



<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Formative & Summative Assessments</i>
<p><i>Ethics and the Law</i> (Week 1, 1 Week)</p>	<p>What are ethics? What would you consider to be unethical? How have societal changes affected the way we view ethics? Are there laws that might be considered unethical?</p>	<p>Students will understand the relationship between ethics and the law.</p>	<p>Students will be able to: 1) Identify unethical and illegal conduct; and 2) be able to compare and contrast various ethical theories and explain the way social forces may sometimes conflict, such as the golden rule, the greatest good principle, duty based ethics.</p>	<p>ethics legal conduct illegal conduct golden rule the greatest good principal duty based ethics</p>	<p>Conflicts Between Ethics and the Law Formative: Oral: Discussion Give an example of a current topic of debate (i.e. abortion or gun control) and discuss how someones values may conflict with the law.</p> <p>Ethics Quiz Summative: Other: Quiz</p>

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Origin of Today's Law (Week 2, 1 Week)	What is the origin of law? How did our current laws come to be? What role does the Constitution play in our legal system? How do courts interpret laws? What happens if there are no laws in place such as in the case of cyberspace?	Students will understand the origin of our legal system	Students will be able to: 1) identify sources of today's law: constitutions (state and federal), common law, statutory law, court decisions, administrative law (regulations), and case law (cover FDA); 2) be able to discuss the US Constitution, particularly the Bill of Rights and additional amendments; 3) be able to determine how courts interpret law and explain the role of precedent in the legal system; and 4) be able to discuss current legal issues such as cyberlaw as it relates to jurisdiction (US and international).	US Constitution -Bill of Rights -amendments Common Law Statutory Law Court Decisions Administrative Law (regulations) Case Law Precedent Cyberlaw International Law Jurisdiction Code	Landmark Cases Formative: Written: Informative Give groups of students different landmark cases involving an issue from the Bill of Rights (i.e. Searches and Seizures or Freedom of Speech) Have students research their case finding background information and about what happened during the first trial. Have them find what the decision was in the first trial, what decision was made in appellate courts, and what the final decision of the Supreme Court was. Students will write a summary and then share their case with the class. Quiz Summative: Other: Quiz

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<p>Role and Function of the Court System (Week 3, 1 Week)</p>	<p>Why do people often resort to courts in settling disputes? Which court would hear a case involving laws broken in a neighboring state? Which court has the final say in deciding a case?</p>	<p>Students will understand the role and function of the court system on the local, state and national levels.</p>	<p>Explain the structure and function of the federal and state court systems. Standard 2: Identify the types of cases heard in each of the federal and state courts and the difference between original and appellate jurisdiction. Standard 3: Compare and contrast the juvenile and adult court systems.</p>	<p>Court of Law Court Systems (local, juvenile, state, and federal) Original Jurisdiction Appellate Jurisdiction</p>	<p>Analyzing Court Decisions Formative: Performance: Authentic Task</p> <p>Students will analyze court decisions relating to current social and legal issues based on the following criteria:</p> <ul style="list-style-type: none"> Analyze a resolved, current (within 10 years) business law case from a source other than the textbook. Identify the law classification, issue, and question of law/facts in dispute. List the material facts, parties involved (defendant, plaintiff, witnesses), principles of law used to arrive at a decision, damages sought. If case has been decided, report on decision made and identify the principle(s) of law used to arrive at the decision. <p>Unit Exam Summative: Test: Common Unit Exam</p>

