

Business Law

Unit Title: Unit 1: Law, Justice, and You

Stage 1: Desired Results

Standards & Indicators:

9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.

9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.

9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals.

9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community.

9.3.LW-SEC.18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.

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	self-employment income.	
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

<u>Central Idea/Enduring Understanding:</u> Chapter 1: Laws and their Ethical Foundation - Students are able to identify, analyze, evaluate, and apply their learned knowledge to a real-world situation. (The Four Stages In the Growth of Law) - The best system of laws always evolves slowly towards a form that is most appropriate to the current standards of the people. (Common Law and positive law). - There are two great systems of laws. Only one state in the United States uses a different law. (Origin of the U.S. legal system)	<u>Essential/Guiding Question:</u> - What is Law? - What are the four stages In the growth of law? - What is the difference between common law and positive law? - What is the origin of the U.S. legal system? - Identify the four sources of law. - Explain how conflicts between constitutions, statutes, administrative laws, and case law are resolved. - Describe the differences between criminal, civil, substantive, and procedural, and business, and other forms of law. - Define ethics.
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4. The primary function of the U.S. Constitution and the various state constitutions is to provide a framework for allocating the powers of government. (Sources of law) 5. Sometimes laws created by different levels of government conflict. Legal rules are used that determine which statement of the law is superior to the other and should therefore be enforced. (Resolving conflicts)Laws may be classified in various ways. (Types of laws) 6. Ethical reasoning should be applied to reach reasonable and impartial decisions that affect people. (Ethics)	• Explain how our laws reflect ethics based on consequences and on rule-based ethics. • How is ethics expressed in our laws?
Chapter 2: Constitutional Rights 1. Documents were written in the course of the nation's founding. (Constitutional rights) 2. The Constitution shields against violations of basic human rights. (Civil rights) 3. A useful balance of power exists among the three basic branches of government. (Checks and balances) 4. The Tenth Amendment provides power to the states to govern their people. While the Fourteenth Amendment limits states' powers. (Power between federal and state governments) 5. There are issues of jurisdiction that arises with Internet usage? (Cyberlaw) 6. Freedom of speech and the right of privacy are two main constitutional issues related to Internet use.	• Identify the documents that formed the U.S. government. • Explain how the U.S. Constitution protects citizen's civil rights • Describe the system of checks and balances in the U.S. government. • Explain how the power to govern is divided between the federal and state governments. • What are the foundations of cyberlaw? • Identify the various constitutional issues involved in the use of electronic communication.
Chapter 3: Court Systems 1. There are several methods of dispute resolutions that can be used to avoid going to court. 2. Courts decide disputes between private individuals and in criminal cases. (Levels of courts)	• How can disputes be settled without going to court? • What are the different levels of courts and describe their powers? • What is the source of power of the federal courts? • What are the major federal courts and describe their jurisdictions and powers?

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3. The federal government and each state have separate court systems. (Source of power)
4. There are three levels of federal courts. (Federal court system)
5. Compare the similarities of both court systems.
6. Many states have many courts below their main courts known as associate circuit courts or county courts. (Specialized courts)

- Compare the structure of a typical state court system with the structure of the federal courts.
- Explain the jurisdictions of the specialized courts in a typical state system.

Chapter 4: Criminal Law and Procedure

1. There are three elements that make up a criminal act. (Elements of crime)
2. Crimes can be classified in many different ways: felonies or misdemeanors. (Classification of a crime)
3. There are several crimes that commonly occur in the business world. (Business-related crimes)
4. Anyone accused of committing a crime has certain constitutional rights. (Rights when arrested)
5. To insure the fair application of laws, a criminal defendant may often be able to avoid conviction in court by use of one or more defenses. (Two types of defenses)
6. The purpose is not to remedy the wrong but rather to discipline the wrongdoer. (Appropriate punishment)
7. Unless a suspect is arrested in the act of committing a crime, an investigation must be conducted. (Steps in criminal procedure)

- What are the elements present in all crimes?
- Describe crimes according to the severity of their potential sentences.
- Identify the types of crimes that affect business.
- What right does a person have when arrested and their potential criminal liability for the actions of others.
- Name and describe the two types of defenses to criminal charges?
- What punishments are appropriate for crimes?
- Explain the steps in criminal procedure.

Chapter 5: Civil Law and Procedure

1. A crime and a tort are not the same. (Different)
2. There are many specific torts as there are specific crimes. Certain elements are specific to most torts. (Torts)
3. With a few exceptions, all persons, including minors, are personally responsible for their conduct and are liable for their torts. (Responsibility)
4. There are nine common intentional torts

- What is the difference between a crime and a tort?
- What are the elements of a tort?
- When is a person responsible for another's tort?
- Identify common intentional torts?
- Define negligence.
- Why is strict liability necessary?
- What damages are available to victims of torts?
- Explain the procedure used to try a civil suit.

