

Course: Business Law Unit 2 - Contracts	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. 6.1.8.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. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 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 differentiate between a crime and a tort and apply the law to both criminal and civil court proceedings.

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 most fundamental characteristic of a crime is that it is a punishable offense against society. When a crime occurs, society—acting through police and prosecutors—attempts to identify, arrest, prosecute, and punish the criminal.

Essential Questions

EU 1

- What three elements must be proven at trial before someone can be convicted of a crime?
- Name the two categories of crimes classified by the severity of their potential consequences.
- Name the three types of business-related crimes.
- What constitutional rights would you have if you are convicted of a crime?
- Name the two defense categories and give an example of each.
- What is the purpose of punishment for a crime?
- What types of challenges can be used by the defense and prosecution to dismiss unwanted potential jurors?

EU 2

- What is the difference between a crime and a tort?
- Name the four elements of a tort?

EU 2

- a tort is a private or civil wrong. It is an offense against an individual. If someone commits a tort, the person injured as a result can sue and obtain a judgment for damages.

- Name at least six of the most common intentional torts.
- Name the four elements of the tort of negligence.
- What is strict liability and why is it necessary?
- Name the two remedies available in a civil suit.
- List the steps in the procedure used to try a civil case.
- How does a plaintiff collect damages if the defendant refuses to pay.

Knowledge

Students will know . . .

EU 1

- a crime is a punishable offense against society. In order to convict, the prosecution must establish a duty, an act or omission in violation of the duty, and, in most cases, criminal intent.
- crimes are generally categorized as felonies or misdemeanors.
- anyone accused of committing a crime has certain due process rights.
- procedural defenses relate to the way evidence is obtained or the way the accused person is arrested, questioned, tried, or punished. Substantive defenses disprove, justify, or excuse the alleged crime. Common substantive defenses are self-defense, criminal insanity, and immunity.
- crimes are punishable by fine, imprisonment, or in some jurisdictions and situations, execution.

Skills

Students will be able to . . .

EU 1

- understand the three elements that make up a criminal act.
- classify crimes according to the severity of their potential sentences.
- identify the types of crimes that affect business.
- know the rights individuals have when arrested and their potential criminal liability for the actions of others.
- name and describe the two types of defenses to criminal charges.
- understand appropriate punishments for crimes.
- explain the steps in criminal procedure.

- criminal procedure begins with the investigation of the crime, the gathering of evidence, and the identification and arrest of an accused. It may extend to an arraignment, preliminary hearing, trial, conviction, and appeal.

EU 2

- a tort is an act that causes private injury to the person or property of another.
- torts may be broadly classified as intentional torts, negligence, or strict liability. The most common tort is negligence.
- generally every individual is personally responsible for damage resulting from any torts committed by him or her.
- employers are liable for the torts of their employees if the torts are committed within the scope of the employees' employment.
- with intentional torts, the defendant possesses the intent or purpose to inflict the resultant injury.
- a person injured by a tort is entitled to damages.
- if a jury is present, it will determine the issues of fact in a civil trial. The issues of law will be determined by the judge.

EU 2

- 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.

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 4-1: Criminal Law (A, M, EU1)
- Review 4-1 (A, M, EU1)
- Reading Activity 4-2: Criminal Procedure (A, M, EU1)
- Review 4-2 (A, M, EU1)
- Ch4 Review (T, EU1)
- Ch4 Quiz (T, EU1)
- Ch4 Test (T, EU1)
- Sports and Entertainment Law: Criminal Intrusion on Protected Freedom?
- Reading Activity 5-1: Private Injuries v. Public Offenses (A, M, EU2)
- Review 5-1 (A, M, EU2)
- Reading Activity 5-2: Intentional Torts, Negligence, and Strict Liability (A, M, EU2)
- Review 5-2 (A, M, EU2)
- Reading Activity 5-3: Civil Procedure (A, M, EU2)
- Review 5-3 (A, M, EU2)
- Ch5 Review (T, EU2)
- Ch5 Quiz (T, EU2)
- Ch5 Test (T, EU2)
- Sports and Entertainment Law: The Wheel of Fortune Turns