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<p>Procedural Law (Week 4, 3 Weeks)</p>	<p>Why is it important to have different options for conflict resolution? Think of a time when you've been accused of doing something wrong or made a mistake, is it easier to prove your innocence or someone else prove your guilt? Should there be legal consequences for accidents?</p>	<p>Students will understand procedural law.</p>	<p>Students will be able to: 1) explain the advantages and disadvantages of negotiation, arbitration, mediation, litigation, and conciliation; 2) identify the various people involved in a court trial (judge, attorneys, plaintiff/prosecutor, defendant, jury, paralegals, etc.); 3) be able to compare and contrast the steps in a civil law suit with the steps in a criminal prosecution; and 4) define and explain the Statute of Limitations.</p>	<p>Procedural Law Plaintiff Defendant Prosecution Negotiation Arbitration Mediation Litigation Conciliation Judge Attorneys Plaintiff/Prosecutor Defendant Jury Paralegals Complaint Judgment Injunction Arrest Verdict Compensatory Punitive Liquidated Nominal damages Restitution Statue of Limitations</p>	<p>Alternative Dispute Resolution Formative: Written: Narrative Assign groups of students a case study of different conflicts and a method of resolving that conflict: negotiation, mediation, or arbitration.</p> <p>Then the groups will create a script in which characters will discuss the conflict and develop a resolution using the method they have been given.</p> <p>Then students will brainstorm advantages and disadvantages of each type of ADR.</p> <p>Unit Test Summative: Test: Common Test on the unit, focusing on vocabulary and main concepts.</p>

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<i>Criminal Law</i> <i>(Week 6, 2 Weeks)</i>	What happens if someone breaks the law? What are the procedures in a criminal trial? Are "criminals" always guilty? What happens/should happen if courts make a mistake?	Students will gain an understanding of criminal law.	Students will be able to: 1) identify and differentiate among categories of criminal law (felonies, misdemeanors and infractions); 2) be able to define different types of business crime; 3) understand different defenses of criminal acts (e.g., insanity and self-defense); and 4) describe the penalties available for criminal law (restitution, fine, imprisonment, death)	Felony Misdemeanor Infraction Crime Forgery Embezzlement Fraud Perjury Proof beyond a reasonable doubt Insanity Self-defense Restitution Fine Imprisonment Death	Crime list Formative: Written: Informative Teacher will provide students with a list of crimes and students will identify them as infractions, misdemeanors, or felonies. You be the Judge Formative: Performance: Dramatization Divide the class into sides. One side will represent the prosecution/plaintiff and the other side will represent the defendant. Each side will build an argument with the evidence you have provided. Have each side present their arguments. Quiz Summative: Other: Quiz

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Civil/Tort Law (Week 8, 2 Weeks)	What types of law cases are not necessarily crimes? Who decides in these cases? Why is Tort Law important?	Students will gain an understanding of civil/tort law.	Students will be able to: 1) differentiate between and give examples of negligence, intentional and strict liability torts, defamation, and invasion of privacy; 2) identify and explain the elements of torts (duty, breach, injury, causation); and 3) describe the remedies available in tort law (punitive, compensatory, injunction).	Civil Law Tort Negligence Intentional Strict Liability Defamation Invasion of Privacy Duty of Care Breach of Duty Breach Caused Injury Causation Actual injury Liable Slander Proximate Cause Assumption of Risk Reasonable Person Standard Preponderance of evidence Proximate Cause Punitive awards Compensatory Awards Injunction	You be the Judge Formative: Oral: Discussion Divide the class into sides. One side will represent the prosecution/plaintiff and the other side will represent the defendant. Each side will build an argument with the evidence you have provided. Have each side present their arguments. Tort Identification Exercise Formative: Oral: Discussion Have a list of torts. Students identify them as Intentional, Negligence, or Strict Liability. Unit Exam Summative: Test: Common Unit Exam
Contract Law (Week 9, 4 Weeks)	What should you consider before entering into an agreement with another person? Can someone underage be held liable for their agreements? Why is evidence (oral or written) important when	Students will gain an understanding of contract law.	Students will be able to: 1) demonstrate an understanding of the contractual relationship and list the elements required to create a contract (offer, acceptance, genuine agreement, consideration, capacity and legality); 2) identify the classifications of contracts (valid, void, voidable, unenforceable, express, implied, bilateral, unilateral, oral, and	Contracts Contractual Relationship Elements of a Contract -offer -acceptance -genuine agreement -consideration -capacity -legality	Consideration Formative: Written: Informative Students read different story problems about an agreement that was made. They must determine if the agreement has valid

