

BUSINESS LAW	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Business</i>	<i>1 Term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	<i>2022</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>None</i>	<i>11/15/2022</i>
PRIMARY RESOURCE if applicable	
<i>Adamson, John E., and Norbert J. Mietus. Law for Business and Personal Use. 15th ed., South-Western Educational Pub., 2000.</i>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<i>Gain an understanding of how Business Law relates to everyday life and business. Exciting units include ethics, property laws, employment laws, contracts, criminal and civil law, consumer law, and more.</i>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway?]
	How do teams efficiently and effectively solve problems in an increasingly complex world?
	What strategies and processes can I use to become a more effective creator, thinker and problem solver?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
	What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
	How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
	What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?
PRIORITY CAREER & TECHNICAL STANDARDS	
<i>Students will be skilled at...</i>	
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.	
Career Development CD4: Students will identify and apply employability skills. a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.	
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. a: I choose appropriate sources of data and information for a given purpose. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.	

PRIORITY CONTENT STANDARDS*Students will know...*

BIT.BLE5: Students will communicate how ethical issues impact the business environment.

BIT.BLE2: Students will interpret laws associated with business organizations, agency law and employment law.

MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

BIT.PF4: Students will examine factors that affect incurring debt, cost of credit and legal aspects of credit in order to remain both creditworthy and financially secure.

BIT.BLE2: Students will interpret laws associated with business organizations, agency law and employment law.

MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

LAW BASICS		
STAGE 1: Desired Unit Results	STAGE 2: Assessment Evidence	
<p><i>Students will learn, discuss, and summarize the characteristics of the different types of courts and the concepts of civil law and criminal law. Students will discuss and demonstrate ethical and unethical decision-making business practices and making ethical, moral and legal choices in business situations by creating their own scenarios</i></p>		
ESSENTIAL QUESTION (s)	Success Criteria with Standards	
What thought-provoking questions will foster inquiry, understanding, and transfer of learning?	The criteria for evaluating performance on standards is constant.	
What strategies and processes can I use to become a more effective creator, thinker and problem solver?	CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.	
Why is communication and collaboration important?		
How do positive work behaviors and personal qualities impact communication and collaboration?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets	Performance Tasks Options/ Assessment Strategies by Standard	
Students may be given options to show their learning in varied ways.		
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	Supreme Court Case Research Project Students choose a case where ethical lines were crossed. They then analyze both sides of the case and present their opinion and compare it to the actual USSC decision
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	Supreme Court Case Research Project Students choose a case where ethical lines were crossed. They then analyze both sides of the case and present their opinion and compare it to the actual USSC decision
	C2.a.16.h: I can defend an action taken or a decision implemented.	Criminal & Civil Law Cards Render a decision and compare it to the actual decision made in the case
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	Ethics vs. Law Definitions, Reading and Discussion Students read and article and reflect on given prompts which leads to classroom discussion
Career Development		
CD4: Students will identify and apply employability skills.		
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	Role of Legal Professions Research Project Students research and discuss specific professions related to business specific law
	CD4.a.9.h: I can use positive work qualities typically desired in each of the career cluster pathways.	Role of Legal Professions Research Project Students research and discuss specific professions related to business specific law
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	Supreme Court Case Research Project Students choose a case where ethical lines were crossed. They then analyze both sides of the case and present their opinion and compare it to the actual USSC decision
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	Supreme Court Case Research Project Students choose a case where ethical lines were crossed. They then analyze both sides of the case and present their opinion and compare it to the actual USSC decision
Information, Media, Technology		
IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	Law Basics Think Pair Share Class discusses the history of US Law and its foundations
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	What Would You Do? Quickwrite & Activity Ethical Dilemma Simulation
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	What Would You Do? Quickwrite & Activity Ethical Dilemma Simulation
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	Law Basics Study Guide: Students write, reflect on and complete guided notes to aid them in completing unit work, while enforcing concepts discussed in class.
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
Students may be given options to show their learning in varied ways.		
BIT.BLE5: Students will communicate how ethical issues impact the business environment.		
BLE5.b: Explain and relate the function of a code of ethics in business.	BLE5.b.3.m: I can explain the ethical responsibilities of multiple roles within a business structure. BLE5.b.4.m: I can analyze ethical scenarios and their solutions that a business may encounter. BLE5.b.5.m: I can analyze a personal code of ethical behavior. BLE5.b.6.m: I can diagram ideas to guide ethical decision making.	Ethics vs. Law Definitions, Reading and Discussion (see above) Why Ethics and Laws are not the same read/write (see above) What Would You Do? Quickwrite & Activity - Ethical Dilemma Simulation (see above)
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		

