

Winslow Township School District

Civil Law

Unit 3: Family Law

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Overview: This unit introduces students to the numerous ways in which laws and government affect them as individuals and as members of families. In many ways, family life is private and the law is kept at a distance. For example, the law will not interfere when siblings disagree or when people decide whether or not to have children. At the same time, the law does impact some aspects of family life, such as when states set requirements for who may marry as well as how people divorce, divide property, and support children and former spouses. Local, state, and federal governments have rules about adoption and assisted fertility, and they provide resources for children who are abused, neglected, or in foster care. Governments also provide economic, health, and educational benefits to support individuals and families. This unit will challenge students to answer basic questions about what constitutes a family and how much government should be involved in families.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 3</p> <p><i>Family Law</i></p>	<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.14.a ● 6.1.12.CivicsPI.14.c ● 6.1.12.CivicsPI.14.d ● 6.1.12.CivicsCM.14.a ● 6.1.12.CivicsPD.14.a ● 6.1.12.CivicsDP.14.a ● 6.1.12.HistorySE.14.a ● 6.1.12.CivicsPD.16.a ● 6.1.12.CivicsPR.16.a 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify examples of how state and federal laws affect individuals throughout their lives ● Identify the benefits of having a will and the consequences of dying without a will ● Define the term will ● Outline the steps involved in legally getting married ● Define the term marriage licenses ● Describe the legal requirements for marriage in most states ● List the grounds for annulment of a marriage ● Define the terms incest, bigamy, consent, annulment, divorce, fraud, and polygamy ● Explain the purpose of a prenuptial 	<ul style="list-style-type: none"> ● What role does law play in the lives of individuals and families? ● What is a will and why is having one beneficial? ● What are the steps to become legally married? ● What are the requirements for a legal marriage? ● What is an annulment and how can one be granted? ● What is the purpose of a prenuptial agreement? ● How can someone report partner abuse? ● What resources are available to victims of abuse? What role does law play in the advocacy of victims? ● What resources are available for abuse

Winslow Township School District

Civil Law

Unit 3: Family Law

		<p>agreement</p> <ul style="list-style-type: none">• Describe changing attitudes of police to cases of partner abuse and reasons for these changes• Identify ways in which the Violence Against Women Act has changed responses to partner abuse• Identify groups and resources that are available to help abusers change their patterns of behavior• Explain the historical significance of the protections for same-sex couples• Explain the difference between civil union, domestic partnership, and marriage• Explain the effect of the Supreme Court’s decision in Obergefell v. Hodges• Outline parents’ legal responsibilities to children in terms of support, emancipation, education, medical care, care and supervision, discipline, responsibility for children’s act, and earnings and employment• Identify the rights of public school students with disabilities under the Individuals with Disabilities Education Act• Identify and describe forms and effects of child abuse and child neglect	<p>victims?</p> <ul style="list-style-type: none">• What is the historical significance of same sex marriages?• What is the difference between civil union, domestic partnership, and marriage?• What is the effect of the Obergefell v. Hodges case?• What are the legal responsibilities parents have to their children?• What rights do public school students have under the IDEA?• What are the forms of child abuse?• What is the foster care system and how does it relate to law?• How can child custody be arranged post parental split?
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Winslow Township School District

Civil Law

Unit 3: Family Law

		<ul style="list-style-type: none">• Describe the circumstances that may lead to a state becoming a child’s temporary legal guardian• Explain the requirements of the Foster Care Independence Act of 1999• Describe the process and legal steps involved in adoptions• Evaluate and explain divorce and the legal proceedings• Compare the characteristics and the merits of sole custody and joint custody arrangements	
<i>Unit 3: Enduring Understandings</i>	<ul style="list-style-type: none">• The law affects individuals and families throughout their lives through events such as births, deaths, marriages, divorces, and more• Marriage can be a relationship that involved personal, social, economic, legal, and for some, religious issues.• There are legal requirements for a legal marriage such as proof of identity, place of birth.• There are various forms of marriages such as domestic partnerships and civil unions.• Married couples face financial responsibilities, as well as the issue of property ownership and other decisions, such as where to live and whether to have children.• Sometimes marriages are threatened by domestic abuse, which may involve law enforcement and court intervention• Parents have legal obligations to care for, support, and control their children.• When parents are unable or unwilling to fulfil their responsibilities, the legal system may intervene.• Parents are legally responsible for their children; they must provide the		

Winslow Township School District

Civil Law

Unit 3: Family Law

necessities of life, including food, clothing, shelter, education, and medical care.

