



## Washington Township School District



***The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.***

<b>Course Title:</b>	<b>Business &amp; Personal Law</b>
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<b>Grade Level(s):</b>	<b>10, 11, 12</b>
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<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>	<i>Marking Period:</i>
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<b>Course Description:</b>	<p><b>Description:</b> Business and Personal Law is a five (5) credit course open to students in grades 10-12 and meets Career &amp; Technical Education (Practical Arts) graduation requirements. Everyone buys, sells, rents, and enters into business contracts. Business and Personal Law is a full year course that examines the sources of law, how law affects everyday lives, criminal and civil law, juvenile law, the court systems, and contract law. Students will explore various cases designed to promote a thorough understanding of the principles of law. To reinforce how law affects them in everyday life, students will develop a legal vocabulary, explore current media issues, discuss, and debate actual cases, and participate in mock trial(s) where they will undertake the various roles existent in an actual court proceedings. This stimulating and meaningful course will give students the foundation for a legal career and general knowledge for understanding, preventing, and resolving legal issues. Students enrolled in Business and Personal Law may be eligible for college credit through Camden County College.</p>
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<b>Grading Procedures:</b>	<p><b>Course grades will consist of Major Assessments/Projects, Supportive Assignments and Assessments, and Minor Assignments and Activities.</b></p> <p>Major Assessments/Projects-</p> <p>Supportive Classwork, Homework, and Assessments-</p> <p>Minor Assignments and Activities-</p>
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<b>Primary Resources:</b>	<ul style="list-style-type: none"> <li>• <b>Text: Law for Business and Personal Use, 19e, Adamson &amp; Morrison</b></li> <li>• <b>Online Resources: Cengage MindTap</b></li> <li>• <b>Current Events</b></li> <li>• <b>Supplemental legal resources, journals, and multimedia resources.</b></li> </ul>
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### Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

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**Under the Direction of:**

Jeffrey Snyder

**Written:** \_\_\_\_\_ July 2021 \_\_\_\_\_

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

### Units of Study

#### **I. Unit 1- Law, Justice & You**

- Laws and their Ethical Foundation
- Constitutional Rights
- Court Systems
- Criminal Law
- Civil Law
- Mock Trial Project

#### **II. Unit 2- Contract Law**

- Elements of a Contract
- Offer and Acceptance
- Genuineness of Assent
- Consideration
- Legal Capacity to Contract
- Legal Purpose and Proper Form of Contracts
- Contract Obligations and Enforcement
- Contractual Aspects of Family Law

#### **III. Unit 3- Consumer Law**

- Law of Sales
- Ownership and Risk of Loss
- Consumer Protections
- Consumer Bowl Project

#### **IV. Unit 4- Property Law**

- Property Law
- Insurance
- Wills & Trusts

#### **V. Unit 5- Employment Law**

- Agency & Employment Law
- Unions and Employment
- Employment Discrimination
- Workplace Safety Laws
- Employment Contract or Handbook Project

#### **VI. Unit 6- Career Exploration**

## Unit Title: Unit 1: Law, Justice, and You

### Unit Description:

This unit introduces the learner to the study of “Laws, Justice, and You”, which will provide a brief history of the American legal system and its ethical foundation. The learner will become familiar with the sources of law, constitutional rights, and the court systems in the United States, and will learn to apply these rights towards an understanding of both personal civil and criminal law. The unit will analyze the changing cyber and internet laws and will teach students to read material identifying media bias. The unit will conclude with students taking an active role in a mock trial of either a civil or criminal case.

### Unit Duration: 13 Weeks

### Desired Results

#### Standard(s) and Indicators:

- 9.3.LW-LEG.1-6** Demonstrate effective communication skills, produce written legal materials, apply information technology tools, and use legal terminology in the legal services environment.
- 9.3.LW-LEG.8** Analyze the influence of the three branches of the U.S. Government (judicial, legislative, and executive) on the legal services.
- 9.3.LW-LEG.9** Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
- 6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees,)
- 9.1.12.EG.3:** Explain how individuals and businesses influence government policies.

#### *Media Bias and Accuracy of Information*

- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

#### *Cyber Law*

- 9.4.12.DC.3:** Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
- 9.4.12.DC.4:** Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
- 9.4.12.DC.5:** Debate laws and regulations that impact the development and use of software.
- 9.3.GV-MGT.11** Describe laws and policies that are used to protect or disclose information.

#### *Criminal & Civil Law*

- 9.3.LW-ENF.5** Analyze the impact of federal, state, and local laws on law enforcement procedures
- 9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

#### Understandings:

*Students will understand that...*

1. Law is a body of enforceable rules governing relationships among individuals and between individuals and their society.
2. Law keeps society running smoothly and efficiently.
3. People learn morality and ethics from a variety of sources.
4. Individual rights are identified and protected through the US Constitution.
5. The balance of power among the 3 branches of government were created by a system of checks and balances.
6. The very concept of the Internet encompasses multiple pathways of access to the greatest body of information for as many as care to utilize it.

#### Essential Questions:

1. What is the purpose and nature of law? How does the law affect the lives of everyone in society?
2. How is the construction of our legal system both a success and a failure? What reforms are necessary at this time for the progression of society?
3. How does the media influence law and society?
4. What relationship exists between ethics and law?
5. What freedoms are protected in the Bill of Rights? What are the rights and responsibilities for citizens as defined in the Constitution?
6. How does the judicial branch of the federal government act as a check or balance on the legislative & executive branches?
7. What issues are governed by cyberlaw?
8. What are the fundamental rights of freedom of speech?
9. Why should parties to a dispute try to negotiate a settlement without resorting to litigation?

<ol style="list-style-type: none"> <li>7. There is a division of labor in settling legal disputes between the trial and appellate courts.</li> <li>8. Through Article III of the Constitution, the people conferred the power to judge certain criminal and civil matters on a system of federal courts.</li> <li>9. The typical state legal system resembles the federal system.</li> <li>10. A crime is committed against society, as represented by the form of government we have chosen, not an individual.</li> <li>11. If a person aids another person in the commission of a crime or in his/her escape, they are also guilty of a criminal act.</li> <li>12. The purpose of punishment is not to remedy the wrong but to discipline the wrongdoer.</li> <li>13. A tort is an offense against another individual.</li> <li>14. Many states have Parental Responsibility Laws that require parents to make restitution for their child's acts.</li> <li>15. Intent to injure is not required to prove negligence, only careless behavior.</li> <li>16. Damages in a civil case are monetary awards by the court to a person who has suffered loss or injury.</li> </ol>	<ol style="list-style-type: none"> <li>10. Why does Congress have the power to establish new federal courts?</li> <li>11. In what situations may the US Supreme Court have jurisdiction over a decision by a state supreme court?</li> <li>12. Why is it important for a court of record to keep an exact account of the trial?</li> <li>13. What are two major differences between the treatment of juveniles and adults in trial courts?</li> <li>14. How can a corporation form criminal intent? What are the levels of punishment for felonies, misdemeanors, and infractions?</li> <li>15. Why do individuals have rights when they are accused of criminal acts?</li> <li>16. Why do courts impose punishments?</li> <li>17. What does the reasonable person standard for negligence mean?</li> <li>18. By law, what duties do you have with respect to the rights of others?</li> <li>19. What is the duty imposed by negligence?</li> <li>20. Distinguish between evidence and testimony.</li> <li>21. How can a judgment be enforced if the defendant will not pay?</li> </ol>
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### Assessment Evidence

