Intro to Law — Unit 12

Workplace rights and youth 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.

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.

111. Overlapping child-labor hour rules

intro-law-l111 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply overlapping child-labor hour rules to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today’s focus — Overlapping child-labor hour rules
Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.

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: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.

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 covered fictional fifteen-year-old works two hours outside school time on a school day. Two is below the supplied federal three-hour school-day ceiling. That checks only one limit; weekly hours, time of day, duties, coverage and exceptions still require attention. Passing one comparison does not establish complete employment-law compliance.

Numbered assignment

1. Fact discipline — Overlapping child-labor hour rules: 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: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas's eight-hour daily ceiling alone controls.

intro-law-l111-q01

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2. Principle check: Restate the distinction taught in Overlapping child-labor hour rules 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-l111-q02

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3. Apply the original record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas's eight-hour daily ceiling alone controls.
Question: Which supplied rule resolves this classroom comparison? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l111-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Assume a non-school day with all other relevant conditions separately verified.
Explain how the analysis changes and what remains unresolved.

intro-law-l111-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

intro-law-l111-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 Overlapping child-labor hour rules 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-l111-q06

Optional guided retry

Optional guided retry for Overlapping child-labor hour rules:
Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Read this principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
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 Overlapping child-labor hour rules:
Original: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Changed fact: Assume a non-school day with all other relevant conditions separately verified.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
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Supplied offline source card
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Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
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Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
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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.

112. Duties matter as well as hours

intro-law-l112 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply duties matter as well as hours to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today's focus — Duties matter as well as hours
Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.

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 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.

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 youth's schedule is permissible but the supplied task is prohibited hazardous work with no exception. Hours and duties are separate requirements. The schedule does not authorize the task, and an adult's permission does not automatically waive the restriction. No actual machinery or workplace experiment is assigned.

Numbered assignment

1. Fact discipline — Duties matter as well as hours: 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 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.

intro-law-l112-q01

2. Principle check: Restate the distinction taught in Duties matter as well as hours 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-l112-q02

3. Apply the original record: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Question: Why is the hours-only approval incomplete? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l112-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The duties change to a permitted clerical task under all supplied conditions.
Explain how the analysis changes and what remains unresolved.

intro-law-l112-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l112-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 Duties matter as well as hours 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-l112-q06

Optional guided retry

Optional guided retry for Duties matter as well as hours:
A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited

hazardous work with no exception supplied.
Read this principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
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 Duties matter as well as hours:
Original: A fictional 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Changed fact: The duties change to a permitted clerical task under all supplied conditions.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
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Supplied offline source card
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Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
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Supplied offline source card
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Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
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113. Pay records and transparent calculations

intro-law-l113 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply pay records and transparent calculations to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today’s focus — Pay records and transparent calculations
A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.

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 payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.

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: three hours at ten units per hour gives thirty gross units. A stipulated lawful two-unit deduction gives twenty-eight net units. Gross and net are different quantities. Arithmetic alone does not establish compliance with wage law; coverage, rate, deduction legality and records require separate analysis.

Numbered assignment

1. Fact discipline — Pay records and transparent calculations: 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 payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.

intro-law-l113-q01

2. Principle check: Restate the distinction taught in Pay records and transparent calculations 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-l113-q02

3. Apply the original record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Question: Identify the arithmetic discrepancy, not an automatic legal verdict. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l113-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
Explain how the analysis changes and what remains unresolved.

intro-law-l113-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
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intro-law-l113-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 Pay records and transparent calculations 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-l113-q06

Optional guided retry

Optional guided retry for Pay records and transparent calculations:
Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross

pay 50.
Read this principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
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 Pay records and transparent calculations:
Original: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Changed fact: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
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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Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
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Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
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Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
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Supplied offline source card
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Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
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114. Discrimination: identify the protected connection

intro-law-l114 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply discrimination: identify the protected connection to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today's focus — Discrimination: identify the protected connection
Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.

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

Assignment record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.

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 covered employer explicitly rejects an applicant because of a protected characteristic. That stated connection raises a discrimination issue beyond general disappointment. The legal analysis still requires the governing statute and applicable conditions. A neutral qualification decision would need different evidence rather than an invented discriminatory motive.

Numbered assignment

1. Fact discipline — Discrimination: identify the protected connection: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.

intro-law-l114-q01

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2. Principle check: Restate the distinction taught in Discrimination: identify the protected connection 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-l114-q02

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3. Apply the original record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Question: Which fact makes this more than a general complaint about unfairness? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l114-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link. Explain how the analysis changes and what remains unresolved.

intro-law-l114-q04

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5. Source card exercise: For Discrimination: identify the protected connection, 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: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l114-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 Discrimination: identify the protected connection 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-l114-q06

Optional guided retry

Optional guided retry for Discrimination: identify the protected connection:
In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Read this principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
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 Discrimination: identify the protected connection:
Original: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Changed fact: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.
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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Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

115. Accommodation and equal access

intro-law-l115 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply accommodation and equal access to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today’s focus — Accommodation and equal access
Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.

