Intro to Law — Unit 11

Families, minors and privacy

Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Student copy. Parent-paced. No private answer keys. Use extra paper for full explanations. All optional oral tasks have equal written or parent-observed alternatives.

101. Legal relationships and neutral terminology

intro-law-l101 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply legal relationships and neutral terminology to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner’s family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student’s parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today’s focus — Legal relationships and neutral terminology
A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family’s status or treating one family structure as morally superior.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional article uses conservatorship and possession schedule as if they were identical.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional plan separately names who makes an education decision and where a child spends a holiday. The clauses answer different questions. A general relationship label alone cannot replace either clause. Read the actual terms without asking learners to describe their own households or predict a real custody outcome.

Numbered assignment

1. Fact discipline — Legal relationships and neutral terminology: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional article uses conservatorship and possession schedule as if they were identical.

intro-law-l101-q01

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2. Principle check: Restate the distinction taught in Legal relationships and neutral terminology in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l101-q02

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3. Apply the original record: A fictional article uses conservatorship and possession schedule as if they were identical.
Question: What distinction should the editor explain? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l101-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The article adds the precise fictional order’s separate decision and scheduling clauses.
Explain how the analysis changes and what remains unresolved.

intro-law-l101-q04

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5. Source card exercise: For Legal relationships and neutral terminology, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l101-q05

6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Legal relationships and neutral terminology issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l101-q06

Optional guided retry

Optional guided retry for Legal relationships and neutral terminology:
A fictional article uses conservatorship and possession schedule as if they were identical.
Read this principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Legal relationships and neutral terminology:
Original: A fictional article uses conservatorship and possession schedule as if they were identical.
Changed fact: The article adds the precise fictional order's separate decision and scheduling clauses.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
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Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

102. Joint decision making is not automatically equal time

intro-law-l102 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply joint decision making is not automatically equal time to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Joint decision making is not automatically equal time
Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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Worked teaching example

A supplied joint-management plan expressly assigns an unequal time schedule. Sharing decision responsibility does not logically require half the physical time. In the exercise, the actual schedule supplies the time arrangement. If an equal schedule were stated, it would come from those terms, not automatically from the word joint.

Numbered assignment

1. Fact discipline — Joint decision making is not automatically equal time: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.

intro-law-l102-q01

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2. Principle check: Restate the distinction taught in Joint decision making is not automatically equal time in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l102-q02

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3. Apply the original record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Question: Identify the unsupported inference. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l102-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The order itself expressly provides an equal-time schedule.
Explain how the analysis changes and what remains unresolved.

intro-law-l102-q04

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5. Source card exercise: For Joint decision making is not automatically equal time, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l102-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Joint decision making is not automatically equal time issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l102-q06

Optional guided retry

Optional guided retry for Joint decision making is not automatically equal time:
A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Read this principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Joint decision making is not automatically equal time:
Original: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Changed fact: The order itself expressly provides an equal-time schedule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
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Supplied offline source card
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Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

103. Rights and responsibilities are distinct categories

intro-law-l103 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply rights and responsibilities are distinct categories to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Rights and responsibilities are distinct categories
Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional adult says disagreement about a visit means every independent support obligation disappears.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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Worked teaching example

A fictional order contains an information-sharing duty and a separate payment duty. A dispute about one does not automatically erase the other. Each obligation and any lawful modification must be analyzed on its own terms. This model does not authorize self-help or determine an actual family obligation.

Numbered assignment

1. Fact discipline — Rights and responsibilities are distinct categories: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.

intro-law-l103-q01

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2. Principle check: Restate the distinction taught in Rights and responsibilities are distinct categories in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l103-q02

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3. Apply the original record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Question: Why is that conclusion not supported by the stated disagreement? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l103-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A lawful modified order specifically changes an obligation prospectively.
Explain how the analysis changes and what remains unresolved.

intro-law-l103-q04

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5. Source card exercise: For Rights and responsibilities are distinct categories, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l103-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Rights and responsibilities are distinct categories issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

Optional guided retry

Optional guided retry for Rights and responsibilities are distinct categories:
A fictional adult says disagreement about a visit means every independent support obligation disappears.
Read this principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Rights and responsibilities are distinct categories:
Original: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Changed fact: A lawful modified order specifically changes an obligation prospectively.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
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Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
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Source type: official-government-explanatory-overview
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Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
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Jurisdiction/scope: US federal primary constitutional text
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Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

104. Best interests and reasoned fact analysis

intro-law-l104 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply best interests and reasoned fact analysis to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Best interests and reasoned fact analysis
Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student's personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Independent fictional example: Dev's school starts at 8 am. Cedar's route is ten minutes and Elm's is twenty; both have transport. Cedar is available after school Tuesday, and Elm Thursday; an agreed supervised program covers other days. These are individualized travel and care facts, unlike a job-title stereotype. Compare whether each proposed plan gets Dev to school and supplies care, then identify missing legal criteria, safety and other relevant facts. The shorter journey alone does not determine a best-interest outcome. This is issue analysis, not a real custody prediction or a preferred family schedule.

