

## Intro to Law

**Course Description:** This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees through a mixture of personal, business and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private citizens, basic elements of the legal system, different court systems, family and juvenile justice law and basic elements of a contract.

**Grades:** 9-12

### **Course Expectations & Rationale:**

Students will develop or improve their basic understanding of law and the foundation of the American legal system.

Students will use clear, concise, and grammatically correct language as they employ appropriate formats in writing responses to scenarios related to current events and legal proceedings.

Students will create compelling arguments on a variety of Supreme Court cases. They will select, organize, and effectively deliver information with appropriate language, articulation, and visual supporting materials.

Students will develop their ability to listen; to contribute to team performance; to plan and participate in group discussions around legal issues and the court systems.

Students will analyze in depth a variety of cases presented to the United States Supreme Court based on the Bill of Rights.

**Course Resources & Materials:** DESE model curriculum: Business Law (CIP Code: 52.0101), [www.ngpf.org](http://www.ngpf.org) & teacher created resources

### **Course Essential Questions:**

- What is the role of law in society?
- What are justice and injustice?
- What is the purpose of law?

- How do laws balance the needs of individuals?
- What is the difference between civil and criminal law?
- What are courtroom procedures?
- What rights do juveniles have?
- Why is the Bill of Rights important in today's legal system?

### **Course Priority Standards:**

#### **NBEA 2020 National Business Education Association Standards**

#### **Business Law: I - Basics of the Law**

ACHIEVEMENT STANDARD: Analyze the relationship between ethics and the law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

- I A.1 Define law
- I A.2 Define ethics
- I A.3 Examine person's responsibility to obey the law
- I A.4 Identify ethical character traits and values (e.g., honesty, integrity, compassion, and justice)
- I B.1 Define constitution
- I B.2 Explain the purpose of a constitution
- I B.3 Describe the branches of the federal government as presented in the U.S. Constitution
- I B.4 Define statutory law
- I C.1 Explain the function of the court
- I C.2 Describe the basic structure of the national and state, territorial, and provincial court systems
- I C.3 Distinguish between the roles of legal professionals (e.g., judges, lawyers, and paralegals)
- I C.4 Differentiate among cases that belong in the federal system and those that belong in the state systems in the United States
- I F.1 Define criminal law
- I F.2 Differentiate among categories of crime (e.g., treason, felony, and misdemeanor)
- I F.3 Describe different types of business crime (e.g., fraud, arson, forgery, and embezzlement)
- I F.4 Explain the concept of white-collar crime and provide examples

#### **Business Law: III - Agency and Employment**

ACHIEVEMENT STANDARD: Analyze the role and importance of agency law and employment law related to the conduct of business in the national and international marketplace.

- III A.1 Define agency

- **III A.2** Demonstrate an understanding of agency
- **III A.3** List the ways agency relationships may be created
- **III A.4** Distinguish among agents, independent contractor, brokers, bailees, and trustees
- **III B.1** Explain the nature of employer-employee relationship
- **III B.2** Explain the doctrine of employment-at-will
- **III B.3** Describe the wrongful discharge exceptions to employment-at-will, including implied contract, promissory estoppel, and public policy tort
- **III B.4** Explain the employment doctrine of implied covenant

### **Business Law: IX - Family Law**

ACHIEVEMENT STANDARD: Explain the legal rules that apply to marriage, divorce, and child custody.

- **IX A.1** Define marriage
- **IX A.2** Define common law marriage
- **IX A.3** Explain the rights and obligations involved in marriage
- **IX A.4** Contrast the age requirements for marriage under the laws of different states and other countries
- **IX B.1** Contrast legal separation, annulment, divorce, and dissolution proceedings
- **IX B.2** Explain some of the typical grounds for divorce and annulment
- **IX B.3** Describe the various state laws related to property distribution in a divorce
- **IX B.4** Describe the distribution of property in a community property state
- **IX B.5** Explain the law of domestic relations as it relates to child custody
- **IX B.6** Outline the law of domestic relations as it relates to spousal and child support
- **IX B.7** Discuss the tax implications of property settlements and spousal support agreements

