

Winslow Township School District
Civil Law
Unit 5: Contemporary Issues in Law

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Overview: The chapters in Street Law have traditionally been organized around unit topics that correspond with courses taken in the first or second year of law school. Naturally the presentation of the content has been adapted for high school students with a much greater focus on practicality, skill development, and civic engagement. However, some topics that are now practical for high school students do not fall neatly within the traditional law school course offerings. These five topics—immigration law, intellectual property, law and terrorism, rights and responsibilities in the workplace, and environmental law—presented in this final unit.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 5</p> <p><i>Contemporary Issues in 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"> • describe the role immigration has played in the creation of the US as a nation • explain how immigration laws are created • identify the government agencies responsible for overseeing immigration • explain the two ways to become a US citizen • summarize the requirements and process for someone to become a naturalized US citizen • define naturalization • differentiate between different types of non-immigrant visas • list what a person has to prove if he or she is seeking asylum in the United States • define the terms asylum and refugee • explain the circumstances that would exist for an immigrant to be 	<ul style="list-style-type: none"> • What is immigration law? • What is naturalization? • In what ways can immigrants apply for citizenship? • What is intellectual property and what rights do they have? • What are counterfeit goods and how do they impact both consumers and producers? • What is the war on terror? • What is the balance between security interests and individual freedoms? • What are workplace rights? • What constitutional places are in place to prevent employment discrimination? • How is the environment protected by law? • What challenges are introduced with climate change?

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		<p>undocumented</p> <ul style="list-style-type: none">• define human trafficking• name the federal department and agency responsible for prosecuting immigration violations and for detaining and removing people who are in the country illegally• describe the rights of people accused of immigration violations• define the terms intellectual property, patent, copyright, trademark, and infringement• describe how copyright works when applied to original works• describe situations when a trademark would be used• distinguish between the four categories of trademark; fanciful, arbitrary, suggestive, and merely deceptive• define counterfeit goods and explain the problems that occur when the public has access to counterfeit goods• explain how laws governing war have changed• define the term habeas corpus• list several ways in which surveillance of ordinary people has changed since the terrorists attacks of 9/11/2011• describe the ways the <i>USA PATRIOT ACT</i> and other laws and policies have changed how the Department of Justice,	
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		<p>the FBI, NSA, and CIA work</p> <ul style="list-style-type: none">• explain the purpose of the Department of Homeland Security• define the terms FISA court and whistleblower• differentiate between the war on terror and other wars• define drones and how they are used militaristically• describe how the Geneva Conventions as well as other laws and international treaties define torture and penalize people who torture others• define terms combatant, unlawful combatant, and civilian• explain how the Americans with Disabilities Act applies in employment contexts• summarize the work hours, minimum wage, and overtime wage requirements of the FLSA and which jobs are not covered by the act• define the terms employment-at-will contract, whistle-blowing, and severance pay• identify early land conservation efforts in the US• describe the hazards presented by air pollution• describe water contamination and the impact of low economic areas	
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Unit 5: Enduring Understandings	<ul style="list-style-type: none">• The nation’s laws and policies regarding immigration continue to change with each historical era• The Statue of Liberty is often seen as a symbol of freedom• People from around the world gain U.S. citizenship through the naturalization process• Nonimmigrant visas allow foreign students to attend school in the US for a set period of time• Some recent immigrants from the African countries of Ethiopia, Sudan, and Somalia come to the US seeking asylum• In some cases, an order of removal against a noncitizen is cancelled if the removal would result in hardship for family members• The law protects the creations of people’s minds as a form of property called intellectual property• Downloading music files from the Internet raises ethical and legal issues• Since September 11, 2001 terrorist attacks, the NSA has worked to identify suspected terrorists by tracking international phone calls• Some Iraqis who have been detained for interrogation by the US troops in Iraq have experienced hostile treatment• The Guantanamo Bay detention camp is a United States military prison located within the Guantanamo Bay Naval base in Cuba• Everyone has certain rights and responsibilities in the workplace• The Americans with Disabilities Act protects individuals from discrimination in the workplace• Employers are responsible for verifying that job applicants are US citizens or have authorization to work• Requiring job applicants to take aptitude, psychological, or lie detector tests is a controversial legal issue• Workers must file tax returns based on the withholding information provided by their employers• Union members may strike or picket in response to labor disputes• The Occupational Safety and Health Act requires that employers provide	
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safe and healthy working conditions for workers. However, OSHA has been criticized for neglecting health issues, such as black lung disease that lead to illnesses and death

- Many workers have become concerned with the effects on their health conditions in the workplace, such as noisy equipment and toxic substances
- In an attempt to cut down on theft, some employers use security guards and video monitoring to watch employees
- Employees who work for privately owned businesses such as salons and restaurants usually have employment-at-will contracts
- Whistle blowers are protected by federal law
- Unemployment compensation is handled by state agencies
- The federal Environmental Protection Agency is located in Washington, D.C.
- Smokestacks at energy plants powered by fossil fuels contribute to pollution
- Agricultural runoff—a form of point source pollution—carries topsoil as well as fertilizers and other potential pollutants from unprotected farm fields when heavy rain occurs
- The Iron Mountain Mine near Redding, CA, was mined for iron, silver, gold, copper, zinc, and pyrite from the 1809 to 1963. Nearly a century of active mining took an environmental toll. The mine was made a Superfund site in 1983
- Ellis Island, an immigration station that opened in 1892, has been listed on the national Register of Historic places since 1966

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
Individual Rights and Liberties	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	21
	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.	3	
	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.	5	
	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.	1	
	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.	1	
	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.	2	
	6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.	2	

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	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.	4	
	Assessment, Re-teach and Extension			

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Unit 4	
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.

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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.

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Assessment Plan

1. Tests and Quizzes
2. Textbook Problems with explanation
3. Research paper: Human Trafficking

Alternative Assessments:

1. Mock Trial
2. Movie: Documentary of Edward Snowden with written review and argument
3. War on Terror: class activity/discussion

Resources

- Textbook, “Street Law”
<https://store.streetlaw.org/content/StreetLawSampler.pdf>
- Constitutional Rights and Students
<https://constitutionday.aclu.org/docs/curriculum.pdf>
- ACLU
<https://constitutionday.aclu.org/docs/curriculum.pdf>
- Edward Snowden
<https://constitutionday.aclu.org/docs/curriculum.pdf>
- Becoming a US Citizen
<https://www.uscis.gov/sites/default/files/document/brochures/M-1051.pdf>
<https://www.usa.gov/become-us-citizen>
- Human Trafficking
<https://www.unodc.org/unodc/en/human-trafficking/human-trafficking.html>
- Guantanamo Bay
<https://www.youtube.com/watch?v=V0fcvZtFWfU>
- Workplace Rights
<https://money.usnews.com/careers/articles/workplace-laws-your-employer-may-be-violating>

Activities

- What makes a citizen? Outline of naturalization process
- Compare and Contrast: visas, citizenships
- Human Trafficking: video with discussion
- Edward Snowden and intellectual property
- Music Downloads: Case study on LimeWire
- Guantanamo bay: Opinion Paper—is torture necessary?
- Drones: a real life example with help from the Drones class
- Workplace Rights: a look a real life examples from the community
- Environmental Science meet up: discussion with AP Environmental students on law and science

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

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 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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>

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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

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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](#)

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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.