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5. Intent to injure is not required for this tort. (Negligence) 6. Under the doctrine of strict liability a defendant can be held liable if he or she merely engaged in a particular activity that resulted in an injury. 7. Two types of remedies are available in a civil lawsuit for a tort, breach of contract, or other private injury. (Damages available to victims) 8. Procedures used to try a civil court case are paralleled to that of a criminal case. There are some significant differences. (Trying a civil suit)	
<u>Content:</u> Chapter 1: Laws and Their Ethical Foundation • 1-1: Laws and Legal Systems • 1-2: Types of Laws • 1-3: Ethical Bases for Laws Chapter 1 Assessment Sports and Entertainment Law Chapter 2: Constitutional Rights • 2-1: Foundations of the US Constitution • 2-2: Division and Balance of Governmental Powers • 2-3: The Internet and Constitutional Rights Chapter 2 Assessment Sports and Entertainment Law Chapter 3: Court Systems • 3-1: Forms of Dispute Resolution	<u>Skills(Objectives):</u> <u>Chapter 1:</u> Students will be introduced to the historical foundation and the evolution of the U.S. legal system, the origin and the types of laws the systems contain and the ethical bases for those laws. • 1-1 : Plan a career in law; explain the stages in the growth of law; describe the differences between common law and positive law; and identify the origin of the U.S. legal system. • 1-2 : Explain the sources of law; discuss how conflicts between laws are resolved; compare and contrast criminal and civil law, and substantive and procedural law. • 1-3 : Define ethics, compare and contrast consequence-based ethics with rule-based ethics; and discuss ways in which ethics are reflected in laws <u>Chapter 2:</u> Students will be presented the constitutional rights, with an emphasis on the U.S. Constitutional and amendment, the division and balance of power in government, and the impact of the Internet on individual rights • 2-1: Identify the documents written in the course of the nation's founding; explain how the U.S. Constitution addresses and protects citizens' civil rights • 2-2: Describe the system of checks and balances in the U.S. government, and explain how the power to govern is divided between federal and state governments. • 2-3: Understand the foundations of cyberlaw; and identify the various constitutional issues involved in the use of electronic communication. •

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• 3-2: The Federal Court System • 3-3: State Court Systems Chapter 3 Assessment Case for Legal Thinking	<u>Chapter 3:</u> Students will cover various alternatives for dispute resolution and the organizations and jurisdictions of the federal and state court systems. • 3-1 : Explain how disputes can be settled without going to court; name the different levels of courts, and describe their jurisdiction and powers. • 3-2 : Identify the source of power of the federal courts and recognize the major federal courts. • 3-3 : Compare the structure of a typical court system with the structure of the federal courts, and explain the jurisdiction of the specialized courts in a typical state system.
Chapter 4: Criminal Law and Procedure • 4-1 Criminal Law • 4-2: Criminal Procedure Chapter 4 Assessment Sports and Entertainment Law	<u>Chapter 4:</u> Students will acquire an overview of the basics of criminal law, survey business-related crimes, and attain details on the legal procedures followed in criminal cases. • 4-1 : Understand the elements that make up a criminal act; examine how crimes are classified; and identify the types of crimes that affect business. • 4-2 : Know the rights individuals have when arrested and responsibility for the criminal conduct of others; describe two types of defenses to criminal charges; understand appropriate punishments for crimes; and explain the steps in criminal procedure.
Chapter 5: Civil Law and Procedure • 5-1: Private Injuries v. Public Offenses • 5-2: Intentional Torts, Negligence, and Strict Liability • 5-3: Civil Procedure Chapter 5 Assessment Sports and Entertainment Law Work Based Learning Field trip to court in Burlington CountyCourt Speakers from the court and lawyers Job shadowing	<u>Chapter 5:</u> Students should be able to distinguish the differences between crimes from a tort; explain the types of torts, discuss civil procedures. • 5-1 : Clarify the differences between crimes from a tort; provide elements of torts; and explain why one person may be held responsible for another's tort. • 5-2 : Identify the intentional torts; define negligence, and elements that must be proven to establish negligence in court. • 5-3: Explain civil remedies and procedures that are available to a tort victim, and legal considerations involved in attempting to collect damages.
<u>Interdisciplinary Connections:</u> • Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success. • Analyzing court cases, laws and legal systems and types of law • Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. • Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.	

