors. (15)</li> <li>• Proper Works Cited page includes minimum 5 sources. (10)</li> </ul>		100	
<b>Total Points/Grade*</b>		<b>200</b>	

\* All 200 points will be reflected on the 4<sup>th</sup> Marking Period grade.

Paper Specifics:

- Length: Your paper must be at least 5 pages in length. The Works Cited page DOES NOT count as a page.
- Spacing/Margins: Double-spaced (no larger), with 1-inch margins (no larger).
- Font: Times New Roman font, 12 point (no larger).
- Style: MLA