

PERSONAL LAW I
GRADES 10-12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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PREFACE

This course is designed to acquaint students with various Personal Law topics as they relate to legal rights and responsibilities for major life events.

It is designed to help the student develop an appreciation for the orderly process of law. The student will develop an understanding of our legal system and how law pertains to him/her personally.

Students will find and discuss remedies for legal problems that any average citizen encounters in everyday personal living. Students will put their knowledge of law to use by reading and analyzing cases, researching mock cases and acting as courtroom participants.

UNIT 1: OUR LAWS AND THE LEGAL SYSTEM

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 2 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- The evolution of United States law
- An emphasis on the legal system and the type of laws the United States employs.

Enduring Understandings:

1. Students will be able to explain the stages in the evolution of law.
2. Students will be able to describe the differences between common law and positive law.
3. Students will be able to describe the difference between law courts and equity courts.
4. Students will be able to explain how constitutional, statutory, case and administrative laws are created.
5. Students will be able to explain how to resolve conflicts between constitutions, statutory, case and administrative laws.
6. Students will be able to describe the differences between criminal and civil, substantive and procedural, and business and other forms of law.

Essential Questions:

1. What exactly is law?
2. What are the four stages in the growth of United States law?
3. What is the origin of our legal system?
4. What are the sources of our laws?
5. What happens when laws conflict?

Acquired Knowledge:

1. Stages in the growth of law
2. Common versus Positive law
3. Constitutional, Statutory, Administrative and Case Law Applications

Acquired Skills:

1. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.
2. Research the origins of a different country's legal system. Each group should then report its findings to the class.
3. Using the Internet and media center resources, research articles on the debate involving the warnings on cigarette packages and how the Constitution has related issues from this.
4. Create a poster illustrating the four stages of law.
5. Make a list of laws or rules the school enforces. Make a second list of laws or rules they must live by in their families. Write a paper explaining which laws they would change and how the change would affect them and their family or school.
6. Using a graphic organizer or an excel spreadsheet, separate, give example scenarios, and explain statutory, constitutional, case and administrative law.

Benchmark or Major Assessments:

1. Stages/Origins of Law Quiz
2. Main Types of Law Quiz
3. Class work (discuss cases, explore issues, make connections, think visually/critically)
4. Homework
5. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources (see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. After conducting a short discussion of substantive law, have students vote on why they think we need the same protections from the conduct of others.
2. Divide the class into four groups. Have each group give an oral presentation about one type of law, based on the material in the text: constitutional, statutory, case, and administrative.
3. Set up the classroom with ten chairs, five on each side. Invite a panel of ten students to occupy the chairs facing each other. Designate an additional chair to be the "hot seat." Provide sample cases for the ten students to decide and explain if the cases are criminal or civil. Students not participating as a panelist may exercise their free speech by taking the hot seat at any time during the discussion.

4. Discuss the questions at the end of a major case (i.e. Karla Faye Tucker case). Poll the class about whether they believe execution is ever justified as a punishment for crime. Have students justify their opinions.
5. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day's lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs
- **Home-Link Activities:** www.findlaw.com, www.einsteinlaw.com, www.peoples-law.org, www.law.nyu.edu/library/research

UNIT 2: ETHICS IN OUR LAW

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 2 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Ethical Reasoning about right and wrong
- How ethics are reflected in our laws

Enduring Understandings:

1. Students will be able to define ethics.
2. Students will be able to analyze each element of the definition of ethics.
3. Students will be able to describe business ethics.
4. Students will be able to analyze reason based on consequences.
5. Students will be able to develop reasoning based on fundamental ethical rules.
6. Students will be able to explain how our laws reflect ethics based on consequences and ethics based on reasoning.
7. Students will be able to discuss why we are obligated to obey laws.

Essential Questions:

1. How is ethics defined?
2. What are the basic forms of ethical reasoning?
3. What is the difference between consequence-based and fundamental rule reasoning?
4. What are the three elements of ethical reasoning?
5. How would you explain universalizing?
6. How do our laws reflect ethics based on consequences?
7. How do our laws reflect ethics based on rule-based ethics?
8. Why are we obligated to obey laws?

