

Unit 5: Contemporary Issues in Law (Weeks 16-18)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Explore four topics that are dynamic and frequently controversial. These topics are frequently in the news so they will be issues students are hearing about in social media and at home. This unit will give students the chance to investigate and become informed on these issues.

ESSENTIAL QUESTIONS

- How "open" should the U.S. be to immigration?
- How is the current debate about immigration in the United States rooted in our nation's past?
- What responsibilities do I have to respect others' creative work?
- What behaviors constitute illegal use of music?
- What are the consequences of piracy to the thief?
- What is terrorism?
- Why do some attacks on civilians count as terrorism and others don't?
- How does the motive, race, ethnic background and/or religion of the attacker affect the way attacks are responded to?
- What rights should workers have? • In what ways are workers' rights a subset of human rights?

STANDARDS

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration

patterns in New Jersey and the United States on demographic, social, economic, and political issues.

SOC.6.3.12.HistoryCA.12

Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.12.DC.1

Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

PRE-ASSESSMENTS

Students will take a low stakes general "What do you know and where do you stand?" quiz to see what background knowledge they have. This will be done in Pear Deck and shared answers will be anonymous to encourage honesty.

INSTRUCTIONAL PLAN

Immigration Law

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

- understand the concepts of naturalization, visas and asy
- consider public policy for dealing with the millions of immigrants in the country without legal status.

Student Learning Strategies

- Active lecture note-taking
 - Close Reading
 - Think-Pair-Share
-

	<ul style="list-style-type: none"> • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • outline the paths to citizenship. • explain how immigration laws are created • identify the government agencies responsible for oversea immigration
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • <u>Immigration Nation lesson</u> <ul style="list-style-type: none"> ◦ <u>Immigration Nation game</u> • <u>Immigration Webquest</u> • <u>Immigration: Pathway to Citizenship lesson</u> • <u>Online citizenship test</u>
<p>Suggested Modifications</p>	<p><u>English Language Learners</u></p> <p>Native language support: The teacher provides auditory written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p>

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to

read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, apply acquired knowledge, and/or produce something in

reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use 'ask 3 before me' approach. This is fine, however, a student may have to have a specific student or two to ask. Set up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One-to-One Time: When other students are

working, always touch base with your students at risk and out if they're on track or need some additional support. A 1 minutes here and there will go a long way to intervene as need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 2

Intellectual Property

Student Learning Intentions (SLI) WALT: (We are learning to...)

- understand how intellectual property is classified and who is regulated.
- understand the impact of the internet on accessibility to intellectual property
- understand the impact of intellectual property on the U.S. economy

Student Learning Strategies

- Active lecture note-taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

Success Criteria

- explain what patents, copyright and trademarks are.
- distinguish between monopoly and public domain
- explain why someone would want to register a copyright
- define counterfeit goods and explain problems that occur when the public has access to counterfeit goods

Formative Assessment (drives instructional decisions)

- Pear Deck interactive slide real-time feedback
- In class discussions
- Low-stakes group work

Activities and Resources

- [US Patent Office - Trademark, Patent and Copyright lesson plan](#)
- [Don't Copy Me lesson plan](#)

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns increase student comprehension. This could include facing students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for students.

Special Education Students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

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MODULE 3

Law and Terrorism

Student Learning Intentions (SLI) WALT: (We are learning to...)

- Understand how laws governing war have changed
- Understand the debate over laws and policies put into place as a part of the war on terror
- Understand how the government defines terrorism

Student Learning Strategies

- Active lecture note-taking
 - Close Reading
 - Think-Pair-Share
-

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<p>Success Criteria</p>	<ul style="list-style-type: none"> • explain the purpose of the Department of Homeland Security • list several ways in which surveillance of ordinary people changed since the terrorist attacks on 9/11 • summarize arguments in favor of and in opposition to increased surveillance by the US government • differentiate between the war on terror and other wars • identify and explain the advantages and disadvantages of using drones in military situations • take and defend a position about how the US government treats people it detains in connection with the war on terror
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real-time feedback • In class discussions • Low-stakes group work
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Habeas Corpus: The Guantanamo Cases • Foreign Policy: War & Peace and Everything In Between

- USA PATRIOT Act of 2001

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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.K-12.NJSLSA.R8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.