GUIDING UNIT QUESTIONS <i>Using Costa's Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</i>	STRATEGIES/ACTIVITIES <i>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</i>	RESOURCES/MATERIALS <i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.</i>
How do a person's values relate to ethical behavior?	Quickwrite	Microsoft Office Suite
How are ethics and law related?	CSG's (Collaborative Study Groups)	Google Tools
How can ethical issues affect employer/employee relationships?	Pair-Share	Study Guide
How can a business be affected by employees using company resources for personal use?	Graphic organizers: Elaboration/Description Cause/Effect Compare/Contrast Sequence	Class Notes
How do various roles within a business structure require different ethical responsibilities?	GIST summarizing	Class PowerPoint Slides
What strategies can be used to scrutinize historical scandals in which a company lacked a code of ethics and the consequences of its actions?	Marking the Text	

LEGAL BUSINESS ORGANIZATIONS		
STAGE 1: Desired Unit Results	STAGE 2: Assessment Evidence	
<p><i>Students will understand the four types of business ownership. Through independent and guided research, students will comprehend the basic tenants of a sole proprietorship, partnership, LLC and cooperation. They will compare and contrast the benefits and drawbacks of each, and know which type of ownership is appropriate in a given situation.</i></p>		
<p>ESSENTIAL QUESTION (s) <i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i></p>		
<p>Why is creativity and innovation important? How is creativity and innovation used in Business Management career pathway?</p> <p>What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?</p>		<p>Success Criteria with Standards <i>The criteria for evaluating performance on standards is constant.</i></p> <p>CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.</p>
<p>PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets</p>		
<p>Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</p>		
<p>a: I develop effective resolutions for a given problem, decision or opportunity using available information.</p>	<p>4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.</p> <p>4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.</p> <p>C2.a.16.h: I can defend an action taken or a decision implemented.</p>	<p>Business Organization Research: Students will read an article about each of the types of legal business organizations. They will then answer questions related to each article and share out with class - leading to class discussion</p> <p>Business and Lawsuit Activity: Students will read and "14 Top Companies That Lost Big Money in Lawsuits" and watch video. This leads to class discussion, group work and writing activity.</p> <p>Business and Lawsuit Activity: Students will read and "14 Top Companies That Lost Big Money in Lawsuits" and watch video. This leads to class discussion, group work and writing activity.</p>
<p>Career Development CD4: Students will identify and apply employability skills.</p>		
<p>a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.</p>	<p>CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.</p>	<p>Business and Lawsuit Activity: Students will read and "14 Top Companies That Lost Big Money in Lawsuits" and watch video. This leads to class discussion, group work and writing activity.</p>
<p>Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</p>		
<p>a: I choose appropriate sources of data and information for a given purpose.</p>	<p>IMT1.a.7.h: I can explain the level of objectivity for a given source of information.</p>	<p>Business Organization Research: Students will read an article about each of the types of legal business organizations. They will then answer questions related to each article and share out with class - leading to class discussion</p>
<p>c: I select relevant information necessary for making decisions and solving problems</p>	<p>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</p>	<p>Business Organization Compare and Contrast Venn: Students will work together to fill out a venn diagram to compare partnerships, sole proprietorships, corporations and LLCs. They will then complete and discuss related writing prompts.</p>
<p>d: I apply data and information to communicate ideas and create new opportunities.</p>	<p>IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.</p> <p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>	<p>Business Organization Research: Students will read an article about each of the types of legal business organizations. They will then answer questions related to each article and share out with class - leading to class discussion</p> <p>Business Organization Study Guide: Students write, reflect on and complete guided notes to aid them in completing unit work, while enforcing concepts discussed in class.</p>
<p>PRIORITY CONTENT STANDARDS & Learning Targets</p>		
<p>BIT.BLE2: Students will interpret laws associated with business organizations, agency law and employment law.</p>		
<p>BLE2.a: Summarize the characteristics of owning and operating a business.</p>	<p>BLE2.a.2.e: I can explain partnership.</p> <p>BLE2.a.6.m: I can describe how partnerships are created.</p> <p>BLE2.a.12.h: I can distinguish among the different types of partners, such as silent, dormant and secret; describe the powers and duties of each type of partner.</p> <p>BLE2.a.13.h: I can identify how the partnership may be dissolved by the partners, operation of the law and by the order of the court.</p>	<p>Business and Lawsuit Activity (see above)</p> <p>Business Organization Research (see above)</p> <p>Business Organization Compare and Contrast Venn (see above)</p> <p>Business Organization Study Guide (see above)</p>