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- Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world

Stage 2: Assessment Evidence

Performance Task(s):

- Warm ups - Topics pertaining to law
- Key Terms and Definitions
- Think About Legal Concepts
- Think Critically About Evidence
- Your Legal Vocabulary
- Write About Legal Concepts
- Analyze Real Cases
- Case for Legal Thinking: Real-World Cases
- Legal Research
- Practice Judging
- Mock Trial
- Crossword puzzles
- Word Searches
- Enrichment activities
- Case Studies
- Chapter Assessment

Other Evidence:

- Planning a Career In Law
- Academic Connection
- Create a collage/picture, a poem, a story or skit on "The Stages In the Growth of Law".
- Activities on ethics, fraud,
- Research civil and criminal cases that are not similar In nature.
- Investigation/activities on Juveniles who committed civil or criminal acts.
- Activities on the Bill of Rights.
- Integrated Technology Tools: MindTap Learning Path-Reading Activities, Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, Mock Trial, and Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Hot Debate scenario-Discussion on where the students stand on the Issues by presenting their statement In a thoughtful and careful manner.
- What's Your Verdict? Scenario-Students can answer the questions by considering real-world examples of ethical and legal topics.
- Develop Your Leadership Skills-Discussions on Important transferable work/life skills. Activities on the topics can be conducted
- Develop Your Interpersonal Skills-Read paragraphs and respond to questions. Apply information that pertains to topic. Teams can be organized to compare and apply information.
- A Question of Ethics-Ethical issues that arise within the legal framework are presented. Activities focusing on different ethics can be performed.

Resources:

- Textbook- Law for Business and Personal Use 19th Edition
- Ethics Resource Center: <https://www.ethics.org/> ;Legal Ethics.com-The Intersection of Ethics and Law;; American Heritage Library;
- Department of Justice website: <https://www.justice.gov/>
- Consumer Product Safety Commission: <https://www.cpsc.gov/>
- Food and Drug Administration: Lemon law information and websites: <https://www.njconsumeraffairs.gov/llu>
- U.S.Copyright Office: <https://www.copyright.gov/> ; U.S. Patent and Trademark Office;; National Fair Housing Advocate Online: Fair
- Housing Act, U.S. Housing and Urban Development: https://www.hud.gov/program_offices/fair_housing_equ_al_opp/fair_housing_act_overview
- Chapter Activities: Crossword Puzzles, Flashcards, Glossary, Quiz Prep, Net Bookmark, and Study Tools;
- Digital Video Library: iCivics.com
- Edpuzzles: <https://edpuzzle.com/>

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- Cyberlaw-Discussions/activities on topic can be conducted.
- In Practice Profile-Individuals who have successful careers and how the law impacts their careers are introduced. Discussion/research other individuals who may have an influence on their careers and how the law may impact their career. Other activities can be performed
- In This Case-Demonstrates legal principles and concepts through hypothetical situations. Student/teacher provides situations on the topic of discussion.
- International Viewpoint: Read/discuss/research legal procedures and issues in other countries.
- Law Brief-Unusual or interesting facts or ideas related to the law are examined/discussed.
- Economic Impact-Examine laws and their effect on the economy. Conduct various activities.
- Global Issues-World wide discussions/research. Posters, reports, songs, etc. can be performed.
- Research-Investigate issues related to federal, state, and local laws to include any topic of discussion using the Internet and the library resources.
- Videos, TV movies and/or documentaries, newspaper and/or magazine articles. Group and/or individualized activities on topic. Oral presentation to the class can be conducted.
- Think Critically Through Visual: Observe pictures depicted and answer questions presented. Activities can be conducted.

- Kahoot!: <https://kahoot.com/>

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)
- Library of Congress: <https://www.loc.gov/>

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Accommodations or Modifications:

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

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning	Visual learning	Visual learning	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
Auditory learning	Auditory learning	Auditory learning	
Progress/advance to the next activity	Quizzes and tests are modified	Quizzes and tests are modified	
Modify our curriculum based on student's ability level	Extra time is given on assignments	Extra time is given on assignments	
Use a consistent daily routine	Preferential seating is provided	Preferential seating is provided	
Individualized instruction	Individualized instruction	Individualized instruction	
Tutoring	Tutoring	Tutoring	
Students may redo assignments any time without penalty	Modify our curriculum based on student's ability level	Modify our curriculum based on student's ability level	
	Use a consistent daily routine	Use a consistent daily routine	
	Students may redo assignments any time without penalty	Students may redo assignments any time without penalty	

Unit Title: Unit 2: Contract Law

Stage 1: Desired Results

Standards & Indicators:

9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

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Career Readiness, Life Literacies and Key Skills		
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9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