Acquired Knowledge:

1. The difference between fundamental ethical reasoning and consequence based reasoning.
2. The three elements of ethics reasoning.
3. Business ethics is summarized by profit maximization.
4. How to ethically conclude a situation using both reasoning techniques.

Acquired Skills:

1. Fold a piece of paper in half and illustrate an ethical situation with fundamental ethical reasoning on one side and consequence based reasoning on the other.
2. Students should interview an elder in their family or a family friend who is from another culture or a different era in this culture. Students should learn at least five facts about the law this person had to live by when they were young. Then have students write a short report comparing and contrasting their lives with that of the person they interviewed. Students can share their reports in class.
3. Have students find stories in the newspaper about something a local business has done. Have students take notes on the article and explain why the business is or is not making ethical decisions.
4. Students work in small groups to discuss some decision recently made within the school community and discuss its ethical reasoning using the three elements of ethics.
5. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.
6. Students research the impeachment of President Clinton, then report on the ethical conduct of the President, Congress, and the special prosecutor.

Benchmark or Major Assessments:

1. Reasoning/Ethics Quiz
2. Ethics Reflected in Our Laws Quiz
3. Class work (discuss cases, explore issues, make connections, think visually/critically)
4. Homework
5. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources (see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. Give students various scenarios where they need to decide if a specific ethical situation has been violated and how to resolve that situation using both fundamental ethical based reasoning and consequence based reasoning.
2. Lead a short discussion of impartiality. Ask students if they hit someone's car and no one sees them, if it is ethical to not report it? Follow up with additional impartiality scenarios for debate and discussion.
3. Divide the class into four groups. Have each group give an oral presentation about one type of law, based on the material in the text: constitutional, statutory, case, and administrative.

4. Have students work in pairs to tell each other which goals motivate them in the following situations: going to school; reading a book; driving the speed limit; staying away from drugs; feeding pets; studying law; and any other legal situation discussed that day in class.
5. Have students practice universalizing by asking the questions, “Is this irrational, illogical or self-defeating?” about the following actions: cheating, bribery, failure to pay bill, or murder.
6. Cultural Diversity in Law: explain to students that we can learn about the laws and ethics of different cultures through literature. In the Hindu tradition, the *Bhagavad-Gita* is such a story. It tells the tale of Arjuna. When on a battlefield, he confronts the universal moral dilemma of the purpose of war and what to do when one duty conflicts with another.
7. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day’s lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs, and the following exercise: Students should interview an elder in their family or a family friend who is from another culture or a different era in this culture. Students should learn at least five facts about the law this person had to live by when they were young. Then have students write a short report comparing and contrasting their lives with that of the person they interviewed. Students can share their reports in class.

- **Home-Link Activities:** KPMG US Business Ethics Practice
<http://usserve.us.kpmg.com/ethics>, www.findlaw.com, www.einsteinlaw.com,
www.peoples-law.org, www.law.nyu.edu/library/research

UNIT 3: CONSTITUTIONAL RIGHTS

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 2 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Foundations of our constitution
- Amendments to the constitution
- Division of balance of powers

Enduring Understandings:

1. Students will be able to name the documents written in the course of our nation's founding.
2. Students will be able to explain the relationship between the Declaration of Independence and the Constitution.
3. Students will be able to discuss how the Constitution has been a shield against violations of basic human rights.
4. Students will be able to identify the basic human rights protected by the Bill of Rights and subsequent amendments.
5. Students will be able to discuss how the Constitution created a system of checks and balances.
6. Students will be able to explain how the power to govern is divided between the federal and state governments.

Essential Questions:

1. What are our nation's framing documents, and what is their importance?
2. What are the Bill of Rights, and why has it survived centuries of change?
3. What are the key civil rights amendments?
4. Why is there a system of checks and balances in our governmental structure?
5. Explain why or why not the federal government has a total governing power.

Acquired Knowledge:

1. The difference between and the significance of the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, and the Bill of Rights.
2. The details within each of the first ten amendments to the U.S. Constitution.