GUIDING UNIT QUESTIONS <i>Using Costa's Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</i>	STRATEGIES/ACTIVITIES <i>What learning strategies and experiences will authentically engage students so that they gain understanding of the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</i>	RESOURCES/MATERIALS <i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.</i>
What are the different types of business organizations?	Quickwrite	Microsoft Office Suite
Are there advantages of forming certain types of legal entities in business?	CSG's (Collaborative Study Groups)	Google Tools
How does incorporating a business as a specific type of legal entity change the reporting, expectations and obligations of a business?	Pair-Share	Study Guide
	Graphic organizers: Elaboration/Description Cause/Effect Compare/Contrast Sequence	Class Notes
	GIST summarizing	Class PowerPoint Slides
	Marking the Text	

CONTRACT LAW		
STAGE 1: Desired Unit Results	STAGE 2: Assessment Evidence	
<p><i>This unit gives students the basic elements found in an offer and acceptance. Given a case study the students will analyze the case to determine if an acceptance occurred and explain why the contract is legal or not. General agreements will be examined and how they apply to real life. Elements of contracts are identified and who becomes a party. How contracts come to an end or are ended are also determined.</i></p>		
<p>ESSENTIAL QUESTION (s) <i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i></p>		
<p>What strategies and processes can I use to become a more effective creator, thinker and problem solver?</p>	<p>Success Criteria with Standards <i>The criteria for evaluating performance on standards is constant.</i></p>	
<p>Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?</p>	<p>CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.</p>	
<p>PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets</p>		
<p>Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</p>		
<p>a: I develop effective resolutions for a given problem, decision or opportunity using available information.</p>	<p>4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.</p>	<p>Contract Creation Project: Students will create a partnership agreement with another student and create their own business.</p>
<p>Career Development CD4: Students will identify and apply employability skills.</p>		
<p>a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.</p>	<p>CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.</p>	<p>Contract Creation Project: Students will create a partnership agreement with another student and create their own business.</p>
<p>Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</p>		
<p>a: I choose appropriate sources of data and information for a given purpose.</p>	<p>IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.</p>	<p>Law of Sales Webquest: Students will research sales laws and fall out guided, written prompts. They will then share out and lead a student driven discussion.</p>
	<p>IMT1.a.7.h: I can explain the level of objectivity for a given source of information.</p>	<p>Law of Sales Webquest: Students will research sales laws and fall out guided, written prompts. They will then share out and lead a student driven discussion.</p>
<p>b: I determine the relevance, validity and timeliness of data and information.</p>	<p>IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.</p>	<p>Contract Dispute Internet Search: Students will find a video or article over a current or past contract dispute. This dispute must involve a business. They will answer written prompts, share out, and discuss as a class.</p>
	<p>IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.</p>	<p>Contract Dispute Internet Search: Students will find a video or article over a current or past contract dispute. This dispute must involve a business. They will answer written prompts, share out, and discuss as a class.</p>
<p>c: I select relevant information necessary for making decisions and solving problems</p>	<p>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</p>	<p>Contract Creation Project: Students will create a partnership agreement with another student and create their own business.</p>
<p>d: I apply data and information to communicate ideas and create new opportunities.</p>	<p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>	<p>Contract Law Study Guide: Students write, reflect on and complete guided notes to aid them in completing unit work, while enforcing concepts discussed in class.</p>
<p>PRIORITY CONTENT STANDARDS & Learning Targets</p>		
<p>MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.</p>		
<p>MC5.d: Explain the correlation between contracts and the legal environment of business.</p>	<p>MC5.d.2.e: I can discuss the basic components of legally binding contracts. MC5.d.4.m: I can describe the nature of legally binding contracts. MC5.d.6.h: I can analyze how legally binding contracts impact business operations.</p>	<p>Contract Creation Project (see above) Contract Dispute Internet Search (see above) Law of Sales Webquest (see above) Contract Law Study Guide (see above)</p>
<p>Stage 3: Learning Activities <i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i></p>		
<p>GUIDING UNIT QUESTIONS <i>Using Costa's Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</i></p>	<p>STRATEGIES/ACTIVITIES <i>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</i></p>	<p>RESOURCES/MATERIALS <i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.</i></p>
<p>What type of contracts are used in businesses and how do they play a role?</p>	<p>Quickwrite</p>	<p>Microsoft Office Suite</p>
<p>A complete offer must identify what three things?</p>	<p>CSG's (Collaborative Study Groups)</p>	<p>Google Tools</p>
<p>What constitutes a true acceptance of a contract offer?</p>	<p>Pair-Share</p>	<p>Study Guide</p>