<u>Central Idea/Enduring Understanding:</u> Chapter 6: Offer and Acceptance 1. Elements that must be found in a contract to render it enforceable in a court of law. (Required to form a contract) 2. There are six major requirements that must be satisfied before courts will treat a transaction as legally enforceable contract. 3. Once made, an offer does not last forever. It may be terminated in a variety of ways. (End an offer) 4. To avoid the offer from closing, there are several ways to keep the offer open for a set period of time. 5. To create an enforceable agreement, the acceptance must consist of three items. 6. An effective acceptance must be made in making a contract. (Requirements) Chapter 7: Genuineness of Assent 1. One of the most important legal requirements for a valid contract is genuineness of agreement. 2. The contract is voidable by the victim if undue influence occurs. (Two key elements) 3. Of the four basic types of mistakes only one mistake can render a contract void. However, most courts will still rescind the contract. (Contract void)	<u>Essential/Guiding Question:</u> • List the elements required to form a contract. • Describe the requirements of an offer. • Describe various ways to end an offer. • Explain how an offeree can ensure an offer will remain open. • What are the requirements of an effective acceptance? • Determine at what point in time an acceptance is effective. • How do you recognize when genuine assent (agreement) is not present? • Identify the two key elements in undue influence. • What are the types of mistakes that can make a contract voidable or void? • List the criteria for a statement to be treated as a misrepresentation. • Define fraud and describe the remedies for it.
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4. There are three ways statements are treated as misrepresentations by the law. (Criteria)
5. To prove a case of fraud in court, all elements of misrepresentation, plus the two additional elements must be shown. (Fraud and remedies)

Chapter 8: Consideration

1. To make her or his promise legally binding, a person demands and generally must receive three requirements.
2. The consideration that was received must be of equal economic value to the service, money, or product they provided. (Adequacy of consideration)
3. Certain forms of consideration are only legally binding in proper circumstances. (Limited circumstances)
4. Contractual bargaining takes place in the present, for immediate or future performance by both parties. (Binding consideration)
5. There are important exceptions to the general rule that, under contract law, consideration is necessary to bind someone to their promise. (Considerations not needed)
6. At times, a rigid adherence to the letter of law can produce injustice. As a consequence, the law allows courts to counteract this effect by taking certain actions in the name of equity, or basic fairness. (Doctrine of promissory estoppel)

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- Identify the three requirements of consideration
 - What is the adequacy (equality or fairness) of the consideration?
 - Describe situations in which consideration is present only under limited circumstances.
 - Explain when what appears to be binding consideration is not.
 - In what situations are considerations not needed?
 - When can the doctrine of promissory estoppel be applied?

Chapter 9: Legal Capacity to Contract

1. Certain parties to contracts are understood by the law to lack the maturity and experience to protect their self-interests in contractual negotiations. (Contractual capacity)
2. Some people who work for businesses or other types of organizations have the capacity to bind the organizations to contracts. (Role)

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- Identify parties who lack contractual capacity.
 - Explain the role of capacity in organizations.
 - What is the time frame that a contract can be disaffirmed?
 - Identify contracts that cannot be disaffirmed?
 - What are the effects of misrepresentation of age on contractual responsibilities?

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3. When can a refusal to be bound by a previous legal commitment place? (Time frame)
4. In many states, certain types of contracts cannot be disaffirmed. (No disaffirm)
5. What type of lawsuit would be involved if a minor gives a false age when contracting? (Age limits)

Chapter 10: Legal Purpose and Proper Form

1. Usually most states have statutes which make certain illegal acts legalized under regulated conditions. (Illegal agreement)
2. When will courts enforce illegal agreements? (Courts enforce)
3. What is the purpose of the Statute of Frauds and what does it state? (Statute of Frauds)
4. When must the Statute of Frauds be in writing?
5. How are contracts interpreted? (Rules)

- Identify various forms of unenforceable illegal agreement.
- Specify agreements that, although illegal, the courts will enforce.
- Explain why the Statute of Frauds is necessary and what it requires.
- Identify the main instances when the Statute of Frauds requires writings.
- What are the rules of contract interpretation?

Chapter 11: Contractual Obligations and their Enforcement

1. What rights may be assigned under a contract as long as the performance does not change in an important way, and what duties can be delegated?
2. Various types of conditions may extinguish contractual obligations. (Discharge)
3. What are minor or major breaches of contracts?
4. Identify the factors that affect the choice of remedy

- Identify what rights can be assigned and what duties can be delegated.
- Describe the various ways in which contractual obligations may be discharged.
- Name and describe various remedies possible for minor or major breach of contract.
- What are the factors that affect the choice of remedies?