### **Course Enduring Understandings, Goals, & Objectives:**

- Students will explain the relationship between laws, ethics, and morals.
- Students will define law as it relates to a person's rights and responsibilities.
- Students will explain how the role of the justice system is to uphold the law and resolve conflicts.
- Students will become familiar with the selection and appointment process of a new Supreme Court justice.
- Students will read, interpret, and analyze federal court cases.
- Students will conduct an in depth study of juvenile cases.
- Students will analyze legislation that regulates employment conditions.
- Students will deliver an effective oral presentation.

- Students will apply verbal communications skills in a mock court.

**Course Essential Vocabulary:** ethics, morals, justice, injustice, legal, common law, precedent, appellate court, trial court, municipal court, federal court, state court, jurisdiction, statute of limitations, criminal trial, civil trial, defendant, plaintiff, precedent, appellate court, trial court, municipal court, federal court, state court, jurisdiction, statute of limitations, criminal trial, civil trial, defendant, plaintiff, regulations, doctrine, EEOC, Americans with Disability Act, Family and Medical Leave Act, Occupational Health and Safety Act

<b>Unit 1</b>	<b>Introduction to Law</b> Students will gain a better understanding of the foundation of laws.
<b>Unit 1 Big Ideas</b>	<ul style="list-style-type: none"> <li>• The law is a set of guidelines representative of historical precedent and contemporary norms.</li> <li>• Justice evolves as individual, social, and political norms change; however, it is rooted in common law.</li> </ul>
<b>Unit 1 Guiding &amp; Essential Questions</b>	How do ethics and laws influence legal decisions?
<b>Unit 1 Student Learning Goals</b>	<b>Concept 1: How to know if a behavior is right or wrong.</b>
	A. Students will define “ethical” and “unethical” behaviors.
	B. Students will evaluate their own ethical behaviors.
	C. Students will explain the relationship between laws, ethics and morals.
	<b>Concept 2: Ethical Decision Making.</b>
	A. Students will research a corporate fraud case.
	B. Students will evaluate various unethical workplace scenarios.
	C. Students will identify ethical problems resulting from technological devices.

	<p><b>Concept 3: Why laws are necessary.</b></p> <p>A. Students will define law as it relates to a person's rights and responsibilities.</p> <p>B. Students will describe the relationship between historical law and today's law.</p> <p>C. Students will explain how the role of the justice system is to uphold the law and resolve conflicts.</p>
<b>Unit 1 Vocabulary</b>	Legal, moral, ethics, fraud, unethical behavior, justice
<b>National Business Education Standards</b>	<p><b>Business Law: I - Basics of the Law</b></p> <p>ACHIEVEMENT STANDARD: Analyze the relationship between ethics and the law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p> <ul style="list-style-type: none"> <li>● I A.1 Define law</li> <li>● I A.2 Define ethics</li> <li>● I A.3 Examine person's responsibility to obey the law</li> <li>● I A.4 Identify ethical character traits and values (e.g., honesty, integrity, compassion, and justice)</li> </ul>
<b>Assessments</b>	<p>Formative: Watch and Respond: Justice in Society</p> <p>Formative: What is ethics? (instructor guided packet)</p> <p>Summative: Ethical scenarios</p>
<b>Curricular Resources Utilized in Unit 1</b>	<a href="#">National Business Education Association Curriculum</a> and <a href="http://www.ngpf.org">www.ngpf.org</a>

<b>Unit 2</b>	<p><b>Sources of the Law</b></p> <p>Students will analyze the basic freedoms of the Bill of Rights and the role of the US Supreme Court.</p>
<b>Unit 2 Big Ideas</b>	<ul style="list-style-type: none"> <li>● A government's actions impact its citizens.</li> <li>● Decisions in the past influence the present.</li> <li>● History involves interpretation; historians can and do disagree.</li> </ul>

