



# Business Law - Unit 1 - Torts

## Unit Focus

In this first unit of study, students will study the regulations and laws involving different types of torts. Through the use of case law students will interpret and apply the spirit of the law to demonstrate understanding. Students will be able to look at a case, a set of facts, the interpretation of the law and be able to construct arguments for both parties involved in order to open up different perspectives to the case. The PBA will give students a court case in which the students will write a defense for the defendant proving negligence does not exist, and will also write an opinion for the plaintiff proving negligence existed.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Goals and Standards</b>  <i>Business Law: 12</i></p> <ul style="list-style-type: none"> <li>Analyze and solve ethical and legal problems. <i>BL.1.1.1.1</i></li> <li>Analyze the specific cases by stating facts, finding the legal questions, applying the laws, and resolving the issues. <i>BL.1.2.1.1</i></li> <li>Compare and contrast the steps in a civil lawsuit with the steps in criminal prosecution. <i>BL.1.4.1.1</i></li> </ul> <p><b>Common Core</b>  <i>English Language Arts: 9-10</i></p> <ul style="list-style-type: none"> <li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.9-10.1</i></li> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <i>CCSS.ELA-LITERACY.W.9-10.1.A</i></li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. <i>CCSS.ELA-LITERACY.W.9-10.1.B</i></li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <i>CCSS.ELA-LITERACY.W.9-10.1.C</i></li> </ul>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<p><i>Students will understand that...</i>  <b>U1</b> Tort law is based on the underlying concept of negligence.  <b>U2</b> Tort law encourages people to act responsibly by awarding money or damages to victims who are harmed by wrongdoers.  <b>U3</b> The primary goal of civil law is not to punish but to protect people by helping them avoid problems and resolve disputes.</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> How can negligence be proven? How can a person defend themselves from negligence?  <b>Q2</b> What determines whether an act is a crime or a tort under the United States Justice System?  <b>Q3</b> Who should be held responsible for damages due to injury?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i>  <b>K1</b> Remedies for torts: compensatory damages, punitive damages, injunctions  <b>K2</b> Four elements of negligence (duty of care, breach of duty, causation and actual injury).</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Determine and justify appropriate compensatory and punitive damages.  <b>S2</b> Identify the type of tort committed based on the actions, and intent</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Provide a concluding statement or section that follows from and supports the argument presented. <i>CCSS.ELA-LITERACY.W.9-10.1.E</i></li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)</li> </ul>	<p><b>K3</b> Types of torts (intentional, unintentional, negligence, defamation, trespass, strict liability, assault (battery))</p> <p><b>K4</b> Four defenses to negligence; comparative, contributory, assumption of risk, eliminating an element</p>	<p><b>S3</b> Prove negligence exists by applying the four elements of negligence to a situation</p> <p><b>S4</b> Defend against negligence by applying one of the four (or combination of) defenses against it</p>
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