Chapter 12: Contractual Aspects of Marriage and Divorce

1. Marriage laws vary from state to state and changes over time. What must be performed before marriage is legalized.
2. What steps must be taken to finalize a divorce?

- Explain how a marriage contract is formed and legalized.
- How does one end a marriage?

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<u>Content:</u>	<u>Skills(Objectives):</u>
Chapter 6: Offer and Acceptance 6-1: Creation of Offers 6-2: Termination of Offers 6-3: Acceptance Chapter 6 Assessment Sports & Entertainment Law	<u>Chapter 6:</u> Students will be introduced to the basics of contract development as found in the matching of a practicable offer with a proper acceptance. 6-1: List the elements needed to form a contract, and describe the requirements of an offer. 6-2: Explain ways an offer may be terminated before acceptance or kept open as an option. 6-3: Determine what is required to bring about a binding acceptance, and how to determine when an acceptance becomes effective.
Chapter 7: Genuineness of Assent 7-1: Duress and Undue Influence 7-2: Mistake, Misrepresentation, and Fraud Chapter 7 Assessment Case for Legal Thinking	<u>Chapter 7:</u> Students will cover a variety of problems and situations that may result in a party's assent to a contract being less than genuine. 7-1: Recognize when a genuine assent is not present to create an enforceable contract, and how duress and undue influence can affect it. 7-2: Explain the effects of mistakes, misrepresentation, and fraud have on genuine assent.
Chapter 8: Consideration 8-1: Types of Consideration 8-2: Questionable Consideration 8-3: When Consideration is Not Required Chapter 8 Assessment Sports & Entertainment Law	<u>Chapter 8:</u> Students should be able to recognize the different forms of consideration, and identify when consideration is not required to bind a party to a contractual promise. 8-1: Identify requirements for consideration and the adequacy for consideration. 8-2: Explain how situations in which considerations is present only under certain circumstances; and identify what appears to be binding consideration but is not. 8-3: Explain the exceptions to the requirements of consideration.
Chapter 9: Legal Capacity to Contract 9-1: Contractual Capacity of Individuals and Organizations 9-2: Limits on the Right of Those Without Capacity Chapter 9 Assessment Sports & Entertainment Law	<u>Chapter 9:</u> Students will be able to evaluate the essential nature of contractual capacity and the legal position, relative to contracts, of those without it. 9-1: Describe parties who lack contractual capacity, and explain the role of capacity in organizations. 9-2: Recognize a time frame when a contract can be disaffirmed; identify when a contract cannot be disaffirmed; and discuss the effects of misrepresentation of age on contractual responsibilities.

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Chapter 10: Legal Purpose and Proper Form • 10-1: Illegal Agreements • 10-2: The Statute of Frauds Chapter 10 Assessment Sports & Entertainment Law	<u>Chapter 10:</u> Students will be introduced to the types of agreements that are void and unenforceable because of inherent illegalities. They will, also, be presented with agreements that have to be in writings to be enforceable and how such contracts are interpreted. • 10-1: Discuss types of unenforceable illegal agreements, and explain when the courts will enforce certain illegal agreements. • 10-2: Explain the rationale for and requirements of the Statute of Frauds; determine what types of contracts must satisfy it, and how such contracts are interpreted
Chapter 11: Contractual Obligations and Their Enforcement • 11-1: Transfer and Discharge of Obligations • 11-2: Remedies for Breach of Contract Chapter 11 Assessment Sports & Entertainment Law	<u>Chapter 11:</u> Students will focus on how contractual obligations are transferred and fulfilled, and study remedies available for breach of contract. • 11-1: Comprehend how contractual obligations are transferred by assignment, and examine the various ways of discharging those obligations. • 11-2: Evaluate the alternative remedies available to a party whose contract has been breached; and analyze the factors that impact the party's choice of which remedy to pursue.
Chapter 12: Contractual Aspects of Marriage and Divorce • 12-1: Marriage and the Law of Contracts • 12-2: Divorce and the Law of Contracts Chapter 12 Assessment Case for Legal Thinking Work Based Learning Field trip to court in Burlington CountyCourt Speakers from the court and lawyers Job shadowing	<u>Chapter 12:</u> Students will examine the principles and laws dealt with in the previous contracts chapters to marriage agreements. The formation, application, and the dissolution of this crucial social contract provide a widely applicable illustration of this area of law. • 12-1: Examine the background for and development of the marital contract. • 12-2: Focus on the effects of all parties involved in the dissolution of the marital contract.
<u>Interdisciplinary Connections:</u> • Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success. • Analyzing court cases, laws and legal systems and types of law • Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. • Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. • Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.	