Numbered assignment

1. Fact discipline — Best interests and reasoned fact analysis: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.

intro-law-l104-q01

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2. Principle check: Restate the distinction taught in Best interests and reasoned fact analysis in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l104-q02

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3. Apply the original record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Question: What is wrong with the reasoning? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l104-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash’s route is 12 minutes and Brook’s is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.
Explain how the analysis changes and what remains unresolved.

intro-law-l104-q04

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5. Source card exercise: For Best interests and reasoned fact analysis, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l104-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Best interests and reasoned fact analysis issue for a new reader.

Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l104-q06

Optional guided retry

Optional guided retry for Best interests and reasoned fact analysis:
In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Read this principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Best interests and reasoned fact analysis:
Original: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Changed fact: Replace the job-title stereotype with this neutral fictional record:River starts school at8:30am;Ash’s route is12minutes and Brook’s is25minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday;Brook is available Tuesday/Thursday;an agreed fictional supervised program covers Friday. No safety,preference,health or other legal-standard facts are supplied. These facts are for comparing logistical questions,not choosing a real custody outcome.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

105. Orders, agreements and modification

intro-law-l105 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply orders, agreements and modification to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Orders, agreements and modification
A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A private draft proposes changing a fictional schedule next month. Until authorized modification is established, it is a proposal rather than proof that a court order changed. A later lawful revised order with an effective date would be different evidence. No real form, signature or submission is needed.

Numbered assignment

1. Fact discipline — Orders, agreements and modification: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as

appropriate; explain why the distinction matters.
Record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.

intro-law-l105-q01

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2. Principle check: Restate the distinction taught in Orders, agreements and modification in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l105-q02

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3. Apply the original record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Question: What legal steps and authority have not been established? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l105-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The exercise supplies a lawful revised order with a specified effective date.
Explain how the analysis changes and what remains unresolved.

intro-law-l105-q04

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5. Source card exercise: For Orders, agreements and modification, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l105-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Orders, agreements and modification issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l105-q06

Optional guided retry

Optional guided retry for Orders, agreements and modification:
A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Read this principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Orders, agreements and modification:
Original: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Changed fact: The exercise supplies a lawful revised order with a specified effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

106. Protecting sensitive records

intro-law-l106 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

Explain and apply protecting sensitive records to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Protecting sensitive records
Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone's personal history.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A class project proposes uploading a real family order with addresses and a child's birth date.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A classroom uses Record A with invented clauses rather than a real child's name, address and birth date. The legal distinction can still be analyzed. Removing unnecessary identifiers protects privacy without lowering the reasoning goal. If family characters are unwelcome, a neutral planning-board analogy can preserve the same authority-versus-schedule comparison.

Numbered assignment

1. Fact discipline — Protecting sensitive records: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A class project proposes uploading a real family order with addresses and a child’s birth date.

intro-law-l106-q01

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2. Principle check: Restate the distinction taught in Protecting sensitive records in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l106-q02

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3. Apply the original record: A class project proposes uploading a real family order with addresses and a child’s birth date.
Question: Design a safer alternative that preserves the learning goal. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l106-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A learner prefers not to use family characters at all.
Explain how the analysis changes and what remains unresolved.

intro-law-l106-q04

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5. Source card exercise: For Protecting sensitive records, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l106-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Protecting sensitive records issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l106-q06

Optional guided retry

Optional guided retry for Protecting sensitive records:
A class project proposes uploading a real family order with addresses and a child’s birth date.
Read this principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Protecting sensitive records:
Original: A class project proposes uploading a real family order with addresses and a child’s birth date.
Changed fact: A learner prefers not to use family characters at all.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

107. Project 11: Families, minors and privacy

intro-law-l107 | suggested week 22 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe families, minors and privacy project using six specified deliverables.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Project brief: Create an anonymous fictional family-information explainer or neutral planning-board equivalent. Separate authority, scheduling and independent duties; correct the equal-time misconception and create a privacy checklist using no real records.