- If parents fail to exercise proper supervision and control over their children, they may be held legally responsible for their children's acts
- Parental problems such as abandonment, physical or mental illness, incarceration, substance abuse, and death may also result in children being placed in foster care.
- When a child is placed in the foster care system, the state becomes his or her temporary legal guardian and makes most decisions about the child's life
- The process of adoption also removes a child from the biological parents and makes another adult the child's legal parent
- Children are also placed for adoption when their birth parents make the decision to give them up at birth
- Problems in a marriage can sometimes be resolved with the help from family and clergy; however, in some cases the law steps in
- Legal marriages that end go through the legal process of divorce
- Congress has passed many laws creating social programs that provide economic, educational, housing, and health benefits to millions of Americans since the Great Depression of the 1930s
- In the 25th century, government social programs are a continuing source of controversy in the United States

Winslow Township School District

Civil Law

Unit 3: Family Law

Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
Family Law	6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.	1	29
	6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	7	
	6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.	3	
	6.1.12.CivicsCM.14.a	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.	3	
	6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	2	
	6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	2	
	6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society.	7	
	6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.	2	

Winslow Township School District

Civil Law

Unit 3: Family Law

	6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.	2	
	Assessment, Re-teach and Extension			

Winslow Township School District

Civil Law

Unit 3: Family Law

Unit 2	
Core Ideas	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12. CivicsPI.14.a Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	6.1.12.CivicsPI.14.c Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	6.1.12.CivicsPI.14.d Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.	6.1.12.CivicsCM.14.a Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.
Personal interests and perspectives impact the application of civic virtues, democratic	6.1.12.CivicsDP.14.a Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	6.1.12.CivicsPD.14.a Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

Winslow Township School District

Civil Law

Unit 3: Family Law

Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society.
Civic participation and deliberation are essential characteristics of productive citizenship.	6.1.12.CivicsPD.16.a Construct a claim to describe how media and technology has impacted civic participation and deliberation.
Historical, contemporary, and emerging processes, rules, and laws/policies address a variety of civic issues requiring interpretations as societies change in an effort to promote the common good and protecting citizens' rights.	6.1.12.CivicsPR.16.a Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Winslow Township School District

Civil Law

Unit 3: Family Law

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Assessment Plan

<ol style="list-style-type: none"> 1. Tests and Quizzes 2. Textbook Problems 3. Family Project: Prezzi/ Google Slides 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Video analysis • Group Discussions/ student responses • Custody Arrangements: a look a real-life examples • Survey Monkey: student responses
Resources	Activities
<ul style="list-style-type: none"> • Textbook, “Street Law” https://store.streetlaw.org/content/StreetLawSampler.pdf • Legal Marriages https://www.youtube.com/watch?v=7Ee70VfD4Yc • Child Abuse in New Jersey https://www.nj.gov/dcf/reporting/how/#:~:text=In%20New%20Jersey%2C%20any%20person,877%2D652%2D2873). • Becoming a Foster Parent https://www.nj.gov/njfoadopt/foster/parent/ • Prenuptial Agreements https://www.forbes.com/sites/christinefletcher/2018/09/18/10-things-you-need-to-know-about-prenups/?sh=4e833b1762ba • IDEA website https://sites.ed.gov/idea/ 	<ol style="list-style-type: none"> 1. Analyze and discussion problems from each chapter and section. 2. What is Family? Collage from old magazines 3. Celebrity Break-ups: Research on divorce and prenuptial agreements 4. Arrangement marriages: Research on cultural perspectives 5. Interview a parent 6. IEP review with correlation to IDEA 7. Child Custody Arrangement mapping 8. Book: A Child called It 9. Graphic organizer: Government programs
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

Winslow Township School District

Civil Law

Unit 3: Family Law

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.2 & 9.4 :

How to Become a Lawyer

<https://njsbf.org/wp-content/uploads/2017/03/How-to-Become-a-Lawyer.pdf>

Legal Occupations

<https://www.bls.gov/ooh/legal/home.htm>

Law Today

<https://www.law.com/njlawjournal/?slreturn=20220615105106>

Winslow Township School District

Civil Law

Unit 3: Family Law

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

Winslow Township School District

Civil Law

Unit 3: Family Law

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

Winslow Township School District

Civil Law

Unit 3: Family Law

Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSL 8

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.