<b>Unit 2 Guiding &amp; Essential Questions</b>	What is the role and function of the US Supreme Court?
<b>Unit 2 Student Learning Goals</b>	<b>Concept 1: Who are the US Supreme Court Justices?</b>
	A. Students will explore current and past justices.
	B. Students will become familiar with the selection and appointment process of a new justice.
	C. Students will gain an understanding of the role of the US Supreme Court.
	<b>Concept 2: The Bill of Rights</b>
	A. Students will test their prior knowledge on the Bill of Rights.
	B. Students will define common law and its origins.
C. Students will read and argue their stance on an amendment they think should be updated or changed.	
<b>Unit 2 Vocabulary</b>	Common law
<b>National Business Education Standards</b>	<p><b>Business Law: I - Basics of the Law</b></p> <p>ACHIEVEMENT STANDARD: Analyze the relationship between ethics and the law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p> <ul style="list-style-type: none"> <li>● <b>I B.1</b> Define constitution</li> <li>● <b>I B.2</b> Explain the purpose of a constitution</li> <li>● <b>I B.3</b> Describe the branches of the federal government as presented in the U.S. Constitution</li> <li>● <b>I B.4</b> Define statutory law</li> </ul>
<b>Assessments</b>	<p>Formative: Read and argue: The Bill of Rights</p> <p>Formative: Analyze: Process for selection of a Supreme Court Justice.</p> <p>Summative: Test your Knowledge on the Bill of Rights</p>

<b>Curricular Resources Utilized in Unit 2</b>	<a href="#">National Business Education Association Curriculum</a>
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<b>Unit 3</b>	<b>Structure of the Courts</b> Students will understand the function of the court.
<b>Unit 3 Big Ideas</b>	Students will distinguish between cases heard and the state and federal courts.
<b>Unit 3 Guiding &amp; Essential Questions</b>	Differentiate between types of cases presented in state and federal courts?
<b>Unit 3 Student Learning Goals</b>	<p><b>Concept 1: Federal Courts</b></p> <p>A. Students will explain the structure of federal courts and types of cases presented.</p> <p>B. Students will evaluate the different types of courts and their locations.</p> <p>C. Students will read, interpret and analyze federal court cases.</p>
	<b>Concept 2: State Courts</b>
	A. Students will explain the structure of state courts and types of cases presented.
	B. Students will evaluate the different types of courts at the state level and their locations.
	C. Students will read, interpret and analyze state court cases.
<b>Unit 3 Vocabulary</b>	Precedent, appellate court, trial court, municipal court, federal court, state court, jurisdiction, statute of limitations, criminal trial, civil trial, defendant, plaintiff
<b>National Business Education Standards</b>	<b>Business Law: I - Basics of the Law</b>

	<p>ACHIEVEMENT STANDARD: Analyze the relationship between ethics and the law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p> <ul style="list-style-type: none"> <li>● <b>I C.1</b> Explain the function of the court</li> <li>● <b>I C.2</b> Describe the basic structure of the national and state, territorial, and provincial court systems</li> <li>● <b>I C.3</b> Distinguish between the roles of legal professionals (e.g., judges, lawyers, and paralegals)</li> <li>● <b>I C.4</b> Differentiate among cases that belong in the federal system and those that belong in the state systems in the United States</li> </ul>
<b>Assessments</b>	<p>Formative: First Amendment: Movie Poster Project  Formative: New Voices Legislation  Formative: Second Amendment: Second Amendment Debate  Formative: Fourth Amendment: 1967 Katz v United States case study  Formative: Fifth Amendment: Miranda v Arizona case study  Formative: Eighth Amendment: Investigate: State Research project  Summative: Case scenarios</p>
<b>Curricular Resources Utilized in Unit 3</b>	<p><a href="#">National Business Education Association Curriculum</a>  <a href="https://ninenet.pbslearningmedia.org/collection/lessons/">https://ninenet.pbslearningmedia.org/collection/lessons/</a>  <a href="https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities">https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities</a></p>

