Curriculum: Business Law I

Curricular Unit: Ethics and Sources of Law

Instructional Unit: A. Examine foundations of law, including ethics, morals, and sources of law

**Standard Alignments (Section 2)**

SSCLE: PPGS.2.A (Government)
Knowledge: (CA) 1,3  (SS) 1,2
CCSS: 11-12.SL.1c-d; 11-12.L.2b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d;
11-12.WHST.7; 11-12.W.1d
NETS: 1a; 2a; 4a,d; 6a,b
Performance: 1.5, 1.6, 1.9, 4.1

**Unit (Section 3)**

Learning Targets:

- **Define terminology associated with ethics, morals, and the sources of law**
- **Explain the relationship between ethics and morals and how they influence one’s legal decisions**
- Explain why laws are necessary
- **Identify and explain the sources of our laws**
- Explain the use of federal and state constitutions
- **Explain the role of precedent**

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Teacher generated quiz checkpoints
- Teacher led:
  - lectures
  - discussions
  - debates
- Students will utilize note worksheets for note taking
- Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom
Assessments/Evaluations:

- Formative:
  - teacher observations of in-class:
    - discussions
    - worksheets
    - group activities
  - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative unit written test

Sample Assessment Questions:

- Robert makes copies of the law test his class will take tomorrow and passes them around. He says that he is helping the majority of the class by giving them copies of the test. Is this ethically correct?
- Amy Adler is a psychiatrist and treats patients who suffer from a variety of mental illnesses. One of Amy’s patients is arrested by the Secret Service for writing threatening letters to the president of the United States. When the patient goes to trial, Amy is asked to testify. However, she knows that the patient does not want her to reveal the nature of their conversations. Identify the ethical and legal conflicts that Amy faces.

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos, such as:
  - Court TV
  - People’s Court
- Business Law textbook
- Handouts and worksheets

Cross Curricular Connections:

- ELA:
  - Speaking and listening – discussions/debate
  - Writing – journalizing
- Social Studies: Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Business Law I

Curricular Unit: The Dual Court System

Instructional Unit: B. Differentiate between the federal and state court systems and compare how jurisdiction applies to each

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: SSCL; MUSWH3aM(GOVERNMENT)</th>
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</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,3,4 (SS) 3</td>
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<tr>
<td>CCSS: 11-12.W.1d; 11-12.SL.1c,d; 11-12.L.2b; 11-12.L.4a,c; 11-12.L.6; 11-12.RST.5; 11-12.WHST.1d; 11-12.WHST.6; 11-12.WHST.7</td>
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<tr>
<td>NETS: 1a,b,d; 2a,d; 3b; 5a; 6a,b</td>
</tr>
<tr>
<td>Performance: 1.5, 1.6, 4.1</td>
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</tbody>
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**Unit (Section 3)**

Learning Targets:

- Define terminology associated with the federal and state court systems
- Compare and contrast federal, state, and local court systems
- Identify the differences between the juvenile system and overall judicial system
- Compare the jurisdiction associated with the different court tiers

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Teacher generated quiz checkpoints
- Teacher led:
  - lectures
  - discussions
  - debates
- Students will utilize note worksheets for note taking
- Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom
- Students will create a diagram of the Dual Court System, utilizing a project scoring guide

Board Approved 8-3-15
Assessments/Evaluations:

- **Formative:**
  - teacher observations of in-class:
    - discussions
    - worksheets
    - group activities
  - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- **Summative:**
  - Unit written test
  - Teacher-created scoring guide for the Dual Court System project

Sample Assessment Questions:

- Example: A dispute between Missouri and Illinois over ownership of the Mississippi River boundary would be decided in what court?
  - a state supreme court
  - the U.S. Supreme Court
  - a land court
  - a circuit court
- Annie Carney is arrested for shoplifting a $45 camera. Will she be tried in general trial court?

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos, such as:
  - Court TV
  - People’s Court
- Business Law textbook
- Handouts and worksheets

Cross Curricular Connections:

- **ELA:**
  - Speaking and listening – discussions/debate
  - Writing – journalizing
- **Social Studies:** Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

DOK: 4

Board Approved 8-3-15
Curriculum: Business Law I

Curricular Unit: Trials

Instructional Unit: C. Compare the steps in a civil and criminal trial and the responsibilities of the parties in a trial

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SSCLE: MUSWH.3a,M (Government)</th>
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<tbody>
<tr>
<td>Knowledge: (CA) 1,6</td>
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<tr>
<td>NETS: 1a,b,d; 2a,b,d; 3b; 4a,c; 5a; 6a,b</td>
</tr>
<tr>
<td>Performance: 1.5, 1.6, 1.8, 3.5, 4.1</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Define terminology associated with trials
- Identify the differences between the juvenile system and the overall judicial system
- Explain the role of a jury
- Compare the responsibilities of the defense attorneys to the plaintiff’s attorneys in a civil and/or criminal trial
- Compare the role of a judge in a criminal case versus a civil case
- Combine knowledge and formulate their roles in a mock trial

**Instructional Strategies:**

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Teacher generated quiz checkpoints
- Teacher led:
  - lectures
  - discussions
  - debates
- Students will utilize note worksheets for note taking
- Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom
- Students role-play parts of a mock trial