#### Performance Tasks:

- Explain the stages in the growth of law, origin of the US legal system, and the 4 sources of law.
- Discuss how conflicts between laws are resolved.
- Compare and contrast criminal and civil law, and substantive and procedural law.
- Identify the documents written in the course of the nation's founding.
- Explain how the US Constitution addresses and protects citizens' civil rights.
- Decipher between powers given to the people and the government through the Constitution.
- Explain the need for a division of powers.
- Explain how the power to govern is divided between the federal and state governments.
- Understand the foundations of cyberlaw.
- Analyze the various constitutional issues involved in the use of electronic communication.
- Compare websites for biases and false information.
- Explain how disputes can be settled without going to court.
- Name the different levels of courts & describe their jurisdictions & powers.
- Identify the source of power of the federal courts.
- Name the major federal courts & describe their jurisdictions & powers.
- Compare the structure of a typical state court system with the structure of the federal courts.
- Explain the jurisdictions of the specialized courts in a typical state system.
- Understand the three elements that make up a criminal act.
- Classify crimes according to the severity of their potential sentences.

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Mock Trial Simulations

- Identify the types of crimes that affect business.
- Know the rights individuals have when arrested & their potential criminal liability for the actions of others.
- Differentiate the ability to formulate criminal intent to the age of the perpetrator.
- Name and describe the two types of defenses to criminal charges.
- Understand appropriate punishments for crimes.
- Analyze the steps in criminal procedure.
- Distinguish a crime from a tort.
- Identify the elements of torts.
- Explain why one person may be responsible for another's tort.
- Identify common intentional torts.
- Recognize the elements of negligence.
- Explain the basis for strict liability.
- State the legal remedies that are available to a tort victim.
- Describe the procedure used to try a civil case.
- Conduct a mock trial for a criminal or civil case.
- Use precise legal language.
- Analyze and summarize complex legal situations.
- Apply legal principles to legal situations.
- Formulate an argument based on facts & principles.

**Benchmarks:**

Chapter Assessments and Projects

**Unit Assessments:** Objective Tests and/or Project based Assessments.

**Learning Plan**

**Learning Activities:**

**Activities for each section:**

- Preview Chapter Content and new vocabulary terms
- Guided Lessons for new unit material with active notetaking and discussion.
- Use text resources to answer "What's Your Verdict" questions, discuss "In This Case" supplements, debate the "Hot Debate" scenarios, and write responses to "Think About Legal Concepts" in each chapter.
- Summarize and share current events articles that provide further research and examples on particular areas of Contract Law.
- Assessments on Understanding at various times throughout the unit and an end of unit benchmark assessment.

**Laws and their Ethical Foundation (2 Weeks)**

Write "What is Law" on the board and review students' ideas of what the law is to them then create a classroom set of laws.

Students will discuss each stage in the growth of law and apply the stages to today.

Compare Hammurabi's Code to Today's Laws.

Research United States landmark cases

Read and discuss handout on safety issues related to the use of computers and desktop calculators, work areas and furnishings.

Make a list of traits important for a leader to possess. Group discussion will lead to a match for these traits. Discussion to follow.

Media Bias Mini-Discuss where biased news comes from and how to spot fake news and stop the spread of incorrect news.

Edpuzzle- Legal System Basics- Crash Course in Government and Politics

Nearpod Activity- What Laws Have Been Broken?

Ethics Survey- "What Would You Do" followed by discussion and video clips from the show "What Would You Do?".

Choice Research Project- Civil Disobedience

### **Constitutional Rights (2 weeks)**

Preview- Jamboard or Padlet- Provide a problem or situation that would occur without our Constitutional Rights.

Activity- Research and Share a given Amendment to the US Constitution in a circle form.

Choice Activity List- Bill of Rights Learning activities.

Constitutional Case Law Activities. State v Stallman "The Constitutional Right to Travel" from You Be the Judge, The Case of the Green Arm Bands: Freedom of Speech/Expression from Everyday Law, or a choice case.

Personal Reflection "What is the Most Important Amendment"

Matching Activity- Students will use the book or internet resources to match the corresponding governmental administration agency with their purpose on the front side of the Chapter 2 Review Sheet

Cyber Crime Case Analysis

Landmark Student Rights Choice Activity

Student Rights Project- Using the NJ Student Rights Handbook, students will examine and analyze a current NJ school law and how it impacts he/she as a student.

Extension Activity- Working together in a small group, students can brainstorm the need for a new agency. Determine a need for the agency and what types of laws it would create/control.

### **Court Systems (2 Weeks)**

Guided Lesson on Alternative Dispute Resolution (ADR) with choice activity to follow.

Begin a discussion of the two types of courts used in our legal system.

Assign US Supreme Court Justices to students to research specific information and present to class.

Create a graphic representation or chart that shows selected state's court system and the federal court system. Compare & contrast differences.

Challenge Game- Which Court is it?

Video clips: A Few Good Men, Bull (jury analysis)

### **Criminal Law (3 Weeks)**

Ask students their definition of a crime?

Preview- Crimes Padlet/Jamboard- Assign each student a crime to research, define, and classify.

Graphic organizer- Felony & Misdemeanor.

Search the Internet for state & federal laws that prohibit computer-related crimes. Students will choose one crime and write a one-page paper describing the laws that pertain to that crime.

Case Analysis- The People v. William D. – Defense of Others

Research Option- White Collar Crimes

Visit a jail through a YouTube simulation.

Live Edpuzzle- Stages of a Criminal Case

Types of Crimes Worksheet

Insanity Defense Analysis and Discussion Board

View clips from several law videos showing the courtroom set up and opening/closing arguments.

Students will role play a criminal court case.

Choice Unit Project- Possible choices include: a Real World Crimes analysis with options of topics, a letter to the WT Chief of Police recommending changes that can be made to the police force and community to better relations and/or stop crime, Criminal Justice Bail Reform Analysis followed by a letter sharing New Jersey's changes to a neighboring state, a debate on various criminal issues such as unanimous criminal juries, death penalties, crimes of children, or develop their own project topic/presentation with teacher permission.

### **Civil Law and Procedures (3 Weeks)**

Preview- Civil Law Pretest Quizizz.

Begin class with a discussion of the difference between a crime & a tort.

Students will create a graphic organizer of the nine intentional torts.