3. Explain that due process of law requires fairness in law.
4. List the amendments which have both a civil rights and peripheral rights focus.

Acquired Skills:

1. Color on a map, then name the thirteen original colonies.
2. Create a poster that celebrates the founders of this country. Have each student write a short paragraph about what makes this country great. Add these paragraphs to the poster.
3. Have students research how the Bill of Rights issues affect Americans today. Have them report on their findings and discuss how the issues affect them personally.
4. Students create a bulletin board titled: *The Bill of Rights at Work Today*, and find articles and pictures which apply to this title.
5. Research an amendment to the U.S. Constitution other than those in the Bill of Rights. Choose one, and make a report to the class. The report should explain the amendment and its relevance to life in the United States.
6. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.

Benchmark or Major Assessments:

1. Bill of Rights Quiz
2. Framing Documents Quiz
3. Class work (discuss cases, explore issues, make connections, think visually/critically)
4. Homework
5. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources (see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. Create a list on the board of the four framing documents. Beside each, write a few key words.
2. Lead a short discussion on how dangerous it was for the founders to sign the Declaration of Independence. Discuss with them how the founders were revolutionary in their standing against the British government, and to sign meant they were committing treason against Britain.
3. Divide the class into four groups. Have each group give an oral presentation about one type of recent bill or law in regard to the Electronic Bill of Rights to protect individual privacy in the electronic age.

4. Have students work in pairs to tell each other which goals motivate them in the following situations: going to school; reading a book; driving the speed limit; staying away from drugs; feeding pets; studying law; and any other legal situation discussed that day in class.
5. Have students practice universalizing by asking the questions, "Is this irrational, illogical or self-defeating?" about the following actions: cheating, bribery, failure to pay bill, or murder.
6. Cultural Diversity in Law: explain to students that we can learn about the laws and ethics of different cultures through literature. In the Hindu tradition, the *Bhagavad-Gita* is such a story. It tells the tale of Arjuna. When on a battlefield, he confronts the universal moral dilemma of the purpose of war and what to do when one duty conflicts with another.
7. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day's lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs, and the following exercise: Students should write a short paragraph about what makes this country great. Add these paragraphs to a poster.
- **Home-Link Activities:** American Heritage Library
<http://www.mariettapa.com/constitution/qff.html>, www.findlaw.com,
www.einsteinlaw.com, www.peoples-law.org, www.law.nyu.edu/library/research

UNIT 4: THE COURT SYSTEM

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 2 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Dispute resolution and the Courts
- Federal Court System
- State Court System

Enduring Understandings:

1. Students will be able to explain how disputes can be settled without resort to the courts.
2. Students will be able to name the different levels of courts and describe their powers.
3. Students will be able to identify the source of power of the federal courts.
4. Students will be able to name the various levels of federal courts and describe their jurisdictions.
5. Students will be able to compare the structure of a typical state court with the structure of the federal courts.
6. Students will be able to identify typical state courts of specialized jurisdiction.
7. Students will be able to discuss the jurisdiction of the various typical state courts.

Essential Questions:

1. Can disputes be resolved privately?
2. What are the different levels of courts?
3. What are the origins of our federal court system?
4. Why is the jurisdiction of the federal courts?
5. What is the structure of the state court system?
6. What are the state courts that have specialized jurisdiction?

Acquired Knowledge:

1. The difference between a mediator, a negotiator and an arbitrator.
2. The difference between trial and appellate courts.
3. Explain the jurisdiction of both federal and state courts.

4. List the specialized courts in the federal system.
5. The specialized courts within the state system.

Acquired Skills:

1. Create a poster using a flow chart-type illustration of the state court system on one side, and the federal court system on the other.
2. In a small group, do internet research of a major state or federal trial that has been held within the last few years.
3. Have students interview a local attorney or the district attorney for information on the cost of a local trial in our district.
4. Pair with another student to write three questions about this chapter. They must also know the answers. Share with class for a unit review.
5. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.