<p>What are various ways an offer may be terminated before acceptance?</p>	<p>Graphic organizers: Elaboration/Description Cause/Effect Compare/Contrast Sequence</p>	<p>Class Notes</p>
<p>Who lacks the capacity to contract?</p>	<p>GIST summarizing</p>	<p>Class PowerPoint Slides</p>
<p>Many contracts are valid with a verbal offer/acceptance, when is it required that a contract be in writing?</p>	<p>Marking the Text</p>	

CONSUMER LAW		
STAGE 1: Desired Unit Results		STAGE 2: Assessment Evidence
<p><i>Students will learn to characterize and explain the transfer of title as well as risks in sales contracts. Students will research warranties, product liability, consumer protection, and cases dealing with contract sales using appropriate online technology, and discuss their findings in small groups, class discussions, and presentations.</i></p>		
ESSENTIAL QUESTION (s)		Success Criteria with Standards
<p><i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i></p>		<p><i>The criteria for evaluating performance on standards is constant.</i></p>
<p>Why is creativity and innovation important? How is creativity and innovation used in Business Management career pathway?</p>		<p>CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.</p>
<p>Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?</p>		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
<p>Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</p>		<p><i>Students may be given options to show their learning in varied ways.</i></p>
<p>a: I develop effective resolutions for a given problem, decision or opportunity using available information.</p>	<p>4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p>	<p>Poison Squad Analysis: Students will analyze the documentary "Poison Squad." They will then synthesize the information to deepen their understanding of Federal Consumer Health regulations and why they exist.</p>
	<p>4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.</p>	<p>Poison Squad Analysis: Students will analyze the documentary "Poison Squad." They will then synthesize the information to deepen their understanding of Federal Consumer Health regulations and why they exist.</p>
	<p>b: I develop and implement a resolution for a new situation using personal knowledge and experience.</p>	<p>4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.</p>
<p>Career Development CD4: Students will identify and apply employability skills.</p>		
<p>a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.</p>	<p>CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.</p>	<p>Consumer Protection Infographic: Students will create an infographic for two consumer protection laws while filling specific requirements designed to deepen their knowledge of specific consumer protections. Infographics are then presented and shared with the class.</p>
<p>Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</p>		
<p>a: I choose appropriate sources of data and information for a given purpose.</p>	<p>IMT1.a.7.h: I can explain the level of objectivity for a given source of information.</p>	<p>Consumer Protection Socratic Seminar: Students participate in a student driven discussion focused on consumer protection laws and agencies. They debate the validity, effectiveness and importance of these agencies and regulations.</p>
<p>b: I determine the relevance, validity and timeliness of data and information.</p>	<p>IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.</p>	<p>Consumer Protection Infographic: Students will create an infographic for two consumer protection laws while filling specific requirements designed to deepen their knowledge of specific consumer protections. Infographics are then presented and shared with the class.</p>
	<p>IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.</p>	<p>Consumer Protection Socratic Seminar: Students participate in a student driven discussion focused on consumer protection laws and agencies. They debate the validity, effectiveness and importance of these agencies and regulations.</p>
<p>c: I select relevant information necessary for making decisions and solving problems</p>	<p>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</p>	<p>Consumer Protection Infographic: Students will create an infographic for two consumer protection laws while filling specific requirements designed to deepen their knowledge of specific consumer protections. Infographics are then presented and shared with the class.</p>
<p>d: I apply data and information to communicate ideas and create new opportunities.</p>	<p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>	<p>Consumer Law Study Guide: Students write, reflect on and complete guided notes to aid them in completing unit work, while enforcing concepts discussed in class.</p>
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
<p>BIT.PF4: Students will examine factors that affect incurring debt, cost of credit and legal aspects of credit in order to remain both creditworthy and financially secure.</p>		<p><i>Students may be given options to show their learning in varied ways.</i></p>
<p>PF4.d: Summarize major consumer credit laws and methods of fraud protection.</p>	<p>PF4.d.1.m: I can identify protection examples derived from consumer credit laws. PF4.d.2.h: I can interpret consumer credit laws and the protections that they provide.</p>	<p>Consumer Protection Infographic (see above) Poison Squad Analysis (see above) Consumer Law Study Guide (see above)</p>
<p>Stage 3: Learning Activities <i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i></p>		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
<p><i>Using Costa's Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</i></p>	<p><i>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</i></p>	<p><i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.</i></p>