Worksheet- Elements of a Negligence. Students will work in groups to create their own flow chart examples of a negligence situation.

Tort Case Research- Research a Tort of choice to share the issues, facts, court decision, and opinion.

View video clips of the testimony of an "expert" witness.

Students will role play a civil court case.

Video clip: Runaway Jury

### **Mock Trial (1 Week)**

Students will prepare for and simulate a criminal or civil trial following all guidelines learned as part of Unit 1.

### **Resources:**

More Resources can be found in Business Schoology Group

**Supplemental Resources**

NJ State Bar Foundation- RESPECT publications  
 TeachingCivics.org  
 StreetLaw.org  
 NJ Student Rights Handbook

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

**9.3.LW-LEG.1-6** Demonstrate effective communication skills, produce written legal materials, apply information technology tools, and use legal terminology in the legal services environment.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Analyze the outcome of a classroom mock trial or real-world trial to compose a majority opinion or a dissent of the verdict supporting facts and valid arguments of their position.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Take a given criminal or civil case and prepare to defend their client in a mock trial setting.</li> <li>Produce a written work for one's assigned part of the case which could be an opening statement, witness question/answers, or a closing argument.</li> <li>Act as a member of a jury to analyze the facts presented to them in a mock trial to render a fair and accurate verdict of guilt or innocence, liable or not liable.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary or basic content, such as: Pretrial hearing, selecting the jury, arguments and evidence, verdict, judgement, remedies, execution of judgment, appeal process, arrest, arraignment, grand jury, petit jury, sentencing, imprisonment, death penalty, double jeopardy.</li> <li>Explain the difference between grand jury and petit.</li> <li>Label, explain and name the steps in the jury trial.</li> <li>Review courtroom setting and provide layout of courtroom.</li> <li>Explain the jury selection process.</li> <li>Explain differences between criminal and civil cases.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<p>Provide ample opportunities for creative behavior.          Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.          Show appreciation for creative efforts.          Respect unusual questions, ideas, and solutions.          Encourage students to test their ideas.          Provide opportunities and give credit for self-initiated learning.          Avoid overly detailed supervision and too much reliance on prescribed curricula.          Allow time for reflection.          Resist immediate and constant evaluation.          Avoid comparisons to other students.          Provide Advanced Learner with choice assignments that encourage original work.</p>
<b>Struggling Learners</b>	<p>Assist students in getting organized.          Give short directions.          Use drill exercises.          Give prompt cues during student performance.          Break assignments into small segments and assign only one segment at a time.          Demonstrate skills and have students model them.          Give prompt feedback.</p>

	<p>Use continuous assessment to mark students' daily progress.          Prepare materials at varying levels of ability.          Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.          Provide Struggling Learners with Choice Assignments to encourage completion based on personal strengths.</p>
<b>English Language Learners</b>	<p><b>Coordinate with English Language Learner advisor to modify activities where appropriate:</b>          Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.          When possible, use pictures, photos, and charts.          Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.          Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.          Integrate students' cultural background into class discussions.          Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.          Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

<b>Interdisciplinary Connections</b>	
<b>Indicators:</b>	
<p><b>NJLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>NJLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>NJLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>NJLSA.R8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	



**NJLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST.11-12.1.** Write arguments focused on *discipline-specific content*.

**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Integration of 21<sup>st</sup> Century Skills

**Students will integrate 21<sup>st</sup> Century Skills of Communication, Collaboration, Creativity & Innovation, Critical Thinking & Problem Solving, Information Literacy, Media Literacy, and Life and Career Skills into all units.**

#### Indicators:

**TECH.8.1.12** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.12.C.1** Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**TECH.8.1.12.F** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Unit Title: Unit 2: Contract Law

### Unit Description:

Whether it is cutting your neighbor's lawn or buying a cell phone, contract law is intended to protect the interests of buyers and sellers, facilitate trade, and promote fairness and efficiency. Students will learn about contracts and their elements, genuine agreement, capacity, consideration and how a contract ends. Students will also apply these principles and law to the marriage agreement. This includes the formation, application, and dissolution of this social contract.

Unit Duration: 11 Weeks

### Desired Results

#### Standard(s) and Indicator(s):

- 9.3.12.BM.2** Describe laws, rules, and regulations as they apply to effective business operations.  
**9.1.12.EG.6:** Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.  
**6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

#### Understandings:

*Students will understand that...*

1. Contracts are agreements between two or more parties that create obligations.
2. An offeror is not obliged to keep an offer open for a specified time even if the offeror has stated he/she would do so, but a firm offer is a written offer that contains a term stating how long the offer is to stay open.
3. Whether oral or written, an agreement will be treated as valid as long as it meets all the proper legal requirements.
4. Legal duress occurs when one party uses an improper threat or act to obtain an expression of agreement.
5. No contract exists when there is a mutual mistake of fact about the identity of the subject matter.
6. Misrepresentation results in a voidable contract.
7. Fraud is misrepresentation with intentional cause to injure.
8. Consideration is what a person demands and generally must receive in order to make his/her promise legally binding. Certain forms of consideration are only legally binding in the proper circumstances.
9. A promise to do what one is already legally required to do is not usually sufficient consideration to bind another to their promise given in return.
10. There are important exceptions to the general rule that, under contract law, consideration is necessary to bind someone to their promise.
11. Contractual capacity means the ability to understand the consequences of a contract and certain parties to contracts are assumed to lack the maturity and experience to protect their self-interests in contractual negotiations.
12. Agreements that involve contracting for an illegal act generally are void and unenforceable.
13. The UCC allows courts to refuse to enforce an unconscionable contract, to enforce only the part that is not unconscionable, or to modify the terms to make the contract fair.
14. The law requires that several of the most important types of contracts be placed in writing to be enforceable in court.

#### Essential Questions:

1. What is a contract and what is the importance?
2. When does a promise become a contract?
3. Why is there a distinction between contracts with a minor and contracts with an adult?
4. What are the essential elements needed to create a contract?
5. What is the reason why courts have the power to require contract performance or may allow a breach of contract that met all required elements? (What are the exceptions to contract law)
6. What potential problems arise in the civil courts when handling contract law cases?

15. A party to a contract may transfer to another person his/her rights to the benefits of the contract by means of an assignment.
16. Discharge of a contract is defined as the cancellation of the obligations imposed by it.
17. A remedy is the legal means by which right is enforced or a right's violation is prevented or redressed.
18. A party injured by a breach of contract must choose a remedy when suing.
19. The exchange of promises in marriage forms a binding legal contract.
20. The most important duty of both spouses is to provide for the support, nurture, welfare, and education of their children.
21. A marriage may end in death, divorce, or annulment.
22. By entering into a prenuptial agreement, the marital partners to be typically give up any future claim they might have to part or all of the other's property.