Benchmark or Major Assessments:

1. Dispute Resolution and the Courts Quiz
2. Federal Court System Quiz
3. State Court System Quiz
4. Class work (discuss cases, explore issues, make connections, think visually/critically)
5. Homework
6. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources (see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. Invite students to set up a mock trial in the classroom. Make a list on the board of all the people who are needed for a trial court and then for an appellate court.
2. Lead a short discussion on how disputes can be resolved privately. Ask students why they think arbitration is a good idea. A bad idea?
3. Divide the class into groups and assign each a different country. Group members should use the internet or library to research the judicial systems in other countries. Each group should prepare a one-page report of its findings.
4. Within budgetary constraints, take the students on a field trip to the local court to witness a trial or court proceedings.
5. Create a federal and state court chart to place on the board to better describe the differences with the two court systems.

6. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day's lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs, and the following exercises:
 - Pair with another student to write three questions about this chapter. They must also know the answers. Share with class for a unit review.
 - Divide the class into groups and assign each a different country. Group members should use the internet or library to research the judicial systems in other countries. Each group should prepare a one-page report of its findings.
- **Home-Link Activities:** JAMS/Endispute: <http://www.jams-endispute.com> American Arbitration Association <http://www.adr.org>, www.findlaw.com, www.einsteinlaw.com, www.peoples-law.org, www.law.nyu.edu/library/research

UNIT 5: OUR CRIMINAL LAWS

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 3 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Elements of a crime
- Common crimes in the business environment
- Personal Rights when arrested
- Defenses to criminal charges

Enduring Understandings:

1. Students will be able to define the elements present in all crimes.
2. Students will be able to describe crimes that commonly occur in the business environment.
3. Students will be able to identify the rights a person has when arrested.
4. Students will be able to recognize a person's potential criminal liability for the actions of others.
5. Students will be able to describe the justifiability of the common defenses to criminal charges.

Essential Questions:

1. What are the elements of a crime?
2. How are crimes classified by felony or misdemeanor?
3. What are the most common business-related crimes?
4. What is the correct criminal procedure when a person is arrested?
5. What are the defenses to criminal charges?
6. What is the difference between a procedural defense and a substantive defense?

Acquired Knowledge:

1. The four elements of a crime.
2. The difference between intent and no intent in a specific legal situation.
3. The classification of crimes.
4. The responsibility for the criminal conduct of others.
5. Punishments for crimes.

Acquired Skills:

1. Create a graphic organizer of the seven classifications of crime.
2. Do internet research of the federal government's antitrust case against Bill Gates and Microsoft. Have each student find five facts about the case. Post these facts on the bulletin board.
3. Have students write a scenario for robbery and burglary, then explain the difference between the two.
4. Students contact the local courts to research the punishment in our town for no less than ten common crimes.
5. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.

Benchmark or Major Assessments:

1. Criminal Law Quiz
2. Criminal Procedure Quiz
3. Class work (discuss cases, explore issues, make connections, think visually/critically)
4. Homework
5. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources (see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. Have students create a graphic organizer of all business-related crimes. Post this graphic organizer next to the one students created of the seven classifications of crimes.
2. Lead a short discussion on what rights a person has who has been arrested. Why is it important to have an attorney present? How does these rights coincide with the amendments we learned in the second unit?
3. Prepare a mock criminal trial in the classroom. Make a list on the board of all the people who are needed for a criminal trial, and act out the case.
4. Create a mapping exercise. On the board, have students take turns writing a word from this unit. Then, have the class brainstorm to add words around the original word. Do this for several words in this unit.
5. Have students research a major crime and report on it to the class.
6. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day's lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs, and the following exercise: Have students write a scenario for robbery and burglary, then explain the difference between the two.
- **Home-Link Activities:** U.S. Department of Justice: <http://www.usdoj.gov>, www.findlaw.com, www.einsteinlaw.com, www.peoples-law.org, www.law.nyu.edu/library/research

UNIT 6: PERSONAL INJURY LAWS

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 3 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Offenses against individuals
- Intentional torts, negligence, and strict liability
- Civil Procedure

Enduring Understandings:

1. Students will be able to distinguish a crime from a tort.
2. Students will be able to discuss the elements of a tort.
3. Students will be able to explain when a person is responsible for another's tort.
4. Students will be able to identify nine common intentional torts.
5. Students will be able to describe both negligence and strict liability.
6. Students will be able to discuss what damages are available to victims of torts.
7. Students will be able to explain the various stages of a civil suit.