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	<p>entering an agreement? What determines the value of an item or a service?</p>		<p>written); 3) define consideration as it applies to contract law and list examples of valid consideration for both benefit and detriment; 4) differentiate among the ways that a contract can be affirmed (ratification) or disrupted (fraud, non-disclosure, misrepresentation, mistake, duress, undue influence); 5) define breach of contract and name legal remedies available for resolution (damages, specific performance, rescission, restitution); 6) define the conditions which allow contract rights to be assigned/delegated; 7) discuss ways a contract may be terminated or discharged (performance, expiration, etc.); 8) identify those who lack contractual capacity (minors, mentally impaired, intoxicated); 9) identify contracts that should be in writing under the Statute of Frauds; and 10) be able to analyze a contract (performance objective)</p>	<p>Contract Law Classifications of Contracts -valid -void -voidable -unenforceable -express -implied -bilateral -unilateral -written -oral Pledge/gifts Benefit Detriment Assignment Delegation Performance Minor Mentally Impaired Intoxicated/Under the Influence Majority Affirmed Contracts (ratification) Disrupted Contracts -fraud -non-disclosure -misrepresentation -mistake -duress -undue influence Discharged Contract Breach of Contract -damages -specific performance -rescission -restitution Terminated/Discharged Contracts (performance, expiration, etc.). Statute of Frauds</p>	<p>consideration or if it does not because both sides are not exchanging a benefit and detriment.</p> <p>Capacity Formative: Other: Quiz After discussing capacity and a minor's rights when entering into a contract, have an Exit Quiz to see what students remember from the discussion.</p> <p>Analyze a contract Formative: Written: Informative After discussing the characteristics of a contract and a brief overview of the elements of a contract, watch a video of a court case for a breach of contract.</p> <p>Have students identify the characteristics such as express or implied, bilateral or unilateral, written or oral.</p> <p>See if they can identify if all of the elements for a valid contract are present.</p> <p>Unit Test Summative: Test: Standardized Test students on the unit vocabulary and</p>

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<p>Sales Consumer Laws (Week 13, 2 Weeks)</p>	<p>Are most warranties really protecting you against damage? Do you think companies sometimes use deceptive marketing techniques to lure customers in? Do we need laws that protect consumers against fraud or is it up to the consumer to be educated about scams (buyer beware)?</p>	<p>Students will understand sales and consumer laws</p>	<p>Students will be able to: 1) describe the Uniform Commercial Code (UCC) and differentiate the Securities and Exchange Act; 2) differentiate between goods, services, and real property; 3) explain the two types of warranties for sale of goods (expressed and implied); 4) list and explain consumer protection laws (Truth in Lending Act and Consumer Product Safety Act); 5) define common, unfair and deceptive practices (bait and switch, usury, identify theft) and the cooling-off rule; and 6) explain when title and risk of loss pass in a sale of goods.</p>	<p>goods services real property express warranty implied warranty Uniform Commercial Code (UCC) Securities and Exchange Act Consumer Protection Laws (Truth in Lending Act and Consumer Product Safety Act) bait-and-switch usury identity theft cooling-off rule cease and desist</p>	<p>Goods, Services, Real Property Formative: Oral: Discussion Categorize goods, services, and real property as a class. Discuss what the UCC is and why it is necessary for the sale of goods. Consumer Protection Formative: Written: Essay Select a common scam, such as identity theft, or deceptive practice that students can research and learn more about. You can assign students different topics or the same topic. Have them write an essay about what the scam is, warning signs, how to protect themselves, and what to do if they become victims. Unit Vocabulary Quiz Summative: Other: Quiz Quiz students on terms from this unit. Express Warranties</p>

