Intro to Law — Unit 6

Criminal law, proof and young people

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.

51. Elements: every required part matters

intro-law-l051 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply elements: every required part matters to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Elements: every required part matters
An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.

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: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.

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

Model offense: intentionally moving another’s equipment without permission. A caretaker has express permission to move it. The no-permission condition is contradicted by that fact. Moving equipment alone

therefore does not establish every model element; the model is not an assertion that every real statute uses these exact words.

Numbered assignment

1. Fact discipline — Elements: every required part matters: 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: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.

intro-law-l051-q01

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2. Principle check: Restate the distinction taught in Elements: every required part matters 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-l051-q02

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3. Apply the original record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Question: Which required element is not supported? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l051-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Permission is limited to one hour and the return circumstances are disputed.
Explain how the analysis changes and what remains unresolved.

intro-law-l051-q04

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5. Source card exercise: For Elements: every required part matters, 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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l051-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 Elements: every required part matters 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-l051-q06

Optional guided retry

Optional guided retry for Elements: every required part matters:
Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Read this principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
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 Elements: every required part matters:
Original: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Changed fact: Permission is limited to one hour and the return circumstances are disputed.
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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
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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
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
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Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
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Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty roleplay.
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.
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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.

52. Mental states are not all the same

intro-law-l052 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply mental states are not all the same to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Mental states are not all the same
Intent, knowledge, recklessness and negligence have distinct legal meanings under governing statutes. Do not infer a required mental state solely from harm. A simulation must state which mental state it requires and what evidence might support it.

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 model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.

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 rule requires knowing possession of another’s labeled item. A participant mistakenly picks up an identical unmarked item believing it their own. The belief fact matters to knowledge. The mistake does not automatically settle every real legal theory, but harm or possession alone cannot replace the stated mental-state inquiry.

Numbered assignment

1. Fact discipline — Mental states are not all the same: 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 model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.

intro-law-l052-q01

2. Principle check: Restate the distinction taught in Mental states are not all the same 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-l052-q02

3. Apply the original record: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Question: Why does the belief fact matter? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l052-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A clear name tag and a message admitting awareness are added.
Explain how the analysis changes and what remains unresolved.

intro-law-l052-q04

5. Source card exercise: For Mental states are not all the same, 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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l052-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 Mental states are not all the same 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-l052-q06

Optional guided retry

Optional guided retry for Mental states are not all the same:
A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.

Read this principle: Intent, knowledge, recklessness and negligence have distinct legal meanings under governing statutes. Do not infer a required mental state solely from harm. A simulation must state which mental state it requires and what evidence might support it.
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 Mental states are not all the same:
Original: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Changed fact: A clear name tag and a message admitting awareness are added.
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
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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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Jurisdiction/scope: Texas official judiciary
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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.

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53. Probable cause is not conviction

intro-law-l053 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply probable cause is not conviction to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Probable cause is not conviction
Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.

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 news report says a charge proves guilt because a preliminary hearing occurred.

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 preliminary determination permits a case to proceed. That is not a trial finding of guilt. The later trial still has its own government burden on all required elements. Do not convert a preliminary threshold into a numerical version of reasonable doubt or a statement that conviction is inevitable.

Numbered assignment

1. Fact discipline — Probable cause is not conviction: 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 news report says a charge proves guilt because a preliminary hearing occurred.

intro-law-l053-q01

2. Principle check: Restate the distinction taught in Probable cause is not conviction 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-l053-q02

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3. Apply the original record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Question: Identify the conflated stages. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l053-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A trial later ends in acquittal.
Explain how the analysis changes and what remains unresolved.

intro-law-l053-q04

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5. Source card exercise: For Probable cause is not conviction, 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.

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Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l053-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 Probable cause is not conviction 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-l053-q06

Optional guided retry

Optional guided retry for Probable cause is not conviction:
A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Read this principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.

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 Probable cause is not conviction:
Original: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Changed fact: A trial later ends in acquittal.
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://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
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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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Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
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54. Counsel, silence and fair participation

intro-law-l054 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply counsel, silence and fair participation to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Counsel, silence and fair participation
The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.

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 mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.

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 learner analyzes a supplied fictional record without playing an accused person. The same burden and rights questions can be studied without personal admissions or an interrogation reenactment. Educational access does not require disclosure. A hypothetical accused’s silence is not a classroom shortcut around the government’s required proof.