### Assessment Evidence

#### Performance Tasks:

- Analyze six elements of a contract.
- Explain and discuss how contracts arise and end.
- Identify what constitutes a contract to be voidable.
- Analyze the rights of minors when forming a contract.
- List, define and discuss fraud and associated penalties.
- Differentiate between express and implied contract, unilateral and bilateral contracts, and oral and written contracts Identify valid contracts.
- Describe various remedies for breach of contract.
- Explain how marriage contracts are formed and ended.
- Analyze and summarize complex legal situations.
- Apply legal principles to legal situations.
- Formulate an argument based on facts and principles.

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created projects
- Current Events
- Projects

#### Benchmarks:

Chapter Assessments and Projects

**Unit Assessments:** Objective Tests and/or Project based Assessments.

### Learning Plan

#### Learning Activities:

##### Activities for each section:

- Preview Chapter Content and new vocabulary terms
- Guided Lessons for new unit material with active notetaking and discussion.
- Use text resources to answer "What's Your Verdict" questions, discuss "In This Case" supplements, debate the "Hot Debate" scenarios, and write responses to "Think About Legal Concepts" in each chapter.
- Summarize and share current events articles that provide further research and examples on particular areas of Contract Law.
- Assessments on Understanding at various times throughout the unit and an end of unit benchmark assessment.

#### Elements of a Contract (1 Week)

1. Introductory Activity- Class Performance Contract Activity. Ask students to sign a class contract and after they sign, preview contracts together as to why they should not have signed the contract and what is wrong with it.
2. Create a Contracts Flow Chart Identifying the 6 Elements of a Contract

#### Offer and Acceptance (1 Week)

1. Create Offers and Counteroffers together in partners.
2. Create a Teen Driving Contract that identifies 5 responsibilities and 5 penalties for breach of contract.
3. Compare and Contrast Bilateral vs Unilateral Contracts.
4. Quiz on Elements of a Contract & Offer and Acceptance

**Genuineness of Assent (1 Week)**

1. Activity Preview in groups- How many Contracts can you find?
2. Lesson- False Advertising. Students will each be assigned a company to research (or they may choose their own) for examples of false advertising lawsuits or settlements.

**Consideration (1 Week)**

1. Activity Preview- Classroom Walk- Is this Consideration?
2. Group Projects: Students will break down chapter 8 subtopics by groups to “Research in a Day” and present to the class. Topics include NJ Good Samaritan Laws, NJ Dead Man Statutes, NJ Statute of Limitations for Civil Offenses, NJ Wedding Ring as a Consideration to Marry, NJ Wedding Ring as a gift, Promissory Estoppel in NJ, and Promises to Charitable Organizations.

**Legal Capacity to Contract (1-2 weeks)**

1. Preview activity- Current Event sharing on those that Lack Capacity to Contract
2. Case Study- Alden v Presley.
3. Choice Activities on Contracts in groups of 1-3. Possible topics include 1)Bowling v Sperry Case Study, 2) Analyze Contracts, 3) Create Consideration Comic Strips, 4) Consideration Text Message Conversations, 5) Research Emancipation in the state of NJ, Create your own Choice Activity.

**Legal Purpose and Proper Form of Contracts (1 week)**

1. Preview Activity- You Be the Judge Questions in teams
2. Class Simulation Game “Jerry Springer Contract Law”

**Contract Obligations and Enforcement (1-2 Weeks)**

1. Create a graphic depiction of the Remedies for Breach of Contract
2. Research an example of a real case and share the remedies provided to the plaintiff based on breach of contract.
3. Prepare for the Unit Test: Quizizz and Jeopardy Review Game.

**Contractual Aspects of Family Law (2 Weeks)**

1. Survey- Family demographics with comparison to family statistics over decades and across states.
2. Current event sharing- Family Law topics: Marriage, Divorce, Custody, Child Support orders, etc.
3. Activity: Weird Divorce/Marriage Laws search
4. Family Law Customs Project
5. Case of the Sleazy Spouse Video with Group “You Be the Judge” Scenario” or Discussion Board sharing

**Resources:**

More Resources can be found in Business Schoology Group

**Supplemental Resources**

NJ State Bar Foundation- RESPECT publications

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a valid contract with all 6 elements of contracts properly executed and explained.</li> <li>• Analyze peer-created contracts to determine validity and accuracy of content.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine contract validity based on meeting the 6 elements of a contract.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the 6 elements of a contract</li> </ul>

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<p>Provide ample opportunities for creative behavior.          Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.          Show appreciation for creative efforts.          Respect unusual questions, ideas, and solutions.          Encourage students to test their ideas.          Provide opportunities and give credit for self-initiated learning.          Avoid overly detailed supervision and too much reliance on prescribed curricula.          Allow time for reflection.          Resist immediate and constant evaluation.          Avoid comparisons to other students.          Provide Advanced Learner with choice assignments that encourage original work.</p>
<b>Struggling Learners</b>	<p>Assist students in getting organized.          Give short directions.          Use drill exercises.          Give prompt cues during student performance.          Break assignments into small segments and assign only one segment at a time.          Demonstrate skills and have students model them.          Give prompt feedback.          Use continuous assessment to mark students' daily progress.          Prepare materials at varying levels of ability.          Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.          Provide Struggling Learners with Choice Assignments to encourage completion based on personal strengths.</p>
<b>English Language Learners</b>	<p><b>Coordinate with English Language Learner advisor to modify activities where appropriate:</b>          Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.          When possible, use pictures, photos, and charts.          Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.          Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.          Integrate students' cultural background into class discussions.          Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> </ul>

	<ul style="list-style-type: none"> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

Interdisciplinary Connections	
<b>Indicators:</b>	
<p><b>NJLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>NJLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>NJLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>NJLSA.R8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>NJLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>NJLSA.W8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>WHST.11-12.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>WHST.11-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	

## Integration of 21<sup>st</sup> Century Skills

**Students will integrate 21<sup>st</sup> Century Skills of Communication, Collaboration, Creativity & Innovation, Critical Thinking & Problem Solving, Information Literacy, Media Literacy, and Life and Career Skills into all units.**

### **Indicators:**

- TECH.8.1.12** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- TECH.8.1.12.C.1** Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- TECH.8.1.12.F** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Unit Title: Unit 3: Consumer Law

### Unit Description:

This unit explains how the law of contracts has been augmented and streamlined to govern sales, the most crucial area of commerce. It will also detail the legal protections afforded to consumers involved in sales transactions. Students will research on how we are protected under our consumer laws at the state and federal levels.

Unit Duration: 4 Weeks

### Desired Results

#### Standard(s) and Indicator(s):

**9.3.12.BM.2** Describe laws, rules, and regulations as they apply to effective business operations.

**9.1.12.EG.6:** Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

**6.1.12.EG.5:** Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities. There are agencies, laws, and resources to protect you as a consumer.