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Assessments/Evaluations:

- **Formative:**
  - teacher observations of in-class:
    - discussions
    - worksheets
    - group activities
  - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- **Summative:**
  - Unit written test
  - Teacher-created scoring guide for the Dual Court System project
  - Scoring guide of Mock Trial participation

Sample Assessment Questions:

- A defendant who does not appear in court at the specified time forfeits the money he has put up to guarantee he will return for trial; this is called what?
  - the right to an attorney
  - probation
  - the right to testify
  - bail
- Which of the following statements is true?
  - Police may not seize illegal drugs or weapons that are in plain view without obtaining a search warrant first.
  - A police officer may not search a person, car, house, or other building without a search warrant even if the person has given permission for the search.
  - Persons who have been arrested may be searched without a warrant.
  - School officials must have a search warrant before they can search a student’s locker.

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos, such as:
  - Court TV
  - People’s Court
- Business Law textbook
- Handouts
- Worksheets

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Cross Curricular Connections:

- ELA:
  - Speaking and listening – discussions/debate
  - Writing – journalizing
- Social Studies: Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Business Law I

Curricular Unit: Criminal Law

Instructional Unit: D. Differentiate the:
• classifications of crimes and their punishments
• defenses available to defendants
• elements of a crime

Standard Alignments (Section 2)

| SSCLE: PPGS.2.C (Government) |
| Knowledge: (CA) 1,3,6 |
| 11-12.WHST.1.d; 11-12.WHST.6; 11-12.WHST.7 |
| NETS: 1a,b; 2b; 6a |
| Performance: 1.5, 1.6, 4.1 |

Unit (Section 3)

Learning Targets:
• Define terminology associated with the federal and state court systems
• Describe the elements of a crime
• Classify crimes against people, property, government, business, and society
• Differentiate between a misdemeanor and a felony
• State an individual’s rights if arrested

Instructional Strategies:
• Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
• Teacher generated quiz checkpoints
• Teacher led:
  • lectures
  • discussions
  • debates
  • activities
• Students will utilize note worksheets for note taking
• Discussions during and after viewing videos (including YouTube videos) to bring real-life examples and applications into the classroom

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Assessments/Evaluations:

- Formative teacher observations of:
  - in-class discussions
  - worksheets
  - group activities
- Formative quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative unit written test

Sample Assessment Questions:

- A misdemeanor is a less serious crime with a less severe penalty and the following are all examples except _____.
  A. lying about one’s age to buy liquor
  B. shoplifting a $5.00 item
  C. robbing a bank
  D. leaving the scene of an accident
- While driving an automobile 85 miles per hour in a zone which the speed limit was 65 miles per hour, Terri accidentally struck and killed a child. Has she committed second-degree murder?

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos, such as:
  - Court TV
  - People’s Court
- Business Law textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
  - Speaking and listening – discussions/debate
  - Writing – journalizing
- Social Studies: Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Business Law I

Curricular Unit: Tort Law

Instructional Unit: E. Classify intentional and unintentional torts and analyze a case scenario to determine how the four elements of negligence relate to it

**Standard Alignments (Section 2)**

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**Unit (Section 3)**

Learning Targets:

- **Define terminology associated with torts**
- **Distinguish between a tort and a crime**
- **Differentiate between intentional and unintentional torts**
- **Explain alternate dispute resolution**
- **Describe remedies available in tort law**
- **Name and describe the four elements of an unintentional tort**

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Teacher generated quiz checkpoints
- Teacher led:
  - lectures
  - discussions
  - debates
  - activities
- Students will utilize note worksheets for note taking
- Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom
Assessments/Evaluations:

- Formative teacher observations of:
  - in-class discussions
  - worksheets
  - group activities
- Formative quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative unit written test

Sample Assessment Questions:

- Ted bought a baby tiger that he named Sampson. He kept Sampson in a special pen with a high fence around it in his backyard. Ted took very good care of his tiger, and Sampson was very friendly and loving to Ted’s family and friends. One summer day, when Sampson was six years old, and Ted was at work, a couple of neighbors’ kids trespassed into Ted’s backyard and began teasing Sampson. They poked sticks at him through the fence and yelled at him. One boy then climbed the fence, but when he reached the top, he lost his footing and fell into the cage where Sampson attacked him. Even though the kids were harassing Sampson and had trespassed into Ted’s backyard, can Ted be held liable?
  A. Yes, because of the doctrine of strict liability.
  B. Yes, because of the doctrine of assumption of risk.
  C. No, because of the doctrine of strict liability
  D. No, the kids caused the attack by trespassing and then teasing Sampson, thereby provoking him.
- While in a shopping mall parking lot, Franklin Monroe accidentally backs his car into a parked car owned by Ruby Roscoe. Several parts of Roscoe’s car are damaged, including the radiator, the front of the engine, and a fender. The body shop and garage estimate repair costs at $5,000.00. Monroe committed the tort of negligence. Name the four elements of negligence and how each is applied in this case. (Worth 16 points)

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos, such as:
  - Court TV
  - People’s Court
- Business Law textbook
- Handouts
- Worksheets

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Cross Curricular Connections:

- **ELA:**
  - Speaking and listening – discussions/debate
  - Writing – journalizing
- **Social Studies:** Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

| DOK: 3 |