Build an educational artifact by organizing facts before recommending anything. A chart should label its columns; a map should explain its symbols; a memo should separate issue, rule, application and conclusion. If a fact is absent, write unknown rather than fill it in. A polished appearance never substitutes for accurate reasoning.

Complete fictional fact bank:
Case 1 — Legal relationships and neutral terminology
Principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
Original record: A fictional article uses conservatorship and possession schedule as if they were identical.
Changed record: The article adds the precise fictional order's separate decision and scheduling clauses.

Case 2 — Joint decision making is not automatically equal time
Principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Original record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Changed record: The order itself expressly provides an equal-time schedule.

Case 3 — Rights and responsibilities are distinct categories
Principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Original record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Changed record: A lawful modified order specifically changes an obligation prospectively.

Case 4 — Best interests and reasoned fact analysis
Principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student's personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Original record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Changed record: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash's route is 12 minutes and Brook's is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.

Case 5 — Orders, agreements and modification
Principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Original record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Changed record: The exercise supplies a lawful revised order with a specified effective date.

Case 6 — Protecting sensitive records
Principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone's personal history.
Original record: A class project proposes uploading a real family order with addresses and a child's birth date.
Changed record: A learner prefers not to use family characters at all.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional plan separately names who makes an education decision and where a child spends a holiday. The clauses answer different questions. A general relationship label alone cannot replace either clause. Read the actual terms without asking learners to describe their own households or predict a real custody outcome.

Numbered assignment

1. Create authority/schedule/duty columns for the supplied fictional order clauses or planning-board analogy.

intro-law-l107-q01

2. Correct the joint-means-half-time claim.

intro-law-l107-q02

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3. Explain why a scheduling dispute does not automatically erase support duties.

intro-law-l107-q03

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4. Replace the job-title stereotype with relevant individualized questions.

intro-law-l107-q04

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5. Distinguish a private proposed schedule from a lawful modified order.

intro-law-l107-q05

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6. Design a privacy panel and a non-family alternative.

intro-law-l107-q06

Optional guided retry

Optional guided retry for Project 11: Families, minors and privacy:
A fictional article uses conservatorship and possession schedule as if they were identical.
Read this principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Project 11: Families, minors and privacy:
Original: A fictional article uses conservatorship and possession schedule as if they were identical.
Changed fact: The article adds the precise fictional order's separate decision and scheduling clauses.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
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Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

108. Spiral lab 11: facts,rules and changed conditions

intro-law-l108 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 11 connects current concepts with earlier reasoning. Try recalling the distinction before rereading the printed principle; then revise using it. Retrieval is practice, not a memory contest. Explain why the changed fact matters rather than only changing the answer.

Current unit context: Family law concerns legal relationships, duties and court orders, not judgments about a learner’s family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student’s parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

For each task, the complete principle, original record and changed fact appear in the question. No earlier assignment or outside website is needed.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional order contains an information-sharing duty and a separate payment duty. A dispute about one does not automatically erase the other. Each obligation and any lawful modification must be analyzed on its own terms. This model does not authorize self-help or determine an actual family obligation.

Numbered assignment

1. Retrieval connection from unit 11, Legal relationships and neutral terminology:
Principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family’s status or treating one family structure as morally superior.
Record: A fictional article uses conservatorship and possession schedule as if they were identical.
Change: The article adds the precise fictional order’s separate decision and scheduling clauses.

Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l108-q01

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2. Retrieval connection from unit 11, Best interests and reasoned fact analysis:
Principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Change: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash’s route is 12 minutes and Brook’s is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l108-q02

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3. Retrieval connection from unit 10, Permissions, licenses and boundaries:
Principle: Permission can be limited by purpose, time or place. A license to use property is not necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.
Record: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Change: The owner expressly adds greenhouse access for a specified visit.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l108-q03

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4. Retrieval connection from unit 10, Deposits and ordinary wear:
Principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
Record: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Change: Before-and-after records show the door was already broken.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l108-q04

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5. Retrieval connection from unit 8, Consideration and gift promises:
Principle: Consideration concerns a bargained-for exchange, not merely kindness or a promise’s importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.
Record: A fictional adult promises another adult a free souvenir next week without asking for anything in

return.
Change: The promise instead exchanges the souvenir for a specified delivery service.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l108-q05

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6. Retrieval connection from unit 1, Educational information is not representation:
Principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.
Record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Change: Instead the student creates a general source list with no recommendation about the neighbor’s case.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l108-q06

Optional guided retry

Optional guided retry for Spiral lab 11: facts,rules and changed conditions:
A fictional adult says disagreement about a visit means every independent support obligation disappears.
Read this principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Spiral lab 11: facts,rules and changed conditions:
Original: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Changed fact: A lawful modified order specifically changes an obligation prospectively.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Renter's Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app's type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