#### Understandings:

*Students will understand that...*

1. A sale is a contract in which ownership of goods transfers immediately from the seller to the buyer for a price.
2. Service contracts and contracts for the sale of goods are completely unrelated.
3. The UCC applies specialized rules to merchants.
4. Sales contracts for goods valued at \$500 or more must be evidenced by a writing to be enforceable in court.
5. A variation of the Statute of Frauds applies only to contracts between merchants.
6. As a general rule, only the true owner of goods may legally transfer ownership of those goods.
7. For ownership of goods to be transferred in a sale, the goods.
8. must be both existing and identified.
9. There can be no transfer of ownership until the goods are both physically in existence and identified to the contract.
10. A wise buyer/seller of goods in a sales transaction will be sure to pay special attention to identifying the point at which the risk of loss due to damage to or destruction of the goods transfers.
11. A consumer is an individual who acquires goods that are intended primarily for personal, family or household use.
12. Consumers are protected in the marketplace through actions they may take on their own behalf as well as through actions the government takes to protect them.
13. To protect consumers, the federal and state governments have enacted numerous laws prohibiting unfair practices.
14. Product liability is a legal obligation stemming from the affixing of responsibility to compensate buyers and users for injuries caused by a defective product.
15. A warranty is an assurance given by one party to an agreement to the other of a fact upon which the latter may rely.

#### Essential Questions:

1. What is the difference between service contracts and contracts for the sale of goods? When is a contract a sale or not a sale? How do merchants differ from casual buyers in sales situations?
2. Why do consumer need to understand transfer of title and risk to avoid loss on sale of goods?
3. How can the Statute of Frauds protect a buyer? What are the exclusions to the Statute of Frauds?
4. What problems occur in society when consumer do not have government protection? What government protections are offered to consumers?
5. What methods can consumers take to protect themselves from being victims of consumer fraud?
6. Specifically in New Jersey, where does a consumer find information and tips to make safe sales and service contracts.
7. How can one make a claim of product liability?
8. What information is required on a written warranty and how can a consumer understand their product warranties.



<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Introduce UCC and law of sales.</li> <li>• Compare casual sellers to merchants.</li> <li>• Explain how the Statute of Frauds is applied to sales.</li> <li>• List remedies of the buyer and seller for sales contract</li> <li>• Explain title and risk of loss.</li> <li>• Distinguish types of consumer fraud.</li> <li>• Identify consumer protection laws.</li> <li>• Explain the need for Governmental involvement in the Marketplace.</li> <li>• Recognize unfair methods of competition.</li> <li>• Describe the protection afforded consumers by the law of product liability.</li> <li>• Identify the various warranties that may apply to a sales transaction.</li> <li>• Analyze and summarize complex legal situations.</li> <li>• Apply legal principles to legal situations.</li> <li>• Formulate an argument based on facts and principles.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created projects</li> <li>• Current Events</li> <li>• Projects</li> </ul>
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**Benchmarks:**  
Chapter Assessments and Projects

**Unit Assessments:** Objective Tests and/or Project based Assessments.

**Learning Plan**

**Learning Activities:**

**Activities for each section:**

- Preview Chapter Content and new vocabulary terms
- Guided Lessons for new unit material with active notetaking and discussion.
- Use text resources to answer “What’s Your Verdict” questions, discuss “In This Case” supplements, debate the “Hot Debate” scenarios, and write responses to “Think About Legal Concepts” in each chapter.
- Summarize and share current events articles that provide further research and examples on particular areas of Contract Law.
- Assessments on Understanding at various times throughout the unit and an end of unit benchmark assessment.

**Law of Sales (1 week)**  
Leonard v PepsiCo- Edpuzzle and Case discussion- When Pepsi was sued for a Fighter jet.  
Practice Judging: Advent Systems, LTD v Unisys Corporation  
Activity- Collaborate for Policies for Merchants & Casual Sellers looking at several sales sites such as Amazon, Etsy, Facebook Marketplace, etc.  
Current event Flipgrid sharing on Consumer Law/Product Liability Cases

**Ownership and Risk of Loss (1 week)**  
Preview- Discussion Board- What Risks of Loss have businesses faced that you know/have heard of?  
Practice Judging: Prewitt v Numismatic Funding Corporation

**Consumer Protections (1 week)**  
Practice Judging: Blevins v Cushman Motors  
Research Better Business Bureau and Class Action Lawsuits  
Product Liability- What Really Happened to Stella Liebeck (McDonald’s Hot Coffee Case)  
Real World Search- Bring in and analyze a Warranty coverage.  
Worksheet- 4 Types of Warranties  
Extension Activity- Alexis v Brown – develop a sales contract for the prepackaged Anchor systems.

**Project- Consumer Bowl (.5-1 Week)**  
Preparation- Students will research and study specific consumer briefs with the NJ Division of Consumer Affairs  
Consumer Bowl- Students will compete in a knowledge bowl style competition challenged on the consumer briefs studied above.

**Resources:**

More Resources can be found in Business Schoology Group

**Supplemental Resources**

NJ State Bar Foundation- RESPECT publications

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Understand consumer laws applied to them from the organizations listed below and can provide advice to peers, family, and other community stakeholders to assist others in protecting themselves from becoming the victims of consumer fraud (possibly in the form of videos, websites, brochures, speeches, etc.).</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use government websites/organizations such as NJ Division of Consumer Affairs, Consumer Product Safety Commission, and the Better Business Bureau to help protect oneself as a consumer from fraud and unsafe products/services.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain how the Statute of Frauds is applied to sales.</li> <li>List remedies of the buyer and seller for sales contract</li> <li>Distinguish types of consumer fraud.</li> <li>Identify consumer protection laws.</li> <li>Explain the need for Governmental involvement in the Marketplace.</li> <li>Describe the protection afforded consumers by the law of product liability.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts. Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. Resist immediate and constant evaluation. Avoid comparisons to other students. Provide Advanced Learner with choice assignments that encourage original work.
<b>Struggling Learners</b>	Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them.

	<p>Give prompt feedback.</p> <p>Use continuous assessment to mark students' daily progress.</p> <p>Prepare materials at varying levels of ability.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p> <p>Provide Struggling Learners with Choice Assignments to encourage completion based on personal strengths.</p>
<b>English Language Learners</b>	<p><b>Coordinate with English Language Learner advisor to modify activities where appropriate:</b></p> <p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

### Interdisciplinary Connections

#### Indicators:

**NJLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST.11-12.1.** Write arguments focused on *discipline-specific content*.

**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Integration of 21<sup>st</sup> Century Skills

**Students will integrate 21<sup>st</sup> Century Skills of Communication, Collaboration, Creativity & Innovation, Critical Thinking & Problem Solving, Information Literacy, Media Literacy, and Life and Career Skills into all units.**

#### Indicators:

**TECH.8.1.12** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.12.C.1** Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**TECH.8.1.12.F** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Unit Title: Unit 4- Property Law

### Unit Description:

In this unit, students will learn about the most established and stable area of the law – property. The unit will cover the closely related topics of real and personal property, insurance, and postmortem distributions. Students will analyze situations where one was not properly prepared either with insurance and/or a will to see the potential negative outcomes that could occur.