Numbered assignment

1. Fact discipline — Counsel, silence and fair participation: 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 mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.

intro-law-l054-q01

2. Principle check: Restate the distinction taught in Counsel, silence and fair participation 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-l054-q02

3. Apply the original record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Question: What rights and burden concerns should the class identify? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l054-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The assignment instead allows analysis from supplied facts without roleplaying the accused.
Explain how the analysis changes and what remains unresolved.

intro-law-l054-q04

5. Source card exercise: For Counsel, silence and fair participation, 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.

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intro-law-l054-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 Counsel, silence and fair participation 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-l054-q06

Optional guided retry

Optional guided retry for Counsel, silence and fair participation:
A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.

Read this principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
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 Counsel, silence and fair participation:
Original: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Changed fact: The assignment instead allows analysis from supplied facts without roleplaying the accused.
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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Jurisdiction/scope: US federal judiciary official overview
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Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty roleplay.
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.

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.

55. Stages and neutral vocabulary

intro-law-l055 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply stages and neutral vocabulary to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Stages and neutral vocabulary
Investigation, charging, arraignment, plea, trial and sentencing have different functions. Not every case follows an identical route, and not every accused person is convicted. Use charged, alleged and convicted accurately; sentencing follows the necessary legal determination, not an accusation alone.

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 timeline lists accusation, automatic sentence, then trial.

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 timeline shows charge, lawful plea proceeding and later sentencing. A contested trial need not appear after a valid guilty plea, but legal safeguards still matter. The charge alone did not supply a sentence. This distinguishes procedural functions without predicting the result or penalty in an actual case.

Numbered assignment

1. Fact discipline — Stages and neutral vocabulary: 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 timeline lists accusation, automatic sentence, then trial.

intro-law-l055-q01

2. Principle check: Restate the distinction taught in Stages and neutral vocabulary 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-l055-q02

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3. Apply the original record: A timeline lists accusation, automatic sentence, then trial.
Question: What sequencing misconception should be corrected? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l055-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A valid guilty plea is supplied instead of a contested trial.
Explain how the analysis changes and what remains unresolved.

intro-law-l055-q04

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5. Source card exercise: For Stages and neutral vocabulary, 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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l055-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 Stages and neutral vocabulary 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-l055-q06

Optional guided retry

Optional guided retry for Stages and neutral vocabulary:
A timeline lists accusation, automatic sentence, then trial.
Read this principle: Investigation, charging, arraignment, plea, trial and sentencing have different functions. Not every case follows an identical route, and not every accused person is convicted. Use charged, alleged and convicted accurately; sentencing follows the necessary legal determination, not an accusation alone.

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 Stages and neutral vocabulary:
Original: A timeline lists accusation, automatic sentence, then trial.
Changed fact: A valid guilty plea is supplied instead of a contested trial.
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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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 Court of Criminal Appeals: About
Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty roleplay.
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.

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.

56. Juvenile justice and confidentiality

intro-law-l056 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

Explain and apply juvenile justice and confidentiality to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Juvenile justice and confidentiality
Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.

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 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.

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 youth record is anonymized and marked for specialized juvenile-law research. That respects the fact that age may change procedure, confidentiality and available responses. It does not prove the accusation true or erase due process. Adult charts are not automatically controlling merely because the alleged act looks similar.

Numbered assignment

1. Fact discipline — Juvenile justice and confidentiality: 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 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.

intro-law-l056-q01

2. Principle check: Restate the distinction taught in Juvenile justice and confidentiality 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-l056-q02

3. Apply the original record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Question: Why are both steps problematic for this exercise? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l056-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The case involves an adult instead.
Explain how the analysis changes and what remains unresolved.

intro-law-l056-q04

5. Source card exercise: For Juvenile justice and confidentiality, 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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l056-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 Juvenile justice and confidentiality 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-l056-q06

Optional guided retry

Optional guided retry for Juvenile justice and confidentiality:
A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and

posts the child’s identity.
Read this principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
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 Juvenile justice and confidentiality:
Original: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Changed fact: The case involves an adult instead.
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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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 Court of Criminal Appeals: About
Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty roleplay.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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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.

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.

57. Project 6: Criminal law, proof and young people

intro-law-l057 | suggested week 12 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe criminal law, proof and young people project using six specified deliverables.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Project brief: Construct a non-graphic fictional bicycle-case analysis. Create an elements chart, identify facts supporting and undermining knowledge, label each procedural stage and prepare a neutral statement respecting the presumption of innocence. No real interviews or personal disclosures.

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 — Elements: every required part matters
Principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Original record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Changed record: Permission is limited to one hour and the return circumstances are disputed.