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I have students find a warranty online for a product they might buy. (Usually electronics are the easiest to find)

Once they have found the warranty, have them print 1-3 pages and highlight important information in the warranty, such as:

- how long does it cover the product
- will they replace, repair, or give a refund for the product
- do you need to have a receipt, proof of purchase, etc.
- are there any costs involved with the consumer (pay for shipping, parts)
- what kinds of damage are excluded from the warranty

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<p>Employment and Agency Laws (Week 15, 2 Weeks)</p>	<p>Is it okay for employers to terminate ones employment for no reason? How do things such as obedience, trust, and loyalty shape a work relationship? Do you think there is equality and fairness in the workplace?</p>	<p>Students will understand the role and importance of agency law and employment law as they relate to the conduct of business</p>	<p>Students will be able to: 1) identify the nature of an agency relationship and discuss the ways agency relationships may be created and terminated; 2) explain duties agents and principals owe each other; 3) demonstrate an understanding of employee rights (job interview, drug testing, background checks, justified and unjustified discrimination, laws affecting minors, collective bargaining); and 4) identify legislation and agencies that regulate employment rights, conditions and worker benefits (Americans with Disabilities Act, Occupational Safety and Health Act, Fair Labor Standards Act, Equal Employment Opportunity Commission and unemployment compensation).</p>	<p>agents principals agency relationship (duty) employee and employer rights -job interview -drug testing -background checks -justified discrimination -unjustified discrimination -laws affecting minors -collective bargaining unemployment compensation fiduciary gratuitous independent contractor unions collective bargaining garnishment Americans with Disabilities Act (ADA) Occupational Safety and Health Act (OSHA) Fair Labor Standards Act (FLSA) Equal Employment Opportunity Commission (EEOC)</p>	<p>Employee Rights Formative: Oral: Discussion After reviewing employment laws, have a discussion about discrimination in the workplace. Read an article or review current events that deal with this topic.</p> <p>Vocabulary Quiz Formative: Other: Quiz Quiz students on terms associated with agency and employment laws</p>
<p>Business Organization (Week 16, 2 Weeks)</p>	<p>Should there be a way for individuals and businesses to start over financially? What are the advantages and disadvantages of owning your own business?</p>	<p>Students will understand the nature of various business organizations and laws that govern them.</p>	<p>Students will be able to: 1) identify and discuss the advantages and disadvantages of business organizations: sole proprietorship, partnership, limited partnership, corporation (profit and non-profit; privately and publicly held, stock/shareholder), franchise and limited liability company; 2) understand how bankruptcy affects business; 3) describe various types of bankruptcy: Chapter 7 –</p>	<p>Forms of Business Ownership -Sole Proprietorship -Partnership -limited -general -Corporation(s) -private -public -non-profit</p>	<p>Compare and Contrast Business Organizations Formative: Oral: Discussion After discussing the characteristics of each type of business, have the students share what they think the</p>

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			<p>Liquidation, Chapter 11 - Reorganization, Chapter 13 - Reorganization of Debts; and 4) know what items may not be discharged in a bankruptcy.</p>	<p>-limited liability (LLC) Franchise Stock (-common -preferred Shareholder Bankruptcy (Chapter 7/11/13)</p>	<p>advantages and disadvantages are of each type of business.</p> <p>Types of Bankruptcy Formative: Other: Quiz After differentiating between the different types of bankruptcy, give a quiz in which students identify the types of bankruptcy</p> <p>Stock Market Formative: Performance: Authentic Task After discussing the SEC and what stocks are, have students go online and look at several different companies' stock quotes. If time and a computer lab is available, have students follow companies of their choice to see the day-to-day changes of the market. You can use an online simulation or have students have a paper that they can record the daily price of each stock.</p> <p>Unit Test Summative: Test: Standardized</p>

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<p>State Exam Review and Exam (Week 18, 1 Week)</p>					

[<< Previous Year](#)