



**Essential Outcomes Chart: What is it we expect students to learn?**

| Grade:                                       | Subject:   | Staff Members:   | Amanda Paiva (3)  | Dino Wilson (2)                    | Darren Spellman (1)  |  |
|--|--|--|---|------------------------------------|--|--|
| 10-12  | Law & Society  | # of Sections Taught in Parentheses  |   |                                    |  |  |
| Skills                                       | Example Rigor  | Prerequisite Skills  | Common Assessment   | When Taught?                       | Extension Standards  |  |
| What are the essential skills to be learned? | What does proficient student work look like? Provide an example and/or description.          | What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard? | What assessment(s) will be used to measure student mastery?   | When will this standard be taught? | What will we do when students have learned the essential standard(s)?  |  |
| <b>Reading</b>                               | Students will be able to mark the text of a given source and critically analyze said source. | Vocabulary<br>- Primary source<br>- Bias<br>- Context<br>Skills<br>- Marking the text                | Students will read excerpts of a speech, mark the text, and then use critical thinking skills to answer some questions about said speech.<br><a href="#">Assessment</a> | <b>Unit 1</b>                      | Continuously refer back to skills used in this assessment. Add rigor to critical thinking skills and ability to analyze primary and secondary sources. |  |
| <b>Evidence</b>                              | Students will be able to analyze an argument and what gives an argument a                    | Vocabulary<br>- Primary source<br>- Secondary source<br>- Bias<br>- Context                          | A condensed opening statement from a trial. Have students identify the bias and whether it's a primary or secondary   | <b>Unit 2(midterm)</b>             | Continue to extend students' critical thinking. Encouraging students to see and understand bias and how to express their                               |  |

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|                       |  |  |  |                             |  |
|-----------------------|--|--|--|-----------------------------|--|
|                       | <p>strong claim and effective evidence for court cases and various points of view and consider: bias, corroboration, and primary versus secondary sources.</p>                                 | <p>Skills</p> <ul style="list-style-type: none"> <li>- Corroboration</li> <li>- Critical Thinking</li> <li>- Marking the text</li> </ul> | <p>source, any corroboration visible and whether the argument is strong or not and why.</p>                            |                             | <p>understanding of the bias and the source verbally, as well as in writing.</p> |
| <p><b>Writing</b></p> | <p>Students will be able to effectively argue for a side(prosecution or defence) of a landmark case by developing an argument with a clear claim which is supported by effective evidence.</p> |  | <p>Complete activities/assignments for a landmark case, then write an argument for or against using the 4P system.</p> | <p><b>Unit 4(Final)</b></p> |  |

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