Case 2 — Mental states are not all the same
Principle: Intent, knowledge, recklessness and negligence have distinct legal meanings under governing statutes. Do not infer a required mental state solely from harm. A simulation must state which mental state it requires and what evidence might support it.
Original record: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Changed record: A clear name tag and a message admitting awareness are added.

Case 3 — Probable cause is not conviction
Principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Original record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Changed record: A trial later ends in acquittal.

Case 4 — Counsel, silence and fair participation
Principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.

Original record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Changed record: The assignment instead allows analysis from supplied facts without roleplaying the accused.

Case 5 — Stages and neutral vocabulary
Principle: Investigation, charging, arraignment, plea, trial and sentencing have different functions. Not every case follows an identical route, and not every accused person is convicted. Use charged, alleged and convicted accurately; sentencing follows the necessary legal determination, not an accusation alone.
Original record: A timeline lists accusation, automatic sentence, then trial.
Changed record: A valid guilty plea is supplied instead of a contested trial.

Case 6 — Juvenile justice and confidentiality
Principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Original record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Changed record: The case involves an adult instead.

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

Model offense: intentionally moving another’s equipment without permission. A caretaker has express permission to move it. The no-permission condition is contradicted by that fact. Moving equipment alone therefore does not establish every model element; the model is not an assertion that every real statute uses these exact words.

Numbered assignment

1. Build the bicycle offense’s conduct/mental-state/permission chart.

intro-law-l057-q01

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2. Create supporting/undermining-knowledge rows for the identical bags.

intro-law-l057-q02

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3. Draw a charge-to-adjudication timeline without automatic sentencing.

intro-law-l057-q03

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4. Explain probable cause versus trial proof without percentages.

intro-law-l057-q04

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5. Write a neutral statement about silence and counsel.

intro-law-l057-q05

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6. Add a juvenile-research and privacy notice for the fictional 14-year-old.

intro-law-l057-q06

Optional guided retry

Optional guided retry for Project 6: Criminal law, proof and young people:
Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Read this principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
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 6: Criminal law, proof and young people:
Original: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Changed fact: Permission is limited to one hour and the return circumstances are disputed.
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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.

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Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
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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
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
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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.

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.

58. Spiral lab 6: facts,rules and changed conditions

intro-law-l058 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 6 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: Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

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 preliminary determination permits a case to proceed. That is not a trial finding of guilt. The later trial still has its own government burden on all required elements. Do not convert a preliminary threshold into a numerical version of reasonable doubt or a statement that conviction is inevitable.

Numbered assignment

1. Retrieval connection from unit 6, Elements: every required part matters:
Principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Change: Permission is limited to one hour and the return circumstances are disputed.
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-l058-q01

2. Retrieval connection from unit 6, Counsel, silence and fair participation:
Principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
Record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Change: The assignment instead allows analysis from supplied facts without roleplaying the accused.
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-l058-q02

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3. Retrieval connection from unit 5, Service and meaningful notice:
Principle: Service is governed by specific rules and is not simply any communication. Required notice gives the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.
Record: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Change: The exercise explicitly supplies a model rule accepting a documented delivery method and shows compliance.
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-l058-q03

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4. Retrieval connection from unit 5, Motions and deciding what is actually disputed:
Principle: A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.
Record: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Change: The classroom judge issues a reasoned ruling on that request.
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-l058-q04

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5. Retrieval connection from unit 3, Searches: identify reasonableness questions:
Principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Record: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Change: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
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-l058-q05

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6. Retrieval connection from unit 1, Readiness diagnostic: law, ethics and rules:
Principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Change: Assume a teacher also calls arriving late unfair.
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-l058-q06

Optional guided retry

Optional guided retry for Spiral lab 6: facts,rules and changed conditions:
A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Read this principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
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 6: facts,rules and changed conditions:
Original: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Changed fact: A trial later ends in acquittal.
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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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 Court of Criminal Appeals: About
Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty

roleplay.
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: US Courts: Civil Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/civil-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Complaint, service, discovery, settlement, trial and typical preponderance standard; not a Texas procedural manual.
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 Judicial Branch: About Texas Courts
Exact URL: https://www.txcourts.gov/about-texas-courts/
Jurisdiction/scope: Texas official judiciary overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Court structure/jurisdiction resources datedOctober 2026 are listed; no courthouse visit 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: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
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: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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.

59. Unit 6 review: Criminal law, proof and young people

intro-law-l059 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

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 fictional timeline shows charge, lawful plea proceeding and later sentencing. A contested trial need not appear after a valid guilty plea, but legal safeguards still matter. The charge alone did not supply a sentence. This distinguishes procedural functions without predicting the result or penalty in an actual case.