What basic consumer rights are protected by law?	Quickwrite	Microsoft Office Suite
What does it mean to be a responsible consumer?	CSG's (Collaborative Study Groups)	Google Tools
How can consumers use product use and care information to make smart decisions?	Pair-Share	Study Guide
What practices help consumers make wise decisions when they shop?	Graphic organizers: Elaboration/Description Cause/Effect Compare/Contrast Sequence	Class Notes
	GIST summarizing	Class PowerPoint Slides
	Marking the Text	

EMPLOYMENT LAW		
STAGE 1: Desired Unit Results	STAGE 2: Assessment Evidence	
<p><i>Students will identify, discuss, and explain the nature, creation, operation, and termination of an agency. Students will learn to recognize and explain the nature of employer and employee relations as well as employee rights. Students will research labor legislation and employment law using appropriate online technology, and discuss their findings in small groups, class discussions, and presentations.</i></p>		
ESSENTIAL QUESTION (s)		Success Criteria with Standards
<p><i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i></p>		<p><i>The criteria for evaluating performance on standards is constant.</i></p>
<p>What strategies and processes can I use to become a more effective creator, thinker and problem solver?</p>		<p>CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.</p>
<p>What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?</p>		
<p>Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?</p>		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
<p><i>Students may be given options to show their learning in varied ways.</i></p>		
<p>Creativity, Critical Thinking, Communication and Collaboration</p>		
<p>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</p>		
<p>a: I develop effective resolutions for a given problem, decision or opportunity using available information.</p>	<p>4C2.a.11.h: I can determine the information needed to address an identified problem.</p>	<p>Child Labor Law Video/Article Analysis: Students will analyze real-life situations and laws highlighting the importance of child labor regulations. They will then discuss and share with class.</p>
	<p>4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.</p>	<p>Employment Law Comic Creation After gaining an understanding of acceptable and unacceptable workplace scenarios, students will (1) create a comic about a legally acceptable work environment scenario for employees and (2) create a comic about employees' unacceptable or illegal work scenarios. This is concluded with a gallery walk and class presentation</p>
	<p>C2.a.16.h: I can defend an action taken or a decision implemented.</p>	<p>Mock Interview Questions QR Code Exercise and Roleplay Students will explore 20 interview questions. They will explore whether or not the questions violate employment discrimination law. They will then present to class.</p>
<p>Career Development</p>		
<p>CD4: Students will identify and apply employability skills.</p>		
<p>a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.</p>	<p>CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.</p>	<p>Employment Law Comic Creation After gaining an understanding of acceptable and unacceptable workplace scenarios, students will (1) create a comic about a legally acceptable work environment scenario for employees and (2) create a comic about employees' unacceptable or illegal work scenarios. This is concluded with a gallery walk and class presentation</p>
<p>b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.</p>	<p>CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p>	<p>Mock Interview Questions QR Code Exercise and Roleplay Students will explore 20 interview questions. They will explore whether or not the questions violate employment discrimination law. They will then present to class.</p>
<p>c: I identify and exhibit traits for retaining employment.</p>	<p>CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.</p>	<p>Employment Law Comic Creation After gaining an understanding of acceptable and unacceptable workplace scenarios, students will (1) create a comic about a legally acceptable work environment scenario for employees and (2) create a comic about employees' unacceptable or illegal work scenarios. This is concluded with a gallery walk and class presentation</p>
<p>Information, Media, Technology</p>		
<p>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</p>		
<p>c: I select relevant information necessary for making decisions and solving problems</p>	<p>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</p>	<p>Mock Interview Questions QR Code Exercise and Roleplay Students will explore 20 interview questions. They will explore whether or not the questions violate employment discrimination law. They will then present to class.</p>
<p>d: I apply data and information to communicate ideas and create new opportunities.</p>	<p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>	<p>Employment Law Study Guide: Students write, reflect on and complete guided notes to aid them in completing unit work, while enforcing concepts discussed in class.</p>
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
<p><i>Students may be given options to show their learning in varied ways.</i></p>		
<p>BIT.BLE2: Students will interpret laws associated with business organizations, agency law and employment law.</p>		<p>Employment Law Comic Creation (see above)</p>
<p>BLE2.a: I can summarize the characteristics of owning and operating a business.</p>	<p>BLE2.c.5.m: I can explain employment at will. BLE2.c.10.h: I can explain the wrongful discharge exceptions to employment at will. BLE2.c.11.h: I can summarize legislation that regulates employee rights and employment conditions. BLE2.c.12.h: I can identify justified and unjustified discrimination practices.</p>	<p>Mock Interview Questions QR Code Exercise and Roleplay (see above) Child Labor Law Video/Article Analysis: (see above) Employment Law Study Guide (see above)</p>
GUIDING UNIT QUESTIONS		RESOURCES/MATERIALS
<p><i>Using Costa's Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</i></p>	<p>STRATEGIES/ACTIVITIES <i>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</i></p>	<p><i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.</i></p>
<p>Why are employment laws in place in the United States?</p>	<p>Quickwrite</p>	<p>Microsoft Office Suite</p>

Who is employment law designed to protect?	CSG's (Collaborative Study Groups)	Google Tools
Why is collective bargaining an effective tool in workplace management?	Pair-Share	Study Guide
Which laws protect citizens from workplace discrimination?	Graphic organizers: Elaboration/Description Cause/Effect Compare/Contrast Sequence	Class Notes
	GIST summarizing	Class PowerPoint Slides
	Marking the Text	