**Unit Duration: 2 Weeks**

### Desired Results

#### Standard(s) and Indicators

9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.

9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

#### Understandings:

*Students will understand that...*

1. Property is defined as the rights and interests in tangible things. Society defines the things in which its members can hold property.
2. Property is classified into 2 categories: real & personal. Real or personal property is acquired most commonly by contract, gift, or inheritance.
3. Personal property can be classified as Intellectual Property- Copyrights, Trademarks/Service Marks, Patents, and Trade Secrets
4. Ownership rights are not absolute but limited.
5. Insurance is a contractual arrangement that protects against loss.
6. There are 8 major types of insurance.
7. A person with contractual capacity can acquire insurance if he/she suffers loss.
8. Property insurance protects against damage or loss to personal or real property.
9. Casualty insurance protects against loss resulting from an accident or negligence.
10. The typical automobile insurance policy includes liability coverage, medical payments coverage, collision, and comprehensive, uninsured, and underinsured coverage.
11. Life insurance covers the death of a particular person.
12. Health insurance covers hospital and medical expense.
13. Social insurance come under the heading of Social Security.
14. When a person dies, the law looks for instructions to resolve some basic legal issues that arise.
15. The first item of business on the list is to offer proof of death to the appropriate court.

#### Essential Questions

1. What are the differences between real and personal property?
2. How does the law of contracts apply to intellectual property?
3. What is insurance and why is it necessary for an individual or business to transfer risk to an insurance company?
4. What could happen in the situation that one does not make a valid will or one has a will that could be contested?

<p>16. People may wish to transfer the immediate control of some or all of their property to another party with instructions on how it is to be managed.</p> <p>17. Trusts are named according to the timing and purpose of their creation.</p>	
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Define property law.</li> <li>• Define and name two classes of personal property.</li> <li>• Explain the normal formalities required for executing the various types of wills.</li> <li>• Identify the rationale for purchasing insurance.</li> <li>• Contrast the various types of property and casualty insurance.</li> <li>• Name the ways in which a will may be changed or revoked.</li> <li>• Discuss the requirements for probate and administration.</li> <li>• Recognize a trust and the parties to a trust.</li> <li>• Analyze and summarize complex legal situations.</li> <li>• Apply legal principles to legal situations.</li> <li>• Formulate an argument based on facts and principles.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Homework</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created projects</li> <li>• Current Events</li> <li>• Projects</li> </ul>
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<p><b>Benchmarks:</b> Chapter Assessments and Projects</p> <p><b>Unit Assessments:</b> Objective Tests and/or Project based Assessments.</p>
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## Learning Plan

### Learning Activities:

#### Activities for each section:

- Preview Chapter Content and new vocabulary terms
- Guided Lessons for new unit material with active notetaking and discussion.
- Use text resources to answer “What’s Your Verdict” questions, discuss “In This Case” supplements, debate the “Hot Debate” scenarios, and write responses to “Think About Legal Concepts” in each chapter.
- Summarize and share current events articles that provide further research and examples on particular areas of Contract Law.
- Assessments on Understanding at various times throughout the unit and an end of unit benchmark assessment.

#### **Property (.5 Week)**

Preview- Create a grid listing examples of Real Property vs Personal Property

Edpuzzle- Types of Intellectual Property

Supplemental Analysis: Fair use of Music (Napster), Trademarks (Nike Swoosh, Kodak), Patents, or Trade Secrets

Case Brief- Marcus v Rowley- Fair Use example

Extra- Numismatic Enterprise v Hyatt Corp- Duty of Care of Property at Hotel

Extra- Cherberg v Joshua Green Corp- Leasing Duty to Repair

#### **Insurance (.5 Week)**

Preview Activity- Match the Insurance with the Injury- Students will enter the room and receive a card containing either a type of insurance or a scenario in need of insurance coverage. Students will walk the room to find their “Match”.

Graphic organizer- Outline the types of insurance.

Case- Nationwide Mutual Insurance Co v Yelverton- Insurance Coverage Challenged.

#### **Wills & Trusts (1 Week)**

Preview- Jamboard/Padlet- What is the purpose of a will?

Activity-Discussion Board- Research & Share: celebrities or famous individuals that have died intestate (without a will) or with problems distributing their assets to their estate, person stories, or current event stories of will disputes.

Case Study- American Heart Association v County of Greenville (Shoeless Joe Jackson), Alden v Presley

Project- Create Your Own Wills project

#### **Resources:**

More Resources can be found in Business Schoology Group

#### **Supplemental Resources**

NJ State Bar Foundation- RESPECT publications

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

#### **Standard(s):**

9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.

9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a set of mock wills for oneself identifying their assets, executors, and wishes for property distribution without allowing for legal dispute.</li> <li>• Analyze peer-created wills to determine validity and accuracy of content.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare and Contrast procedures and distribution of assets based on dying with a will (testate) or without a will (intestate).</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Differentiate between dying testate and dying intestate.</li> <li>• Identify three reasons to create a will.</li> <li>• Describe how a decedent’s property is distributed.</li> </ul>

	<ul style="list-style-type: none"> <li>Define beneficiary, descendant, power of attorney, executor, and probate court.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<p>Provide ample opportunities for creative behavior.            Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.            Show appreciation for creative efforts.            Respect unusual questions, ideas, and solutions.            Encourage students to test their ideas.            Provide opportunities and give credit for self-initiated learning.            Avoid overly detailed supervision and too much reliance on prescribed curricula.            Allow time for reflection.            Resist immediate and constant evaluation.            Avoid comparisons to other students.            Provide Advanced Learner with choice assignments that encourage original work.</p>
<b>Struggling Learners</b>	<p>Assist students in getting organized.            Give short directions.            Use drill exercises.            Give prompt cues during student performance.            Break assignments into small segments and assign only one segment at a time.            Demonstrate skills and have students model them.            Give prompt feedback.            Use continuous assessment to mark students' daily progress.            Prepare materials at varying levels of ability.            Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.            Provide Struggling Learners with Choice Assignments to encourage completion based on personal strengths.</p>
<b>English Language Learners</b>	<p><b>Coordinate with English Language Learner advisor to modify activities where appropriate:</b>            Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.            When possible, use pictures, photos, and charts.            Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.            Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.            Integrate students' cultural background into class discussions.            Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> </ul>



	<ul style="list-style-type: none"> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

**NJLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST.11-12.1.** Write arguments focused on *discipline-specific content*.

