

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## Business Law June 2021



## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

# Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

This class will prepare students to be productive members of an ever-changing society. They will learn essential life skills that will enable them to be successful in a global economy.

This is a half year course designed for 9<sup>th</sup> grade to 12<sup>th</sup> grade students who have an interest in Business Law. Virtually every aspect of an individual's life is affected by business and/or personal law. This course begins with the fundamental principles of law in general and how our local, state, and federal court systems operate.

Students will acquire basic knowledge regarding a multitude of areas which fall under the vast umbrella of Business and Personal Law. Students can expand on this knowledge base as they further their studies in the field of law as well as business related studies.

Major topics covered will include the following: ethics and the law; contracts; personal property and juvenile justice; problems in society; tort and criminal law

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Law, Justice, and You	48
Unit 2: Contract Law	42

## Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
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Unit 1  
Law, Justice, & You

- Describe the differences between common and positive law
- Define ethics
- Discuss ways in which ethics are reflected in the law
- Explain how the U.S. Constitution addresses and protects citizen's civil rights
- Understand the foundations of cyber law
- Explain how disputes can be settled without going to court
- Name the major federal courts and describe their jurisdictions and powers
- Compare the structure of a typical state court system with the federal courts
- Understand the three elements that make up a criminal act
- Identify the types of crime that affect business
- Know the rights individuals have when arrested and their potential criminal liability for the actions of others
- Understand the appropriate punishments for crimes
- Distinguish a crime for a tort
- Identify the elements of a tort
- State the legal remedies that are available to a tort victim
- Describe the procedures used to try a civil case

- Annotations and close reading activities
- Classroom Discussions, Socratic seminars, and Debates
- Analysis of graphic organizers and notes
- Annotated Timelines
- Teacher and student led PowerPoint Presentations
- Class Trips to applicable historical sites/monuments
- Definitions of key terms and concepts
- Individual/Group Presentations
- Document Based Question analysis and essays
- Written responses to queries
- Summary and Analysis of Videos/Documentaries/Films
- Summary and analysis of guest speakers

<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p><a href="http://www.cengage.com/school/blaw/law">www.cengage.com/school/blaw/law</a>  <a href="http://www.americanbar.org/groups/business_law.html">www.americanbar.org/groups/business_law.html</a>  <a href="http://www.study.com/academy/lesson/what-is-business-law-definition-overview.html">www.study.com/academy/lesson/what-is-business-law-definition-overview.html</a>  <a href="https://www.legalzoom.com/articles/business-law">https://www.legalzoom.com/articles/business-law</a>  <a href="https://www.nytimes.com/section/business">https://www.nytimes.com/section/business</a>  <a href="http://www.cnn.com">www.cnn.com</a>  <a href="http://www.foxnews.com">www.foxnews.com</a></p>	
<p><b>Unit 2</b>  <b>Contract Law</b></p>	<ul style="list-style-type: none"> <li>● Identify the six elements of a contract.</li> <li>● Explain how a contract legally comes into existence.</li> <li>● Describe the elements of an offer</li> <li>● Describe how an offer can come to an end.</li> <li>● State whether newspaper advertisements constitute offers.</li> <li>● Describe the various ways to end an offer</li> <li>● Identify how the Statute of Frauds applies to certain contracts.</li> <li>● Explain the role of capacity in organizations</li> <li>● Identify various forms of unenforceable illegal agreements</li> </ul>	

<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p> <a href="http://www.cengage.com/school/blaw/law">www.cengage.com/school/blaw/law</a>  <a href="http://www.americanbar.org/groups/business_law.html">www.americanbar.org/groups/business_law.html</a>  <a href="http://www.study.com/academy/lesson/what-is-business-law-definition-overview.html">www.study.com/academy/lesson/what-is-business-law-definition-overview.html</a>  <a href="https://www.legalzoom.com/articles/business-law">https://www.legalzoom.com/articles/business-law</a>  <a href="https://www.nytimes.com/section/business">https://www.nytimes.com/section/business</a>  <a href="http://www.cnn.com">www.cnn.com</a>  <a href="http://www.foxnews.com">www.foxnews.com</a> </p>	
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## Curricular Units

