

Course: Business Law Unit 1 - Foundations of Law	Year of Implementation: 2021-2022
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
Unit Standards: 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level. 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).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

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).

Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Transfer Goal: Students will be able to independently use their learning to understand the basis of the legal system in the United States and differentiate between ethics and the law.

As aligned with LRHSD Long-Term Learning Goal(s): utilize and integrate essential communication and technical skills significant to 21st century life, work, and community, make ethical decisions needed to promote democracy and free enterprise, create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career, use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that . . .

EU 1

- the U.S justice system is based on precedent and a system of checks and balances.
- ethics simultaneously coincide and conflict with the law.

EU 2

Essential Questions

EU 1

- What is our legal system based upon?
- Where do laws come from?
- What is the purpose and nature of law?
- Do ethics and the law ever conflict?

EU 2

- How does the constitution address and protect citizens' civil rights?

- law is a body of enforceable rules governing relationships among individuals and between individuals and their society.

EU 3

- the United States provides a court system for its citizens based on equality, justice, and limited freedoms.

- What are checks and balances?
- How does the constitution apply to cyber law?

EU 3

- What are the two levels of courts, and what is the function of each?
- Why was it left to the discretion of Congress to establish a Supreme Court and the other inferior courts?
- Name the three levels of federal courts and describe the jurisdiction of each.
- What does a typical state court have in common with the federal court system?
- Name the typical state courts that have specialized jurisdictions.

Knowledge

Students will know . . .

EU 1

- laws are the enforceable rules of conduct in a society.
- the two great systems of law in the world are the English common law and the Roman civil law.
- sources of law include constitutions, statutes, ordinances, cases decided by appellate courts, and regulations and rulings of administrative agencies.
- civil law is concerned with the private legal rights of individuals and governs relations between individuals. Criminal law deals with crimes (offenses against society) and governs the behavior of individuals in relation to the laws of a society.

Skills

Students will be able to . . .

EU 1

- explain the in the growth of law
- describe the differences between common law and positive law
- identify the origin of the U.S. Legal System
- identify the four sources of law
- discuss how conflicts between laws are resolved
- compare and contrast criminal and civil law, and substantive and procedural law
- define ethics
- compare and contrast consequences based ethics with rule based ethics.
- discuss ways in which ethics are reflected in laws

- procedural law deals with methods of enforcing legal rights and duties. Substantive law defines those rights and duties.
- ethics is a collection of standards of conduct and moral judgment forming the basis for a reasoned, impartial decision as to what is right or wrong.
- business ethics are the ethical principles used in making business decisions.
- ethical reasoning is either based on an analysis of the consequences of a proposed action or whether or not such an action is deemed wrong by existing rules.
- civil disobedience is the open, peaceful violation of a law to protest its alleged injustice or unfairness. It is only justified in rare and extraordinary circumstances.

EU 2

- the documents that helped form the U.S. government include the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, including the Bill of Rights.
- the First Amendment protects free speech, free press, free exercise of any private religion, freedom to assemble peaceably, and the right to petition the government for redress if one is wronged.
- civil rights are personal, natural rights of individuals guaranteed by the Constitution.
- “due process,” is a defendant being provided, at a minimum, adequate notice and a proper hearing. Due process of law is assured by the First, Fourth, Fifth, Sixth, Seventh, and Eighth Amendments.

EU 2

- Identify the documents written in the course of the nation’s founding.
- Explain how the U.S. Constitution addresses and protects citizens’ civil rights.
- Describe the system of checks and balances in the U.S. government.
- Explain how the power to govern is divided between the federal and state governments.
- Understand the foundations of cyber law.
- Identify the various constitutional issues involved in the use of electronic communication.

- voting rights were extended to freed slaves by the Fifteenth Amendment and to women through the Nineteenth Amendment.
- a vigorous and useful balance of power exists among the three basic branches of government: legislative, executive, and judicial.
- the Tenth Amendment allows states the freedom to govern their citizens. However, the Constitution limits states' powers through the Fourteenth Amendment.
- cyberlaw is law that governs the use of computers in e-commerce and, more generally, the Internet.
- freedom of speech and the right of privacy are the two main constitutional issues related to Internet use.

EU 3

- mediation and arbitration offer dispute resolution alternatives to litigation.
- the levels of courts are trial courts, which have original jurisdiction, and appellate courts, which review decisions of lower courts.
- the federal courts receive their power from Article III, Section 1, of the U.S. Constitution.
- courts with general jurisdiction include federal district courts, federal courts of appeals, and the U.S. Supreme Court. Courts with specialized jurisdiction include the Court of Claims, the Tax Court, and the Court of International Trade.
- both the federal and most state court systems have trial courts, appellate courts, and a supreme court.
- associate circuit courts, or county courts, hear minor criminal cases, state traffic offenses, and lawsuits involving small amounts of money.

EU 3

- explain how disputes can be settled without going to court.
- name the different levels of courts and describe their jurisdiction and powers
- identify the source of power of the federal courts.
- name the major federal courts and describe their jurisdiction and 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.

- municipal or city courts usually feature two divisions, one to handle traffic and another to handle violations of all other ordinances.
- small claims courts feature relaxed rules of evidence and do not require representation by an attorney. in every state, there are juvenile courts with specialized jurisdiction over persons under a certain age.
- probate courts settle the estates of decedents who die with or without a will.

Stage Two - Assessment

Other Evidence:

- *Teacher-generated tests*
- *Case analysis*
- *Summative assessments*
- *Text theory analysis*
- *Assessment of current event articles*
- *Student presentations*

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Reading Activity 1-1: Laws and Legal Systems (A, M, EU1)
- Review 1-1 (A, M, EU1)
- Reading Activity 1-2: Types of Laws (A, M, EU1)
- Review 1-2 (A, M, EU1)
- Reading Activity 1-3: Ethical Bases for Laws (A, M, EU1)

- Review 1-3 (A, M, EU1)
- Ch1 Review (T, EU1)
- Ch1 Quiz (T, EU1)
- Ch1 Test (T, EU1)
- Sports and Entertainment Law: 2 Live Crew Raps Roy Orbison's "Oh, Pretty Woman" (T, EU1)
- Reading Activity 2-1: Foundations of the U.S. Constitution (A, M, EU2)
- Review 2-1 (A, M, EU2)
- Reading Activity 2-2: Division and Balance of Government (A, M, EU2)
- Review 2-2 (A, M, EU2)
- Reading Activity 2-3: The Internet and Constitutional Rights (A, M, EU2)
- Review 2-3 (A, M, EU2)
- Ch2 Review (T, EU2)
- Ch2 Quiz (T, EU2)
- Ch2 Test (T, EU2)
- Sports and Entertainment Law: Seinfeld's "George" a Plagiarization? (T, EU2)
- Reading Activity 3-1: Forms of Dispute Resolution (A, M, EU3)
- Review 3-1 (A, M, EU3)
- Reading Activity 3-2: The Federal Court System (A, M, EU3)
- Review 3-2 (A, M, EU3)
- Reading Activity 3-3: State Court Systems (A, M, EU3)
- Review 3-3 (A, M, EU3)
- Ch3 Review (T, EU3)
- Ch3 Quiz (T, EU3)
- Ch3 Test (T, EU3)
- Cases for Legal Thinking: Texas v. Johnson (T, EU3)