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- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world

Stage 2: Assessment Evidence

Performance Task(s):

- Warm ups - Topics pertaining to law
- Key Terms and Definitions
- Think About Legal Concepts
- Think Critically About Evidence
- Your Legal Vocabulary
- Write About Legal Concepts
- Analyze Real Cases
- Case for Legal Thinking: Real-World Cases
- Legal Research
- Practice Judging
- Mock Trial
- Crossword puzzles
- Word Searches
- Enrichment activities
- Case Studies
- Chapter Assessment

Other Evidence:

- Planning a Career In Law
- Academic Connection
- Create a collage/picture, a poem, a story or skit on "The Stages In the Growth of Law".
- Activities on ethics, fraud,
- Research civil and criminal cases that are not similar in nature.
- Investigation/activities on Juveniles who committed civil or criminal acts.
- Activities on the Bill of Rights.
- Integrated Technology Tools: MindTap Learning Path-Reading Activities, Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, Mock Trial, and Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Hot Debate scenario-Discussion on where the students stand on the Issues by presenting their statement in a thoughtful and careful manner.
- What's Your Verdict? Scenario-Students can answer the questions by considering real-world examples of ethical and legal topics.
- Develop Your Leadership Skills-Discussions on Important transferable work/life skills. Activities on the topics can be conducted
- Develop Your Interpersonal Skills-Read paragraphs and respond to questions. Apply information that pertains to topic. Teams can be organized to compare and apply information.
- A Question of Ethics-Ethical issues that arise within the legal framework are presented. Activities focusing on different ethics can be performed.
- Cyberlaw-Discussions/activities on topic can be conducted.

Resources:

- Textbook- Law for Business and Personal Use 19th Edition
- Ethics Resource Center: <https://www.ethics.org/> ;Legal Ethics.com-The Intersection of Ethics and Law;; American Heritage Library;
- Department of Justice website: <https://www.justice.gov/>
- Consumer Product Safety Commission: <https://www.cpsc.gov/>
- Food and Drug Administration: Lemon law information and websites: <https://www.njconsumeraffairs.gov/llu>
- U.S.Copyright Office: <https://www.copyright.gov/> ; U.S. Patent and Trademark Office;; National Fair Housing Advocate Online: Fair
- Housing Act, U.S. Housing and Urban Development: https://www.hud.gov/program_offices/fair_housing_equality/fair_housing_act_overview
- Chapter Activities: Crossword Puzzles, Flashcards, Glossary, Quiz Prep, Net Bookmark, and Study Tools; Digital Video Library: iCivics.com
- Edpuzzles: <https://edpuzzle.com/>
- Kahoot!: <https://kahoot.com/>

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● In Practice Profile-Individuals who have successful careers and how the law impacts their careers are introduced. Discussion/research other individuals who may have an influence on their careers and how the law may impact their career. Other activities can be performed ● In This Case-Demonstrates legal principles and concepts through hypothetical situations. Student/teacher provides situations on the topic of discussion. ● International Viewpoint: Read/discuss/research legal procedures and issues in other countries. ● Law Brief-Unusual or interesting facts or ideas related to the law are examined/discussed. ● Economic Impact-Examine laws and their effect on the economy. Conduct various activities. ● Global Issues-World wide discussions/research. Posters, reports, songs, etc. can be performed. ● Research-Investigate issues related to federal, state, and local laws to include any topic of discussion using the Internet and the library resources. ● Videos, TV movies and/or documentaries, newspaper and/or magazine articles. Group and/or individualized activities on topic. Oral presentation to the class can be conducted. ● Think Critically Through Visual: Observe pictures depicted and answer questions presented. Activities can be conducted.	Social Studies Resources: ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice ● Library of Congress: https://www.loc.gov/ LGBT and Disabilities Law Resources: ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities <i>*Be sure to only include applicable resources.</i>
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation. <u>Accommodations or Modifications:</u> ● Repetition ● Study/test guide ● Restate directions ● Visual prompts ● Extended time (homework/tests)	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning	Visual learning	Visual learning	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
Auditory learning	Auditory learning	Auditory learning	
Progress/advance to the next activity	Quizzes and tests are modified	Quizzes and tests are modified	
Modify our curriculum based on student's ability level	Extra time is given on assignments	Extra time is given on assignments	
Use a consistent daily routine	Preferential seating is provided	Preferential seating is provided	
Individualized instruction	Individualized instruction	Individualized instruction	
Tutoring	Tutoring	Tutoring	
Students may redo assignments any time without penalty	Modify our curriculum based on student's ability level	Modify our curriculum based on student's ability level	
	Use a consistent daily routine	Use a consistent daily routine	
	Students may redo assignments any time without penalty	Students may redo assignments any time without penalty	

Unit Title: Unit 3: Law of Sales

Stage 1: Desired Results

Standards & Indicators:

9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.