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 worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.

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 worker receives instructions in an accessible written format while others receive spoken instructions. The format difference can support access to the same substantive task. Identical delivery is not the sole measure of fairness. Applicable accommodation duties, reasonableness and limits still matter; no personal health disclosure is required.

Numbered assignment

1. Fact discipline — Accommodation and equal access: 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 worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.

intro-law-l115-q01

2. Principle check: Restate the distinction taught in Accommodation and equal access 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-l115-q02

3. Apply the original record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Question: What legal misconception should be examined? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l115-q03

4. Counterfactual: Begin with the original record above, then change only this fact: An effective alternate format is offered and the relevant legal conditions are supplied.
Explain how the analysis changes and what remains unresolved.

intro-law-l115-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l115-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 Accommodation and equal access 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-l115-q06

Optional guided retry

Optional guided retry for Accommodation and equal access:
A fictional worker requests an accessible written instruction format. A manager rejects it solely because

everyone must receive information in exactly the same format.
Read this principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
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 Accommodation and equal access:
Original: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Changed fact: An effective alternate format is offered and the relevant legal conditions are supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

116. Retaliation and safe information seeking

intro-law-l116 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

Explain and apply retaliation and safe information seeking to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today's focus — Retaliation and safe information seeking
Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.

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 covered employer's message says a worker lost a shift because the worker assisted a discrimination investigation.

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 shift reduction occurs before the protected participation alleged to have caused it. That chronology weakens that particular causal explanation. It does not prove every alternative lawful or unlawful. Analyze protected activity, adverse action, reason and applicable law instead of treating temporal sequence as a complete legal verdict.

Numbered assignment

1. Fact discipline — Retaliation and safe information seeking: 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 covered employer's message says a worker lost a shift because the worker assisted a discrimination investigation.

intro-law-l116-q01

2. Principle check: Restate the distinction taught in Retaliation and safe information seeking 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-l116-q02

3. Apply the original record: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Question: Identify the claimed connection to protected activity. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l116-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A documented unrelated schedule change occurred before any protected activity.
Explain how the analysis changes and what remains unresolved.

intro-law-l116-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l116-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 Retaliation and safe information seeking 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-l116-q06

Optional guided retry

Optional guided retry for Retaliation and safe information seeking:
A fictional covered employer’s message says a worker lost a shift because the worker assisted a

discrimination investigation.
Read this principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
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 Retaliation and safe information seeking:
Original: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Changed fact: A documented unrelated schedule change occurred before any protected activity.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

117. Project 12: Workplace rights and youth safety

intro-law-l117 | suggested week 24 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe workplace rights and youth safety project using six specified deliverables.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Project brief: Build a youth-workplace education packet from supplied fictional schedules, pay records and access requests. Compare overlapping requirements, show arithmetic with units, identify safe duties and create a neutral rights-source card without contacting an employer.

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 — Overlapping child-labor hour rules
Principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Original record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas's eight-hour daily ceiling alone controls.
Changed record: Assume a non-school day with all other relevant conditions separately verified.

Case 2 — Duties matter as well as hours
Principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
Original record: A fictional 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Changed record: The duties change to a permitted clerical task under all supplied conditions.

Case 3 — Pay records and transparent calculations
Principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Original record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Changed record: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.

Case 4 — Discrimination: identify the protected connection
Principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged,

relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Original record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Changed record: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.

Case 5 — Accommodation and equal access
Principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
Original record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Changed record: An effective alternate format is offered and the relevant legal conditions are supplied.

Case 6 — Retaliation and safe information seeking
Principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Original record: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Changed record: A documented unrelated schedule change occurred before any protected activity.

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 covered fictional fifteen-year-old works two hours outside school time on a school day. Two is below the supplied federal three-hour school-day ceiling. That checks only one limit; weekly hours, time of day, duties, coverage and exceptions still require attention. Passing one comparison does not establish complete employment-law compliance.

Numbered assignment

1. Compare the stipulated 15-year-old four-hour school day with applicable federal/state limits.

intro-law-l117-q01

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2. Add a separate hazardous-duty check for the 16-year-old.

intro-law-l117-q02

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3. Audit the fictional five-hours-at 12 pay record.

intro-law-l117-q03

4. Identify the protected-ground evidence and coverage questions.

intro-law-l117-q04

5. Explain an accessible-format request without guaranteeing every accommodation.

intro-law-l117-q05

6. Make a retaliation timeline and safe-information note.

intro-law-l117-q06

Optional guided retry

Optional guided retry for Project 12: Workplace rights and youth safety:
Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Read this principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
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 12: Workplace rights and youth safety:
Original: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Changed fact: Assume a non-school day with all other relevant conditions separately verified.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

118. Spiral lab 12: facts,rules and changed conditions

intro-law-l118 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 12 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: Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

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

Model: three hours at ten units per hour gives thirty gross units. A stipulated lawful two-unit deduction gives twenty-eight net units. Gross and net are different quantities. Arithmetic alone does not establish compliance with wage law; coverage, rate, deduction legality and records require separate analysis.