109. Unit 11 review: Families, minors and privacy

intro-law-l109 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Review method: A conclusion is only as strong as its rule and factual support. At each station, identify the editor's overclaim, replace it with a supported statement, and explain the limit. Revisit any station that mixes an allegation with a finding or a model with actual law. Use source cards to check scope, not to collect personal information. The station records are fully printed below.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A private draft proposes changing a fictional schedule next month. Until authorized modification is established, it is a proposal rather than proof that a court order changed. A later lawful revised order with an effective date would be different evidence. No real form, signature or submission is needed.

Numbered assignment

1. Review station 1 — Legal relationships and neutral terminology
Principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
Record: A fictional article uses conservatorship and possession schedule as if they were identical.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What distinction should the editor explain? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q01

2. Review station 2 — Joint decision making is not automatically equal time
Principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the unsupported inference. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q02

3. Review station 3 — Rights and responsibilities are distinct categories
Principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is that conclusion not supported by the stated disagreement? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q03

4. Review station 4 — Best interests and reasoned fact analysis
Principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What is wrong with the reasoning? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q04

5. Review station 5 — Orders, agreements and modification
Principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What legal steps and authority have not been established? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q05

6. Review station 6 — Protecting sensitive records
Principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
Record: A class project proposes uploading a real family order with addresses and a child’s birth date.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Design a safer alternative that preserves the learning goal. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q06

Optional guided retry

Optional guided retry for Unit 11 review: Families, minors and privacy:
A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Read this principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 11 review: Families, minors and privacy:
Original: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Changed fact: The exercise supplies a lawful revised order with a specified effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)

Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

110. Unit 11 assessment: Families, minors and privacy

intro-law-l110 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

Integrate unit rules, facts, source limits and fair counterarguments.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Assessment directions: This is an open-resource application assessment. The principles and fictional records are supplied in the questions so that access to a website or earlier paperwork is unnecessary. Work independently at first if appropriate; then a parent may discuss reasoning and invite a correction. Label any assistance. Use IRAC where requested, show units in calculations, and distinguish a supplied rule from an actual legal claim. There is no assigned pass threshold or fixed deadline. The parent may split a longer assessment across sessions.

Reasoning example below is separate from the assessment records; use its method, not an unsupported outcome.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A supplied joint-management plan expressly assigns an unequal time schedule. Sharing decision responsibility does not logically require half the physical time. In the exercise, the actual schedule supplies the time arrangement. If an equal schedule were stated, it would come from those terms, not automatically from the word joint.

Numbered assignment

1. Assessment record — unit 11, Legal relationships and neutral terminology
Supplied principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating

one family structure as morally superior.
Original facts: A fictional article uses conservatorship and possession schedule as if they were identical.
Assessment change: The article adds the precise fictional order’s separate decision and scheduling clauses.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q01

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2. Assessment record — unit 11, Joint decision making is not automatically equal time
Supplied principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Original facts: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Assessment change: The order itself expressly provides an equal-time schedule.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q02

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3. Assessment record — unit 11, Rights and responsibilities are distinct categories
Supplied principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Original facts: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Assessment change: A lawful modified order specifically changes an obligation prospectively.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q03

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4. Assessment record — unit 11, Best interests and reasoned fact analysis
Supplied principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Original facts: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Assessment change: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash’s route is 12 minutes and Brook’s is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q04

5. Assessment record — unit 11, Orders, agreements and modification
Supplied principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Original facts: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Assessment change: The exercise supplies a lawful revised order with a specified effective date.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q05

6. Assessment record — unit 11, Protecting sensitive records
Supplied principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
Original facts: A class project proposes uploading a real family order with addresses and a child’s birth date.
Assessment change: A learner prefers not to use family characters at all.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q06

7. Comparison task: Use these two records.
A: A fictional article uses conservatorship and possession schedule as if they were identical.
A principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family’s status or treating one family structure as morally superior.
B: A class project proposes uploading a real family order with addresses and a child’s birth date.
B principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l110-q07

8. Research-limits task: For the changed record in Rights and responsibilities are distinct categories, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Change: A lawful modified order specifically changes an obligation prospectively.

intro-law-l110-q08

Optional guided retry

Optional guided retry for Unit 11 assessment: Families, minors and privacy:
A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Read this principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 11 assessment: Families, minors and privacy:
Original: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Changed fact: The order itself expressly provides an equal-time schedule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.