Essential Questions:

1. How do crimes and torts differ?
2. What are the four elements of a tort?
3. What is the responsibility for the torts of another?
4. What are the nine intentional torts?
5. What is the difference between negligence and strict liability?
6. What can a tort victim collect?
7. How is a civil case tried?
8. How is a judgment satisfied?

Acquired Knowledge:

1. The four elements of a tort.
2. Minors are responsible for their own torts.
3. The nine most common intentional torts.
4. The difference between slander and libel in defamation of character.
5. The three defenses to negligence.
6. The difference between compensatory and punitive damages.

Acquired Skills:

1. Using the initials DBIC to represent the elements of a tort, create a four word mnemonic to remember the four elements.
2. Students write a tort scenario where they then have to identify the duty, breach, injury, and causation of the tort.
3. Students research a major tort case and report their findings to the class.
4. Students create a poster, for possible use on a bulletin board, illustrating the difference between negligence and strict liability.
5. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.
6. Students create a hypothetical case and award both compensatory and punitive damages to the plaintiff.

Benchmark or Major Assessments:

1. Offenses Against Individuals Quiz
2. Intentional Torts, Negligence, and Strict Liability Quiz
3. Civil Procedure Quiz
4. Class work (discuss cases, explore issues, make connections, think visually/critically)
5. Homework
6. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources (see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. Have students create a graphic organizer of all intentional torts. Post this graphic organizer on the bulletin board.
2. Lead a short discussion on the difference between crimes and torts. Ask students if an act can be both a tort and a crime (yes).
3. Prepare a mock civil trial in the classroom. The 'jury' will decide what compensatory and punitive (if necessary) damages should be awarded.
4. Divide students into small groups and have each group write a scenario for one of the following: a tort only; a crime only; a tort and crime. Call for groups to volunteer to present one or more of their scenarios to the entire class.
5. Have students research a recent tort in the news and report on it to the class.
6. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day's lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs, and the following exercise: Divide students into small groups and have each group write a scenario for one of the following: a tort only; a crime only; a tort and crime. Call for groups to volunteer to present one or more of their scenarios to the entire class.
- **Home-Link Activities:** Legal.Net the Legal Network for Everyone: <http://www.legal.net>, www.findlaw.com, www.einsteinlaw.com, www.peoples-law.org, www.law.nyu.edu/library/research

UNIT 7: CONTRACTS

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 3 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Creation of contracts
- Requirements of contracts
- Termination of Contracts

Enduring Understandings:

1. Students will be able to list the elements required to form a contract.
2. Students will be able to describe the requirements of contracts.
3. Students will be able to explain when a person has contractual capacity.
4. Students will be able to identify when a person can end a contractual obligation.
5. Students will be able to describe the legal ramifications of a breach of contract.

Essential Questions:

1. What must be present for a contract to be enforced?
2. What is considered an expression of intent to create a contract?
3. What makes a contract complete and clear?
4. How can offers be ended?
5. How can an offer be kept open?

Acquired Knowledge:

1. The five requirements of a valid contract.
2. Offers must have intent, complete terms, and be communicated to the offeree.
3. The nine most common intentional torts.
4. The difference between slander and libel in defamation of character.
5. The three defenses to negligence.
6. The difference between compensatory and punitive damages.

Acquired Skills:

1. Create a poster outlining the five contractual requirements.
2. Students write a sample contract for a hypothetical school event.

3. Students research the reasons behind the prohibitions of the Civil Rights Act of 1866 where African Americans were denied the ability to make contracts.
4. Students, in pairs, role play situations in which an offer must be kept open for a time or an offer which may be terminated.
5. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.
6. Students create a chart which outlines the differences between a counteroffer and a offer rejected by the offeree.