**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Integration of 21<sup>st</sup> Century Skills

**Students will integrate 21<sup>st</sup> Century Skills of Communication, Collaboration, Creativity & Innovation, Critical Thinking & Problem Solving, Information Literacy, Media Literacy, and Life and Career Skills into all units.**

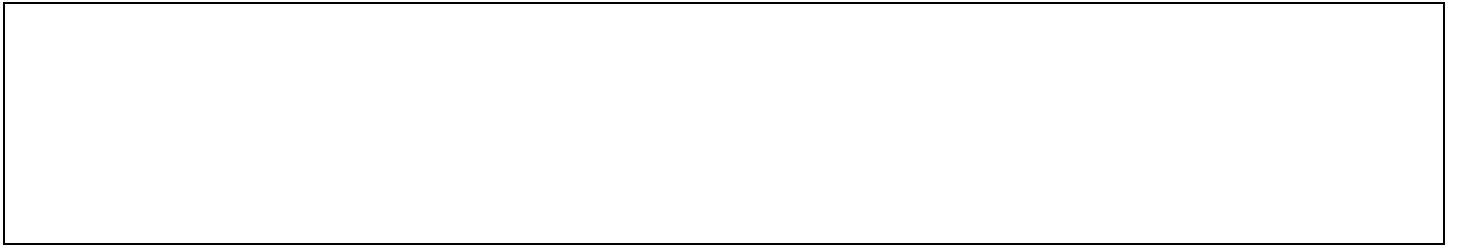
**Indicators:**

**TECH.8.1.12** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.12.C.1** Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**TECH.8.1.12.F** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



**Unit Title: Unit 5- Agency and Employment Law****Unit Description:**

Moving through the general topic of agency law to the specialized and highly structured area of employment law, this unit bases the student in a common law perspective and then progresses to introduce the rule and regulation-oriented fields of employment at will, union relations, discrimination, and occupational injuries.

**Unit Duration: 4 Weeks**

## Desired Results

### Standard(s) and Indicators

- 9.1.12.CFR.6:** Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.2.12.CAP.17:** Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
- 9.3.12.BM-HR.1** Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM.2** Describe laws, rules, and regulations as they apply to effective business operations.

#### Understandings:

*Students will understand that...*

1. An agency is a relationship between two parties created by an implied or an express agreement or by law, that empowers one of the parties by word or action to legally bind the other.
2. Employment is a legal relationship based on a contract that calls for one individual to be paid for working under another's direction and control.
3. Contracts of employment are terminated either by performance of a specific job or performance for a specific period, by termination at the will of one or both parties or as the result of a material breach.
4. Employers owe a variety of duties to employees and others.
5. An employee has a duty to fulfill the express terms of the employment contract and other implied agreements made with the employer.
6. The early labor organizations in this country were mostly created in reaction to specific situations.
7. The formation of a union can be a long and difficult process.
8. Collective bargaining is a procedure requiring labor and management to bargain with each other with open and fair minds to overcome obstacles existing between them.
9. The NLRA requires that employers treat unions fairly by allowing them to organize.
10. The government has become involved in making sure that choices within the workplace are made on the proper bases and do not reflect anything illegal.
11. The federal government has enacted a number of statutes to prohibit discrimination against protected classes in employment.
12. Employees may receive unequal treatment from their employers for legitimate reasons centering on their ability to do their job.
13. Disparate impact indicates that the policy improperly eliminates more members of a protected class than members of the majority.
14. There are 2 types of sexual harassment: quid pro quo and hostile environment.
15. There is a system in place in the United States to protect workers from on-the-job injuries and their consequences.
16. If worker injuries are sustained there are 2 means of providing compensation and rehabilitation.
17. In order for an injured employee covered by the workers' compensation system to claim his/her benefits, it must be shown the injury occurred in the scope of employment and resulted from the risks of that employment.

#### Essential Questions:

1. What is the difference between an employee and an agent?
2. When does an employment contract exist?
3. What are the 4 unlawful reasons for termination in which an employer commits a tort?
4. What special duties are owed to minors?
5. When is the employer liable for injury caused by employees?
6. What is the purpose of the NLRB?
7. How can discrimination in the workplace ever be justified?
8. What is the meaning of unjustified discrimination in any term, condition, or privilege of employment?
9. What are an employers' major defenses in discrimination suits?
10. Who can suffer sexual harassment?
11. What is the legislative background of OSHA?
12. How must employers deal with OSHA violations?
13. Define assumption of risk.

## Assessment Evidence

### Performance Tasks:

- Describe how employment contracts are made.
- Explain how employment contracts are terminated.
- List an employer's duties Name an employee's duties.
- Recognize the difference between legal and illegal employment discrimination.
- List the various statutes governing employment discrimination.
- Discuss how a case based on disparate treatment is proven.
- Describe how a case based on disparate impact is proven.
- Recognize the forms of sexual harassment.
- Recognize the two approaches taken to protect workers from on-the-job injuries. Distinguish the role of OSHA in the effort to prevent such injuries.
- Recognize the importance of employee negligence suits and workers' compensation.
- Describe the procedure for handling workers' compensation cases.
- Analyze and summarize complex legal situations.
- Apply legal principles to legal situations.
- Formulate an argument based on facts and principles.

### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created projects
- Current Events
- Projects

### Benchmarks:

Chapter Assessments and Projects

**Unit Assessments:** Objective Tests and/or Project based Assessments.

## Learning Plan

### Learning Activities:

#### Activities for each section:

- Preview Chapter Content and new vocabulary terms
- Guided Lessons for new unit material with active notetaking and discussion.
- Use text resources to answer "What's Your Verdict" questions, discuss "In This Case" supplements, debate the "Hot Debate" scenarios, and write responses to "Think About Legal Concepts" in each chapter.
- Summarize and share current events articles that provide further research and examples on particular areas of Contract Law.
- Assessments on Understanding at various times throughout the unit and an end of unit benchmark assessment.

#### **Employment Law (.5 week)**

Preview- Opening Discussion- Have students talk about any paying jobs that they have or had. Open the floor to what they think we may discuss in employment law. What would be legal, or illegal?  
Chart it-What are expectations and duties of employers and employees?

Show an example of an employment contract and review it line by line.

Global Issues: Worst Forms of Child Labor

Law Brief: Occupations Prohibited by the FLSA for Certain Age Groups

Practice Judging: Jason Giambi v New York Yankees

#### **Unions and Employment (.5 week)**

Ask students to identify the functions of labor unions.

Law Brief: NLRA

Graph the Pros and Cons of Unionization

Legal Research: NLRB and EEOC

Global Issues: Child Labor

Practice Judging: Major League Baseball Players' Association v Owners -Collective Bargaining Agreement for the MLB.

**Employment Discrimination (1 week)**

Begin a discussion of prohibited grounds for discrimination in employment.

Law Brief topics: Obesity in the workforce

Economic Impact: Defending a Sexual Harassment Lawsuit

Internet activity: Students will research FMLA.

Practice Judging: Amy Cohen, ET AL., v Brown University

Write an ad for a job which creates direct evidence of disparate treatment.

**Workplace Safety (1 week)**

Begin the discussion of the hazards in the workplace Lecture/note taking Class discussion.

Make workplace posters available for the students to discuss.

Legal Research: Hazardous jobs

Write a short recapitulation of the workers' compensation procedure as though they were an attorney describing it to a client.