<b>Unit 4</b>	<p><b>Criminal Trials</b>  Students will identify the steps in a criminal trial.</p>
<b>Unit 4 Big Ideas</b>	<p>The American justice system is both successful and unsuccessful in upholding law and resolving conflict. Criminal laws are created in order to codify social norms.</p>
<b>Unit 4 Guiding &amp; Essential Questions</b>	<p>What are the penalties for committing different types of crimes?</p>
<b>Unit 4 Student</b>	<p><b>Concept 1: Crime Components</b></p>



<b>Learning Goals</b>	A. Students will explain the difference between plaintiff, defendant, prosecutor and defense attorney.
	B. Students will identify crimes against people.
	C. Students will identify crimes against property.
	<b>Concept 2: Steps of a Criminal Trial</b>
	A. Students will understand how a case begins (arrest, court hearing, scheduled trial)
	B. Students will evaluate the difference between a grand jury and a petit jury
	C. Students will understand the arraignment process.
	D. Students will learn the steps that take place during a trial and types of defense.
	<b>Concept 3: Case Analysis</b>
	A. Students will read and analyze various criminal court cases and debate in socratic seminars.
<b>Unit 4 Vocabulary</b>	Criminal law, felony, misdemeanor, prosecutor, defense attorney, grand jury, petit jury, evidence, verdict
<b>National Business Education Standards</b>	<p><b>Business Law: I - Basics of the Law</b></p> <p>ACHIEVEMENT STANDARD: Analyze the relationship between ethics and the law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p> <ul style="list-style-type: none"> <li>● <b>I F.1</b> Define criminal law</li> <li>● <b>I F.2</b> Differentiate among categories of crime (e.g., treason, felony, and misdemeanor)</li> <li>● <b>I F.3</b> Describe different types of business crime (e.g., fraud, arson, forgery, and embezzlement)</li> <li>● <b>I F.4</b> Explain the concept of white-collar crime and provide examples</li> </ul>
<b>Assessments</b>	<p>Formative: Elements of a Crime</p> <p>Formative: Watch and Discuss: The Art of Misdirection</p> <p>Formative: Criminal Trial Procedures</p>

	Formative: Identify the Crime Formative: Compete and Upload: Jury Trials in Criminal Cases Summative: Crime Research Project
<b>Curricular Resources Utilized in Unit 4</b>	<a href="https://ninenet.pbslearningmedia.org/collection/lessons/">National Business Education Association Curriculum</a> <a href="https://ninenet.pbslearningmedia.org/collection/lessons/">https://ninenet.pbslearningmedia.org/collection/lessons/</a>

<b>Unit 5</b>	<b>Family and Juvenile Law</b> Students will study the juvenile court systems.
<b>Unit 5 Big Ideas</b>	In a society, individuals and groups develop systems to manage conflict and create order. People are affected by environmental, economic, social, biological, cultural, and civic concerns. People respond to and resolve conflicts in a variety of ways.
<b>Unit 5 Guiding &amp; Essential Questions</b>	What are the different types of cases and proceedings in juvenile courts?
<b>Unit 5 Student Learning Goals</b>	<b>Concept 1: Juvenile Law Procedures and Cases</b>
	A. Students will define juvenile and how a juvenile case differs from traditional case proceedings.
	B. Students will investigate the process of a juvenile case.
	C. Students will learn possible rulings.
	<b>Concept 2: Juvenile Case Study</b>
	A. Students will conduct an in depth study of juvenile cases.
<b>Unit 5 Vocabulary</b>	Common law, juvenile