PROPERTY LAW		
STAGE 1: Desired Unit Results	STAGE 2: Assessment Evidence	
<p><i>This unit will introduce the various types of U.S. intellectual property; patents, which cover inventions and process innovations; copyright, what they protect and how it compares to tangible personal property. Students will gain an understanding of the differences between tangible and intellectual property and know why there are separate laws for each type.</i></p>		
<p>ESSENTIAL QUESTION (s) <i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i></p>		<p>Success Criteria with Standards <i>The criteria for evaluating performance on standards is constant.</i></p>
<p>Why is creativity and innovation important? How is creativity and innovation used in Business & Management career pathway?</p>	<p>CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.</p>	
<p>How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?</p>	<p>Performance Tasks Options/ Assessment Strategies by Standard <i>Students may be given options to show their learning in varied ways.</i></p>	
<p>PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets</p>		
<p>Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</p>		
<p>a: I develop effective resolutions for a given problem, decision or opportunity using available information.</p>	<p>4C2.a.11.h: I can determine the information needed to address an identified problem.</p>	<p>Rental Property Owner Guest Speaker After understanding tangible property law, students will prepare questions for our guest speaker as they let us know about the legal expectations of owning a rental property. Students will then fill out a reflection of their experience with the speaker and share it with the class.</p>
	<p>4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p>	<p>Intellectual Property Choice Board After gaining an understanding of property law, students will learn what all it takes to come up with their own Intellectual Property and how to protect it. This will require them to produce a trademark, patent and copyright.</p>
<p>b: I develop and implement a resolution for a new situation using personal knowledge and experience.</p>	<p>4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.</p>	<p>Intellectual Property Choice Board After gaining an understanding of property law, students will learn what all it takes to come up with their own Intellectual Property and how to protect it. This will require them to produce a trademark, patent and copyright.</p>
<p>Career Development CD4: Students will identify and apply employability skills.</p>		
<p>d: I develop positive relationships with others.</p>	<p>CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.</p>	<p>Rental Property Owner Guest Speaker After understanding tangible property law, students will prepare questions for our guest speaker as they let us know about the legal expectations of owning a rental property. Students will then fill out a reflection of their experience with the speaker and share it with the class.</p>
<p>Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</p>		
<p>a: I choose appropriate sources of data and information for a given purpose.</p>	<p>IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.</p>	<p>Property Law Webquest: Students will research sales laws and fall out guided, written prompts. They will then share out and lead a student driven discussion.</p>
	<p>IMT1.a.7.h: I can explain the level of objectivity for a given source of information.</p>	<p>Property Law Webquest: Students will research sales laws and fall out guided, written prompts. They will then share out and lead a student driven discussion.</p>