Numbered assignment

1. Retrieval connection from unit 12, Overlapping child-labor hour rules:
Principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Change: Assume a non-school day with all other relevant conditions separately verified.
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-l118-q01

2. Retrieval connection from unit 12, Discrimination: identify the protected connection:
Principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Change: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.
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-l118-q02

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3. Retrieval connection from unit 11, Joint decision making is not automatically equal time:
Principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Change: The order itself expressly provides an equal-time schedule.
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-l118-q03

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4. Retrieval connection from unit 11, Orders, agreements and modification:
Principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Change: The exercise supplies a lawful revised order with a specified effective date.
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-l118-q04

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5. Retrieval connection from unit 9, Breach compares conduct with a standard:
Principle: Where a duty exists, breach asks whether conduct fell below the applicable standard. Reasonable care is not a guarantee that no accident occurs. Identify foreseeable risk and feasible precautions without using hindsight alone.
Record: A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
Change: The box was safely stored but damaged by an unforeseeable event not caused by the shop.
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-l118-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-l118-q06

Optional guided retry

Optional guided retry for Spiral lab 12: facts,rules and changed conditions:
Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Read this principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
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 12: facts,rules and changed conditions:
Original: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Changed fact: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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

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

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

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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.

119. Unit 12 review: Workplace rights and youth safety

intro-law-l119 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

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 worker receives instructions in an accessible written format while others receive spoken instructions. The format difference can support access to the same substantive task. Identical delivery is not the sole measure of fairness. Applicable accommodation duties, reasonableness and limits still matter; no personal health disclosure is required.

Numbered assignment

1. Review station 1 — Overlapping child-labor hour rules
Principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which supplied rule resolves this classroom comparison? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q01

2. Review station 2 — Duties matter as well as hours
Principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
Record: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is the hours-only approval incomplete? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q02

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3. Review station 3 — Pay records and transparent calculations
Principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the arithmetic discrepancy, not an automatic legal verdict. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q03

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4. Review station 4 — Discrimination: identify the protected connection
Principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which fact makes this more than a general complaint about unfairness? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q04

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5. Review station 5 — Accommodation and equal access
Principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
Record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What legal misconception should be examined? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q05

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6. Review station 6 — Retaliation and safe information seeking
Principle: Retaliation protections can cover certain discrimination complaints or participation, subject to

governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Record: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the claimed connection to protected activity. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q06

Optional guided retry

Optional guided retry for Unit 12 review: Workplace rights and youth safety:
A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Read this principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
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 12 review: Workplace rights and youth safety:
Original: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Changed fact: An effective alternate format is offered and the relevant legal conditions are supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are

not required; last modifiedAugust 27,2026.
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.

120. Unit 12 assessment: Workplace rights and youth safety

intro-law-l120 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

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 youth’s schedule is permissible but the supplied task is prohibited hazardous work with no exception. Hours and duties are separate requirements. The schedule does not authorize the task, and an adult’s permission does not automatically waive the restriction. No actual machinery or workplace experiment is assigned.

Numbered assignment

1. Assessment record — unit 12, Overlapping child-labor hour rules
Supplied principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Original facts: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Assessment change: Assume a non-school day with all other relevant conditions separately verified.
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-l120-q01

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2. Assessment record — unit 12, Duties matter as well as hours
Supplied principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
Original facts: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Assessment change: The duties change to a permitted clerical task under all supplied conditions.
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-l120-q02

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3. Assessment record — unit 12, Pay records and transparent calculations
Supplied principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Original facts: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Assessment change: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
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-l120-q03

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4. Assessment record — unit 12, Discrimination: identify the protected connection
Supplied principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Original facts: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Assessment change: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.
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-l120-q04

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5. Assessment record — unit 12, Accommodation and equal access
Supplied principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
Original facts: A fictional worker requests an accessible written instruction format. A manager rejects it

solely because everyone must receive information in exactly the same format.
Assessment change: An effective alternate format is offered and the relevant legal conditions are supplied.
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-l120-q05

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6. Assessment record — unit 12, Retaliation and safe information seeking
Supplied principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Original facts: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Assessment change: A documented unrelated schedule change occurred before any protected activity.
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-l120-q06

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7. Comparison task: Use these two records.
A: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
A principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
B: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
B principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l120-q07

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8. Research-limits task: For the changed record in Pay records and transparent calculations, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Change: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.

intro-law-l120-q08

Optional guided retry

Optional guided retry for Unit 12 assessment: Workplace rights and youth safety:
A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.

Read this principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
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 12 assessment: Workplace rights and youth safety:
Original: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Changed fact: The duties change to a permitted clerical task under all supplied conditions.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
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Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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