Practice Judging: Hendy v Losse

**Unit project and Assessment(1 Week):**

Prepare a draft of a standard employment contract or employee handbook.

Unit Assessment

**Resources:**

More Resources can be found in Business Schoology Group

**Supplemental Resources**

NJ State Bar Foundation- RESPECT publications

NJ LAD: Laws Against Discrimination

EEOC and OSHA websites

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

**9.1.12.CFR.6:** Identify and explain the consequences of breaking federal and/or state employment or financial laws.

**9.3.12.BM-HR.1** Describe and follow laws and regulations affecting human resource operations.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create an action plan to address a form of workplace discrimination that one has experienced or COULD experience.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare and Contrast employment policies of disparate impact vs disparate treatment.</li> <li>• Analyze a case to determine if a company has violated an employment discrimination law.</li> <li>• Write an ad for a job which creates direct evidence of disparate treatment.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize the difference between legal and illegal employment discrimination.</li> <li>• List the various statutes governing employment discrimination.</li> <li>• Discuss how a case based on disparate treatment is proven.</li> <li>• Describe how a case based on disparate impact is proven.</li> <li>• Recognize the forms of sexual harassment.</li> </ul>
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## Unit Title: Unit 6- Career Exploration

### Unit Description:

This unit explores the many exciting careers in law that are available to lawyers. Detailed descriptions will be discussed for several areas of law. Employment outlook and needed skills and education will be in the fore front of this unit. Students will be exposed to what an ordinary day will be like in the life of an attorney or other profession in the legal field.

**Unit Duration: 1 Week**

### Desired Results

#### Standard(s) and Indicators

- 9.3.LW-LEG.7** Compare and contrast different career fields in the legal services.
- 9.3.LW.5** Analyze the various laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, corrections, and security.
- 9.3.LW.6** Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.
- 9.3.GV.5** Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.

#### Understandings:

*Students will understand that...*

1. Interests, aptitudes, and attitudes have a direct correlation to career exploration.
2. Career clusters are lists of occupations and their pathways.
3. Many exciting careers in law are available to those interested in the field of law.

#### Essential Questions:

1. How do my personal interests and abilities influence future career choices?
2. What factors should I consider when choosing a career?
3. What careers in law are available?
4. What are the steps needed to pursue a career in law?

### Assessment Evidence

#### Performance Tasks:

- Identify and apply basic academic and technological skills relating to a variety of careers.
- Develop an awareness of career clusters and jobs relating to those clusters.
- Describe their personal choices based on current employment and labor statistics.
- Develop a career development plan including courses and requirements needed to follow their career choice.

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Teacher-created projects
- Current Events
- Projects

#### Benchmarks:

Chapter Assessments and Projects

**Unit Assessments:** Project based Assessment

### Learning Plan

**Learning Activities:**

This is approximately a one-week unit that can be incorporated throughout the course at various times and will include a career project during the year when time allows.

**Activities for each section:**

- Use “Develop Your Leadership Skills” activities and “Planning a Career in Law” sections in the textbook to preview potential legal career options.
- Use websites to determine interest, abilities and aptitudes and match them to specific career clusters.
- Research statistics on the Occupational Outlook Handbook website.
- Interact with guest speakers in the legal industry and/or local courts.
- Unit project: Research a career in law that interests them and present findings to the class through choice project.

**Resources:**

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**Supplemental Resources**

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OOH Handbook

**Unit Learning Goal and Scale**  
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<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Utilize research gained in the project below to reach out to individuals in their chosen job field for a potential interview or shadowing experience.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Research and create a written choice project that includes a description, education needed, salary range, connection to one’s personal interests, and the daily life of a chosen legal career.</li> <li>• Present the project to their peers sharing their findings clearly with proper presentation skills.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• List various careers in the legal field available at different education and income levels.</li> <li>• Research Careers in the legal field using trusted websites and the OOH handbook.</li> <li>• Identify careers that match to their personal interests, aptitudes, and abilities.</li> </ul>
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<b>English Language Learners</b>	<p><b>Coordinate with English Language Learner advisor to modify activities where appropriate:</b>  Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.  When possible, use pictures, photos, and charts.  Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.  Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.  Integrate students' cultural background into class discussions.  Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</p>
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**NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST.11-12.1.** Write arguments focused on *discipline-specific content*.

**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Integration of 21<sup>st</sup> Century Skills

**Students will integrate 21<sup>st</sup> Century Skills of Communication, Collaboration, Creativity & Innovation, Critical Thinking & Problem Solving, Information Literacy, Media Literacy, and Life and Career Skills into all units.**

**Indicators:**

**TECH.8.1.12** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.12.C.1** Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**TECH.8.1.12.F** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJ Standards and Indicators**

<p><b><u>Unit 1: Law Justice and You</u></b></p> <p><b><u>14 Weeks</u></b></p>	<p>9.3.LW-LEG.1-6 Demonstrate effective communication skills, produce written legal materials, apply information technology tools, and use legal terminology in the legal services environment.</p> <p>9.3.LW-LEG.8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative, and executive) on the legal services.</p> <p>9.3.LW-LEG.9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.</p> <p>6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees.)</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>Media Bias and Accuracy of Information</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).</p> <p>Cyber Law</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p> <p>9.3.GV-MGT.11 Describe laws and policies that are used to protect or disclose information.</p> <p>Criminal Law</p> <p>9.3.LW-ENF.5 Analyze the impact of federal, state, and local laws on law enforcement procedures</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>
<p><b><u>Unit 2 Contracts</u></b></p> <p><b><u>12 weeks</u></b></p>	<p>9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.</p> <p>9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</p>
<p>Unit 3- Consumer Law</p> <p>5 Weeks</p>	<p>Consumer Law</p> <p>9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <p>9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.</p> <p>6.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities. There are agencies, laws, and resources to protect you as a consumer.</p>
<p><b><u>Unit 4 Property Law</u></b></p> <p>3 weeks</p>	<p>9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.</p> <p>Wills</p> <p>9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).</p> <p>Copyright/intellectual property</p> <p>9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p>
<p><b><u>Unit 5- Employment Law</u></b></p> <p>5 Weeks</p>	<p>9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.</p> <p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p>

	<p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>9.3.12.BM.2 Describe laws, rules, and regulations as they apply to effective business operations.</p>
<p><b><u>Unit 6- Career Exploration</u></b></p> <p><b><u>1 Week</u></b></p>	<p><b>9.3.LW-LEG.7</b> Compare and contrast different career fields in the legal services.</p> <p><b>9.3.LW.5</b> Analyze the various laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, corrections, and security.</p> <p><b>9.3.LW.6</b> Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections &amp; Security Career Pathways.</p> <p><b>9.3.GV.5</b> Describe career opportunities and the means to achieve those opportunities in each of the Government &amp; Public Administration Career Pathways.</p>

### Interdisciplinary Connections

**Indicators:**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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