9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.

9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals.

9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community.

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9.3.LW-SEC.18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

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9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Central Idea/Enduring Understanding: Chapter 13: Sales Contracts 1. What is sales and how does the Uniform Commercial Code (UCC) control and make decisions on the sales of goods? (UCC governs sales of goods) 2. How does the UCC treat contracts that are grossly unfair and the contract is dictated by one party who dictates all the important terms and leaves the prospective buyer without many options? (UCC treats unfair and unconscionable contracts) 3. How would you distinguish between a merchant and a casual seller? 4. Explain how the Statute of Frauds is applied to sales Chapter 14: Ownership and Risk of Loss in Sales 1. Which parties may transfer ownership of goods? 2. What is required for the transfer, and when the transfer occurs? 3. What rules are applied for identifying when risk of loss transfers? 4. When does insurable interest of goods transfer? 5. In specific situations, when does the risk of loss and insurable interest transfer?	Essential/Guiding Question: • Define sales and explain how the UCC governs the sales of goods. • How does the UCC treat unconscionable contracts and contracts of adhesion? • Explain the status of a casual seller with a merchant. • Describe how the Statute of Frauds is applied to sales. • Who may transfer ownership of goods? • What is required for transfer of ownership of goods and when it occurs? • What are the general rules for identifying when risk of loss transfers? • Identify the point at which insurable interest of goods transfers. • Explain when risk of loss and insurable interest transfer in specific situations
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Chapter 15: Consumer Protection 1. When is government involvement necessary in the marketplace? 2. What protections are given to the consumer for substandard goods? 3. List unfair methods of competition. 4. What protection is given to consumers by the law of product liability? 5. What warranties may apply to a sales transaction?	• Explain the need for governmental involvement in the marketplace. • Identify protections against substandard goods • Identify unfair methods of competition. • Describe the protection afforded consumers by the law of product liability. • Identify the various warranties that may apply to a sales transaction.
Content: Chapter 13: Sales Contracts • 13-1: Sales • 13-2: Special Rules for Sales Contracts Chapter 13 Assessment Case for Legal Thinking Chapter 14: Ownership and Risk of Loss in Sales • 14-1: Transfer of Ownership • 14-2: Risk of Loss and Insurable Interest in Sales Chapter 14 Assessment Case for Legal Thinking Chapter 15: Consumer Protection • 15-1: Protection Through Governmental Action • 15-2: Protection Through Action by the Consumer Chapter 15 Assessment Case for Legal Thinking Work Based Learning Field trip to court in Burlington CountyCourt	Skills(Objectives): <u>Chapter 13:</u> Students should be able distinguish sales contracts from other types of agreements and then discusses various aspects of the special status afforded sales contracts by our laws • 13-1: Define sales contracts; examine the mechanics of sales; and explain the law of unconscionability as it applies to law. • 13-2: Describe the special rules that apply to merchants in sales transactions and the application of the Statute of Frauds to sales. <u>Chapter 14:</u> Students should be able to identify some of the most litigated issues in the area of sales: who has title, which can transfer title, who has the risk of loss if something happens to the goods, and who has an insurable interest in them. • 14-1: Identify the parties who can transfer ownership of goods; explain what is required for the transfer; and when the transfer occurs. • 14-2: Provide detailed information of when risk of loss and insurable interest transfer in various types of sales <u>Chapter 15:</u> Students examine the rationale behind legislative and judicial actions taken in favor of the consumer and discuss each statutory and common law initiative. • 15-1: Determine why it is necessary for the government to become involved in the marketplace. • 15-2: Describe the self-help legal measures available to the consumer who has been wronged in the marketplace.