<b>National Business Education Standards</b>	<b>Business Law: IX - Family Law</b> <b>ACHIEVEMENT STANDARD:</b> Explain the legal rules that apply to marriage, divorce, and child custody. <ul style="list-style-type: none"> <li>● <b>IX A.1</b> Define marriage</li> <li>● <b>IX A.2</b> Define common law marriage</li> <li>● <b>IX A.3</b> Explain the rights and obligations involved in marriage</li> <li>● <b>IX A.4</b> Contrast the age requirements for marriage under the laws of different states and other countries</li> <li>● <b>IX B.1</b> Contrast legal separation, annulment, divorce, and dissolution proceedings</li> <li>● <b>IX B.2</b> Explain some of the typical grounds for divorce and annulment</li> <li>● <b>IX B.3</b> Describe the various state laws related to property distribution in a divorce</li> <li>● <b>IX B.4</b> Describe the distribution of property in a community property state</li> <li>● <b>IX B.5</b> Explain the law of domestic relations as it relates to child custody</li> <li>● <b>IX B. 6</b> Outline the law of domestic relations as it relates to spousal and child support</li> <li>● <b>IX B.7</b> Discuss the tax implications of property settlements and spousal support agreements</li> </ul>
<b>Assessments</b>	Formative: Inside Juvenile Detention Formative: Montgomery v Louisiana case study Formative: Miller v Alabama case study Formative: When Juveniles are Treated as Adults Summative: Case Study
<b>Curricular Resources Utilized in Unit 5</b>	<a href="https://ninenet.pbslearningmedia.org/collection/lessons/">National Business Education Association Curriculum</a> <a href="https://ninenet.pbslearningmedia.org/collection/lessons/">https://ninenet.pbslearningmedia.org/collection/lessons/</a>

<b>Unit 6</b>	<b>Employment Law</b>
<b>Unit 6 Big Ideas</b>	Employment law exists to support the balance of employers and employees equally.
<b>Unit 6 Guiding &amp;</b>	What is the nature of employer-employee relations?

<b>Essential Questions</b>	
<b>Unit 6 Student Learning Goals</b>	<b>Concept 1: Employment Doctrine</b>
	A. Students will explain the doctrine of employment-at-will.
	B. Students will describe wrongful discharge exceptions.
	C. Students will explain the employment doctrine of implied covenant.
	<b>Concept 2: Civil Rights and Employment</b>
	A. Students will understand the Civil Rights Act and employment.
	B. Students will investigate the Equal Employment Opportunity Commission.
	C. Students will role play employer's rights to free speech in the workplace.
	D. Students will identify what constitutes harassment in the workplace.
	E. Students will analyze legislation that regulates employment conditions.
<b>Unit 6 Vocabulary</b>	Regulations, doctrine, EEOC, Americans with Disability Act, Family and Medical Leave Act, Occupational Health and Safety Act
<b>National Business Education Standards</b>	<p><b>Business Law: III - Agency and Employment</b></p> <p>ACHIEVEMENT STANDARD: Analyze the role and importance of agency law and employment law related to the conduct of business in the national and international marketplace.</p> <ul style="list-style-type: none"> <li>● III A.1 Define agency</li> <li>● III A.2 Demonstrate an understanding of agency</li> <li>● III A.3 List the ways agency relationships may be created</li> <li>● III A.4 Distinguish among agents, independent contractor, brokers, bailees, and trustees</li> <li>● III B.1 Explain the nature of employer-employee relationship</li> <li>● III B.2 Explain the doctrine of employment-at-will</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>III B.3</b> Describe the wrongful discharge exceptions to employment-at-will, including implied contract, promissory estoppel, and public policy tort</li> <li>● <b>III B.4</b> Explain the employment doctrine of implied covenant</li> </ul>
<b>Assessments</b>	<p>Formative: Wrongful discharge scenarios and role play</p> <p>Formative: Civil Rights Case Study</p> <p>Formative: Freedom of Speech in the Workplace scenarios</p> <p>Summative: Case study</p>
<b>Curricular Resources Utilized in Unit 6</b>	<p><a href="https://ninenet.pbslearningmedia.org/collection/lessons/">National Business Education Association Curriculum</a>  <a href="https://ninenet.pbslearningmedia.org/collection/lessons/">https://ninenet.pbslearningmedia.org/collection/lessons/</a></p>