

Curriculum: Legal Topics

Curricular Unit: Juvenile Law

Instructional Unit: A. Compare the role of the juvenile court with the role of other courts

Standard Alignments (Section 2)

SSCLE: PPGS.2.C (Government)

Knowledge: (CA) 1,3,4 (SS) 3,6

CCSS: 11-12.W.1d ; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4

NETS: 1a; 2a,b,d; 3; 4a-c; 5a; 6a,b

Performance: 1.4, 1.6, 1.8, 2.1, 2.5

Unit (Section 3)

Learning Targets:

- **Define terminology associated with juvenile law**
- Identify the differences between the juvenile system and the overall judicial system
- **Summarize the juvenile court process and procedures**
- Explain the rights of an accused juvenile in the juvenile court system
- Explain how a juvenile may be certified as an adult under the criminal system
- Relate a legal principal to a case scenario involving the juvenile court system

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher created quiz checkpoints
- Teacher led:
 - lectures
 - discussions
- Students will:
 - utilize note worksheets for note taking
 - create a tri-fold brochure outlining (the):
 - rights of an accused juvenile
 - juvenile court process/procedures
 - how a juvenile may be certified as an adult
- Teacher created scoring guide/checklist of the brochure project
- Discussions during/after viewing videos (including YouTube and Court TV 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
 - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative:
 - Teacher created scoring guide/checklist for the brochure project
 - Unit written test

Sample Assessment Questions:

- Juveniles do NOT have a right to ____.
 - a. Trial by jury
 - b. An attorney
 - c. Confront witnesses
 - d. Remain silent
- Shane and Kira were riding through town one Saturday evening when two classmates challenged them to a drag race. Shane, who was driving, agreed. When the police picked them up, Kira believed she would not be criminally liable because she was just a passenger. Is she correct? Why or why not?

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Handouts
- Worksheets
- Edmodo or Quizlet

Cross Curricular Connections:

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

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Legal Topics

Curricular Unit: Legal Business Ownership

Instructional: B. Compare and contrast the different forms of legal business ownership

Standard Alignments (Section 2)

SSCLE: RIGIT.6.O (Government); TSSI.7.B (Government, Economics)
Knowledge: (CA) 1,3,4,6 (SS) 3,6
CCSS: 11-12.W.1d; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4
NETS: 1a; 2a,b,d; 3; 4a-c; 5a; 6a,b
Performance: 1.5, 1.8, 1.10, 2.5, 3.5

Unit (Section 3)

Learning Targets:

- **Define terminology associated with types of business ownership**
- **Compare the four main types of business ownership (sole proprietorship, partnership, corporation, and limited liability company)**
- Define and explain the different types of corporations
- Explain management's roles and responsibilities regarding the operation of the business
- Explore different regulations that affect business ownership
- Discuss dissolution methods for business ownership
- Design a business and write the legal section of a business plan

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher generated quiz checkpoints
- Teacher led:
 - lectures
 - discussions
- Students will:
 - utilize note worksheets for note taking
 - create a detailed diagram of the different types of corporations
 - create a business set-up as a corporation

- Teacher created scoring guide/checklist:
 - of business diagram
 - for writing of Articles of Incorporation
 - for presentation of business idea
- Discussions during after viewing videos (including YouTube and Court TV 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:
 - Teacher created scoring guide/checklist:
 - for presentation of business idea
 - for Articles of Incorporation
 - of business diagram
 - Unit written test

Sample Assessment Questions:

- Who elects the Board of Directors of a corporation?
 - a. The officers
 - b. The shareholders
 - c. Only the president of the corporation
 - d. The Secretary of State's Office
- Dennis Tharp and Merle Coffman decide to incorporate. They call their corporation Ford Motors because they figure that using a well-known name would attract business. They draw up the articles and include the corporation's name, propose duration, and purpose; the number classes and par value of corporate shares; and the names and signatures of the original directors and incorporators. They then take the articles to the state attorney general's office for filing. In this scenario, there are at least four things Tharp and Coffman have done wrong. Name two of them.

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Handouts
- Worksheets
- Edmodo or Quizlet

Cross Curricular Connections:

- ELA:
 - Speaking and listening – discussions
 - Writing – Articles of Incorporation
- Social Studies: Relationships of individuals to institutions and traditions

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Legal Topics

Curricular Unit: Consumer Law

Instructional Unit: C. Identify legislation that relates to consumer credit and consumer protection

Standard Alignments (Section 2)

SSCLE: MUSWH.3a.O (Economics); ECP.4.B (Economics); RIGIT.6.N (Economics)
Knowledge: (CA) 1,3,4,6 (SS) 4,6
CCSS: 11-12.W.1d; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4
NETS: 1a; 2a,b,d; 3; 4a-c; 5a; 6a,b
Performance: 1.8, 1.10, 2.5, 3.1, 4.3, 4.5

Unit (Section 3)

Learning Targets:

- **Define terminology associated with types of consumer law**
- Recognize deceptive practices such as fraudulent misrepresentation and false advertising
- Explain how four FTC trade regulation rules act to correct wrongdoing in the marketplace
- Differentiate between product and strict liability
- Identify and use federal and state consumer protection laws
- **Explain the difference between express and implied warranties**

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher generated quiz checkpoints
- Teacher led:
 - lectures
 - discussions
- Students will:
 - utilize note worksheets for note taking
 - write a complaint letter concerning a defective product or service
- Teacher created scoring guide/checklist for the complaint letter project
- Discussions during after viewing videos (including YouTube and Court TV 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:
 - Teacher created scoring guide for complaint letter project
 - Unit written test

Sample Assessment Questions:

- Manufacturers and sellers are accountable for injuries caused by unsafe or defective products under the principle of ____.
 - a) warranty
 - b) *caveat emptor*
 - c) fraudulent misrepresentation
 - d) product liability
- Allison Rantz orders a sports jacket from a store catalog. The jacket she receives is different from the one pictured in the catalog. On what legal grounds may she obtain relief from the store?