Numbered assignment

1. Review station 1 — Elements: every required part matters
Principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which required element is not supported? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q01

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2. Review station 2 — Mental states are not all the same
Principle: Intent, knowledge, recklessness and negligence have distinct legal meanings under governing

statutes. Do not infer a required mental state solely from harm. A simulation must state which mental state it requires and what evidence might support it.
Record: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why does the belief fact matter? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q02

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3. Review station 3 — Probable cause is not conviction
Principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the conflated stages. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q03

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4. Review station 4 — Counsel, silence and fair participation
Principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
Record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What rights and burden concerns should the class identify? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q04

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5. Review station 5 — Stages and neutral vocabulary
Principle: Investigation, charging, arraignment, plea, trial and sentencing have different functions. Not every case follows an identical route, and not every accused person is convicted. Use charged, alleged and convicted accurately; sentencing follows the necessary legal determination, not an accusation alone.
Record: A timeline lists accusation, automatic sentence, then trial.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What sequencing misconception should be corrected? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q05

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6. Review station 6 — Juvenile justice and confidentiality
Principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.

An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why are both steps problematic for this exercise? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q06

Optional guided retry

Optional guided retry for Unit 6 review: Criminal law, proof and young people:
A timeline lists accusation, automatic sentence, then trial.
Read this principle: Investigation, charging, arraignment, plea, trial and sentencing have different functions. Not every case follows an identical route, and not every accused person is convicted. Use charged, alleged and convicted accurately; sentencing follows the necessary legal determination, not an accusation alone.
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 6 review: Criminal law, proof and young people:
Original: A timeline lists accusation, automatic sentence, then trial.
Changed fact: A valid guilty plea is supplied instead of a contested trial.
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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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 Court of Criminal Appeals: About
Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty roleplay.
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.

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.

60. Unit 6 assessment: Criminal law, proof and young people

intro-law-l060 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

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 fictional rule requires knowing possession of another’s labeled item. A participant mistakenly picks up an identical unmarked item believing it their own. The belief fact matters to knowledge. The mistake does not automatically settle every real legal theory, but harm or possession alone cannot replace the stated mental-state inquiry.

Numbered assignment

1. Assessment record — unit 6, Elements: every required part matters
Supplied principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Original facts: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Assessment change: Permission is limited to one hour and the return circumstances are disputed.
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-l060-q01

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2. Assessment record — unit 6, Mental states are not all the same
Supplied principle: Intent, knowledge, recklessness and negligence have distinct legal meanings under governing statutes. Do not infer a required mental state solely from harm. A simulation must state which mental state it requires and what evidence might support it.
Original facts: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Assessment change: A clear name tag and a message admitting awareness are added.
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-l060-q02

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3. Assessment record — unit 6, Probable cause is not conviction
Supplied principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Original facts: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Assessment change: A trial later ends in acquittal.
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-l060-q03

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4. Assessment record — unit 6, Counsel, silence and fair participation
Supplied principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
Original facts: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Assessment change: The assignment instead allows analysis from supplied facts without roleplaying the accused.
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-l060-q04

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5. Assessment record — unit 6, Stages and neutral vocabulary
Supplied principle: Investigation, charging, arraignment, plea, trial and sentencing have different functions. Not every case follows an identical route, and not every accused person is convicted. Use charged, alleged and convicted accurately; sentencing follows the necessary legal determination, not an accusation alone.
Original facts: A timeline lists accusation, automatic sentence, then trial.
Assessment change: A valid guilty plea is supplied instead of a contested trial.

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-l060-q05

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6. Assessment record — unit 6, Juvenile justice and confidentiality
Supplied principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Original facts: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Assessment change: The case involves an adult instead.
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-l060-q06

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7. Comparison task: Use these two records.
A: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
A principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
B: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
B principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l060-q07

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8. Research-limits task: For the changed record in Probable cause is not conviction, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Change: A trial later ends in acquittal.

intro-law-l060-q08

Optional guided retry

Optional guided retry for Unit 6 assessment: Criminal law, proof and young people:
A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Read this principle: Intent, knowledge, recklessness and negligence have distinct legal meanings under governing statutes. Do not infer a required mental state solely from harm. A simulation must state which mental state it requires and what evidence might support it.

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 6 assessment: Criminal law, proof and young people:
Original: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Changed fact: A clear name tag and a message admitting awareness are added.
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: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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
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Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty roleplay.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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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
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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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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.