### Unit I: Law, Justice, and You

<b>Critical Knowledge &amp; Skills</b> <i>("Unpacked" Standards)</i>	<b>Content-Specific Practices</b>	<b>Standard Mastery Examples</b> <i>(The Student will be able to:)</i>
<ul style="list-style-type: none"> <li>• What are the differences between criminal and civil law?</li> <li>• How are ethics reflected in laws?</li> <li>• How does the US Constitution address and protect citizen's civil rights?</li> </ul>	<p>           Annotations and close reading activities            Classroom Discussions and Debates            Analysis of graphic organizers and notes            Teacher and student led PowerPoint Presentations            Definitions of key terms and concepts         </p>	<ul style="list-style-type: none"> <li>• Assign key terms to student pairs and have students define terms and present their definitions to the class.</li> <li>• Class Discussion using google classroom</li> </ul>



<ul style="list-style-type: none"> <li>• What constitutional issues are involved in the use of electronic communications?</li> </ul>	<p>Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<ul style="list-style-type: none"> <li>• Hot debates about current and relevant topics</li> </ul>
<ul style="list-style-type: none"> <li>• How can disputes be resolved without going to court?</li> <li>• What crimes affect business?</li> <li>• What makes up a criminal act?</li> <li>• What are your constitutional rights when you are arrested?</li> </ul>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<ul style="list-style-type: none"> <li>• Review/Discussion of Case Studies</li> <li>• Current Events required weekly about topics from the unit</li> <li>• Student presentations about cases from the news that is relevant to discussion topics.</li> </ul>
<ul style="list-style-type: none"> <li>• What are the different punishments that go along with committing certain crimes?</li> <li>• What legal remedies are available to victims of a tort?</li> <li>• What are the procedures of a civil case?</li> </ul>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<ul style="list-style-type: none"> <li>• Notes using google classroom</li> <li>• Computer Applications</li> <li>• Assign each team of 3 students a specific tort. Have the student's role play the tort. The class will then be responsible for a summary on what tort was being described and what laws were being broken</li> </ul>

Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.  8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

<p>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.</p>	
<p align="center"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

## Unit 2: Contract Law

<p align="center"><b>Critical Knowledge &amp; Skills</b>  ("Unpacked" Standards)</p>	<p align="center"><b>Content-Specific Practices</b>  (when applicable)</p>	<p align="center"><b>Standard Mastery Examples</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<ul style="list-style-type: none"> <li>• What are the 6 elements of a contract?</li> <li>• What are the requirements of an offer?</li> <li>• How can offers be terminated?</li> <li>• What are the requirements of an effective acceptance?</li> </ul>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<ul style="list-style-type: none"> <li>• Assign key terms to student pairs and have students define terms and present their definitions to the class.</li> <li>• Class Discussion using google classroom</li> </ul>

	<p>Written responses to queries          Summary and Analysis of          Videos/Documentaries/Films          Summary and analysis of guest speakers</p>	<ul style="list-style-type: none"> <li>• Hot debates about current and relevant topics</li> <li>• Review/Discussion of Case Studies</li> <li>• Current Events required weekly about topics from the unit</li> </ul>
<ul style="list-style-type: none"> <li>• What is the statute of fraud and why is it necessary?</li> <li>• What are the remedies for fraud?</li> <li>• What role does capacity play in organizations?</li> <li>• If a contract be deemed illegal, will any courts enforce it?</li> </ul>	<p>Annotations and close reading activities          Classroom Discussions and Debates          Analysis of graphic organizers and notes          Teacher and student led PowerPoint Presentations          Definitions of key terms and concepts          Individual/Group Presentations          Written responses to queries          Summary and Analysis of          Videos/Documentaries/Films          Summary and analysis of guest speakers</p>	<ul style="list-style-type: none"> <li>• Student presentations about cases from the news that is relevant to discussion topics.</li> <li>• Notes using google classroom</li> <li>• Computer Applications</li> <li>• Team contract negotiation project</li> </ul>

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

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<p>c. Model and provide examples d. Extended time on assessments when needed.</p>	<p>c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	
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Refer to the [NJ Student Learning Standards](#)

9.1 Personal Financial Literacy

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

9.4 Life Literacies & Key Skills

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English: Written reports & projects