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Handouts
- Worksheets
- Edmodo or Quizlet

Cross Curricular Connections:

- ELA:
 - Speaking and listening – discussions
 - Writing – complaint letter
- Social Studies: Relationships of individuals to institutions and traditions

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Legal Topics

Curricular Unit: Employment Law

Instructional Unit: D. Describe the rights of an employee and employer

Standard Alignments (Section 2)

SSCLE: PCD1.Aa.6 (Government); PCD1.A.b (Government); ECP.4.A (Economics);
ECP.4.K (Economics)
Knowledge: (CA) 1,3,4,5,6 (SS) 3,6
CCSS: 11-12.W.1d; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4
NETS: 1a; 2a,b,d; 3; 4a-c; 5a; 6a,b
Performance: 1.8, 1.10, 2.5, 3.5, 4.3

Unit (Section 3)

Learning Targets:

- **Define terminology associated with types of business ownership**
- Explain the doctrine of employment-at-will and identify the exceptions to it
- Identify areas of employment that must be included in any collective bargaining process
- Identify laws that pertain to OSHA, employee privacy rights protection, discrimination, unemployment compensation and workers' compensation

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student
- Teacher created quiz checkpoints
- Teacher led:
 - lectures
 - discussions
- Students will:
 - present case scenarios
 - utilize note worksheets for note taking
 - work in groups to research a case regarding discrimination in the workplace, which will include:
 - completing an incident report
 - writing a short report based on the information provided and Title VII explaining how the incident violated the law and give advice to the victim of the discrimination
 - presenting to the class their case and their findings
 - defending their position when teacher and other students in the class question/comment

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<ul style="list-style-type: none"> • Teacher created scoring guide/checklist of the discrimination project • Discussions during after viewing videos (including YouTube and Court TV videos) to bring real life examples and applications into the classroom
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • Teacher observations of: <ul style="list-style-type: none"> • in-class discussions • worksheets • group activities • Quizzes (either written or on a computer-based program such as Edmodo or Quizlet) • Summative: <ul style="list-style-type: none"> • Teacher created scoring guide/checklist for the discrimination in the workplace project • Unit written test
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • The doctrine stating that an employer can fire an employee at any time for any reason is known as _____. <ol style="list-style-type: none"> a) wrongful discharge b) employment-at-will c) collective bargaining d) grievance procedure • Ashton Grant, who is 14, is required by his parents to clean his room every Saturday morning and mow the grass in the backyard every Saturday afternoon. Ashton is not paid for his work and would rather play basketball with his friends on Saturdays. Do these chores violate child labor laws? Explain your answer.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • Course specific apps • Laptops/iPads • Internet • SMART Board • Document camera • YouTube video segments • Handouts • Worksheets • Edmodo or Quizlet
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Speaking and listening – discussions • Writing – reports • Social Studies: Relationships of individuals to institutions and traditions

Depth of Knowledge (Section 5)

DOK: 4

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Curriculum: Legal Topics

Curricular Unit: Immigration Law

Instructional Unit: E. Research the U.S. immigration issue and present a solution to the class

Standard Alignments (Section 2)

SSCLE: RIGIT.6.M,N (Government); TSSI.7.E (Government)
Knowledge: (CA) 1,3-6 (SS) 3,6
CCSS: 11-12.W.1d ; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4
NETS: 1a; 2a,b,d; 3; 4a-c; 5a; 6a,b
Performance: 1.2, 1.8, 1.10, 2.1, 2.5, 3.5, 4.1

Unit (Section 3)

Learning Targets:

- Communicate effectively verbally and nonverbally
- Apply research skills to investigate the U.S. immigration issue to identify the problem and derive a solution
- Formulate an opinion as to a solution for the immigration issue derived from research and formally present it to the class
- **Write a research paper**

Instructional Strategies:

- Teacher created quiz checkpoints
- Teacher led:
 - lectures
 - discussions
- Students will:
 - utilize:
 - note worksheets for note taking
 - the Internet, books, magazines, etc., for research
 - create a PowerPoint presentation, or use another presentation software program
 - create a research paper
- Teacher created scoring guide/checklist for:
 - formal presentation
 - research paper
- Discussions during after viewing videos (including YouTube and Court TV videos) to bring real-life examples and applications into the classroom

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> Teacher observations of: <ul style="list-style-type: none"> in-class discussions worksheets group activities Quizzes (either written or on a computer-based program such as Edmodo or Quizlet) Summative: <ul style="list-style-type: none"> Teacher created scoring guide/checklist for: <ul style="list-style-type: none"> presentation research paper Unit written test
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Wilfred was born in Germany. His father is in the military and is a United States citizen. Is Wilfred a U.S. Citizen? Explain your answer. Citizenship may also be acquired through the naturalization process. Which of the following is NOT a requirement of the process? <ol style="list-style-type: none"> Legal resident in the United States for at least five years (with some exceptions). Being at least 15 years of age. Good moral character. The ability to speak, read, and write English. Passing a citizenship test on U.S. history and government. Swearing allegiance to the U.S. Constitution and loyalty to the United States.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> Course specific apps Laptops/iPads Internet SMART Board Document camera YouTube video segments Handouts Worksheets Edmodo or Quizlet
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Speaking and listening – discussions Writing – research paper Social Studies: Relationships of individuals to institutions and traditions

Depth of Knowledge (Section 5)

DOK: 4