<p>b: I determine the relevance, validity and timeliness of data and information.</p>	<p>IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.</p>	<p>Intellectual Property Choice Board After gaining an understanding of property law, students will learn what all it takes to come up with their own Intellectual Property and how to protect it. This will require them to produce a trademark, patent and copyright.</p>
<p>d: I apply data and information to communicate ideas and create new opportunities.</p>	<p>IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.</p>	<p>Intellectual Property Choice Board After gaining an understanding of property law, students will learn what all it takes to come up with their own Intellectual Property and how to protect it. This will require them to produce a trademark, patent and copyright.</p>
	<p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>	<p>Property Law Study Guide: Students write, reflect on and complete guided notes to aid them in completing unit work, while enforcing concepts discussed in class.</p>
<p>PRIORITY CONTENT STANDARDS & Learning Targets</p>		
<p>MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.</p>		
<p>MC5.e: Summarize how contracts impact business relationships.</p>	<p>MC5.e.3.e: I can define contract exclusivity. MC5.e.4.e: I can explain examples of intellectual property. MC5.e.8.m: I can describe methods used to protect intellectual property. MC5.e.12.h: I can research case studies involving intellectual property.</p>	<p>Intellectual Property Choice Board (see above)</p> <p>Rental Property Owner Guest Speaker (see above) Property Law Webquest (see above) Property Law Study Guide (see above)</p>
<p>Stage 3: Learning Activities <i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i></p>		

GUIDING UNIT QUESTIONS <i>Using Costa's Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</i>	STRATEGIES/ACTIVITIES <i>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</i>	RESOURCES/MATERIALS <i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.</i>
What is the difference between intellectual and tangible property?	Quickwrite	Microsoft Office Suite
What responsibilities do I have to respect others' creative work?	CSG's (Collaborative Study Groups)	Google Tools
How can I avoid plagiarism when taking notes for research?	Pair-Share	Study Guide
What are the consequences of piracy to the owner/creator?	Graphic organizers: Elaboration/Description Cause/Effect Compare/Contrast Sequence	Class Notes
What are the safety, security, and legal issues involved in using peer to-peer networks?	GIST summarizing	Class PowerPoint Slides
	Marking the Text	

Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.	X	X	X	X	X	X
Career Development CD4: Students will identify and apply employability skills. a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.	X	X	X	X	X	X
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. a: I choose appropriate sources of data and information for a given purpose. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.	X	X	X	X	X	X
BIT.BLE5: Students will communicate how ethical issues impact the business environment.	X					
BIT.BLE2: Students will interpret laws associated with business organizations, agency law and employment law.		X				
MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.			X			
BIT.PF4: Students will examine factors that affect incurring debt, cost of credit and legal aspects of credit in order to remain both creditworthy and financially secure.				X		
BIT.BLE2: Students will interpret laws associated with business organizations, agency law and employment law.					X	
MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.						X