Benchmark or Major Assessments:

1. Creation of Contracts Quiz
2. Requirements of Contracts Quiz
3. Termination of Contracts Quiz
4. Class work (discuss cases, explore issues, make connections, think visually/critically)
5. Homework
6. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources(see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. Show a chart which explains that sometimes an exception is made to the requirement that no one can accept an offer without knowing that it has been made. Walk the students through the steps.
2. Lead a short discussion on the three requirements of a valid offer. Discuss and note exceptions to each requirement.
3. Use a power point or overhead/transparency of samples of advertisements, letters, and handbills to teach students the difference between an offer and an invitation to make an offer.
4. Divide students into small groups and have each group make an outline of the six ways an offer can be ended. They should refer to the text for information.
5. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions

- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day's lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs, and the following exercise: Students write a sample contract for a hypothetical school event.
- **Home-Link Activities:**
http://www.procopio.com/Resources/Bus_Info/businfo.htm, www.findlaw.com,
www.einsteinlaw.com, www.peoples-law.org, www.law.nyu.edu/library/research

UNIT 8: LEGAL CONSIDERATIONS IN MARRIAGE AND DIVORCE

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 2 weeks

Why Is This Unit Important?

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Legal aspects of marriage
- Legal aspects of divorce

Enduring Understandings:

1. Students will be able to discuss how the law affects premarital and marital relationships.
2. Students will be able to explain the uses of prenuptial agreements.
3. Students will be able to name the rights and duties of husbands and wives.
4. Students will be able to discuss ways other than divorce by which marriages can end.
5. Students will be able to identify grounds for a traditional and a no-fault divorce.
6. Students will be able to name topics usually covered in a separation agreement.

Essential Questions:

1. What must be present for a contract to be enforced?
2. What is considered an expression of intent to create a contract?
3. What makes a contract complete and clear?
4. How can offers be ended?
5. How can an offer be kept open?

Acquired Knowledge:

1. The requirements to be legally married in the United States.
2. The marital contract.
3. Legal obligations of husbands and wives.
4. The legal termination of marriages.

Acquired Skills:

1. Create a poster listing the legal rights and duties of both husbands and wives.
2. Students write a hypothetical prenuptial agreement.
3. Students research the general divorce regulations state by state. Also, what are the specific New Jersey divorce rules.
4. Students, in pairs, role play situations in which one is suing for traditional divorce and no-fault divorce.
5. Working with a partner, take either the defendant or the plaintiff side of the case at the end of the chapter, and debate/support your side.
6. Students will write a separation agreement to a hypothetical spouse.

Benchmark or Major Assessments:

1. Legal Aspects of Marriage Quiz
2. Legal Aspects of Divorce Quiz
3. Class work (discuss cases, explore issues, make connections, think visually/critically)
4. Homework
5. Unit test

Instructional Materials:

Text: Law for Business and Personal Use (South-Western Publishing), Supplemental Legal Articles, Supplemental Cases, Online resources (see sites listed below under "Home-Link Activities").

Instructional Strategies:

1. Explain how the marriage laws vary from state to state, and have students research the different laws.
2. Lead a short discussion on "do you plan on getting married." Make a list of what they believe the legal requirements of a marriage are.
3. Divide the class in half, boys on one side and girls on the other. Have the boys list the duties a wife should have and the girls the duties a husband should have. Share with the class, then compare with the text.
4. Divide students into small groups and have each group make an outline of the ways a marriage can be legally terminated.
5. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various topics.

Accommodations or Modifications (Special Education, ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions

- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

- 9.212.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz on the previous day's lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily ethics scenario – Daily Cultural Diversity in Law activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, self-esteem, decision making, self-management, problem solving, integrity
- **Cross Content Writing Activities:** Writing case responses, writing legal scenarios, writing sample legal briefs, and the following exercise: Students write a hypothetical prenuptial agreement.
- **Home-Link Activities:**
http://www.procopio.com/Resources/Bus_Info/businfo.htm, www.findlaw.com,
www.einsteinlaw.com, www.peoples-law.org, www.law.nyu.edu/library/research