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Speakers from the court and lawyers Job shadowing	
<u>Interdisciplinary Connections:</u> • Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success. • Analyzing court cases, laws and legal systems and types of law • Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. • Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. • Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. • Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy; • Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world.	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> • Warm ups - Topics pertaining to law • Key Terms and Definitions • Think About Legal Concepts • Think Critically About Evidence • Your Legal Vocabulary • Write About Legal Concepts • Analyze Real Cases • Case for Legal Thinking: Real-World Cases • Legal Research • Practice Judging • Mock Trial • Crossword puzzles • Word Searches • Enrichment activities • Case Studies • Chapter Assessment	<u>Other Evidence:</u> • Planning a Career In Law • Academic Connection • Create a collage/picture, a poem, a story or skit on "The Stages In the Growth of Law". • Activities on ethics, fraud, • Research civil and criminal cases that are not similar In nature. • Investigation/activities on Juveniles who committed civil or criminal acts. • Activities on the Bill of Rights. • Integrated Technology Tools: MindTap Learning Path-Reading Activities, Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, Mock Trial, and Unit Tests
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> • Hot Debate scenario-Discussion on where the students stand on the Issues by presenting their statement In a thoughtful and careful manner. • What's Your Verdict? Scenario-Students can answer the questions by considering real-world examples of ethical and legal topics. • Develop Your Leadership Skills-Discussions on Important transferable work/life skills. Activities on the topics can be conducted	<u>Resources:</u> • Textbook- Law for Business and Personal Use 19th Edition • Ethics Resource Center: https://www.ethics.org/ :Legal Ethics.com-The Intersection of Ethics and Law;; American Heritage Library: • Department of Justice website: https://www.justice.gov/ • Consumer Product Safety Commission: https://www.cpsc.gov/ • Food and Drug Administration: Lemon law information and websites: https://www.njconsumeraffairs.gov/llu

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- Develop Your Interpersonal Skills-Read paragraphs and respond to questions. Apply information that pertains to topic. Teams can be organized to compare and apply information.
- A Question of Ethics-Ethical issues that arise within the legal framework are presented. Activities focusing on different ethics can be performed.
- Cyberlaw-Discussions/activities on topic can be conducted.
- In Practice Profile-Individuals who have successful careers and how the law impacts their careers are introduced. Discussion/research other individuals who may have an influence on their careers and how the law may impact their career. Other activities can be performed
- In This Case-Demonstrates legal principles and concepts through hypothetical situations. Student/teacher provides situations on the topic of discussion.
- International Viewpoint: Read/discuss/research legal procedures and issues in other countries.
- Law Brief-Unusual or interesting facts or ideas related to the law are examined/discussed.
- Economic Impact-Examine laws and their effect on the economy. Conduct various activities.
- Global Issues-World wide discussions/research. Posters, reports, songs, etc. can be performed.
- Research-Investigate issues related to federal, state, and local laws to include any topic of discussion using the Internet and the library resources.
- Videos, TV movies and/or documentaries, newspaper and/or magazine articles. Group and/or individualized activities on topic. Oral presentation to the class can be conducted.
- Think Critically Through Visual: Observe pictures depicted and answer questions presented. Activities can be conducted.

- U.S.Copyright Office: <https://www.copyright.gov/> ; U.S. Patent and Trademark Office:; National Fair Housing Advocate Online: Fair
- Housing Act, U.S. Housing and Urban Development: https://www.hud.gov/program_offices/fair_housing_equality/fair_housing_act_overview
- Chapter Activities: Crossword Puzzles, Flashcards, Glossary, Quiz Prep, Net Bookmark, and Study Tools; Digital Video Library: iCivics.com
- Edpuzzles: <https://edpuzzle.com/>
- Kahoot!: <https://kahoot.com/>

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Accommodations or Modifications:

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning	Visual learning	Visual learning	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
Auditory learning	Auditory learning	Auditory learning	
Progress/advance to the next activity	Quizzes and tests are modified	Quizzes and tests are modified	
Modify our curriculum based on student's ability level	Extra time is given on assignments	Extra time is given on assignments	
Use a consistent daily routine	Preferential seating is provided	Preferential seating is provided	
Individualized instruction	Individualized instruction	Individualized instruction	
Tutoring	Tutoring	Tutoring	
Students may redo assignments any time without penalty	Modify our curriculum based on student's ability level	Modify our curriculum based on student's ability level	
	Use a consistent daily routine	Use a consistent daily routine	
	Students may redo assignments any time without penalty	Students may redo assignments any time without penalty	

Unit Title: Unit 4: Property Law

Stage 1: Desired Results

Standards & Indicators:

9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

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9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements. 9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.

9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals.

9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community.

9.3.LW-SEC.18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing

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	creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Central Idea/Enduring Understanding:

Chapter 16: Property and It's Acquisition

1. What is property?
2. What are the types of property? (Classification)
3. How is ownership of property maintained? (Held)

Chapter 17: Bailments

1. What are ways in which bailments are created and ended?
2. List common examples of bailments.
3. What duties are owed by the bailee in a bailment?
4. Explain the duties owed by the bailor in a bailment

Chapter 18: Ownership and Leasing of Real Property

1. What are the various rights and duties associated real property? (Rights and limitations)
2. What are the various forms of ownership in which real property can be held? (Transferred)
3. What are the types of leases?
4. What are the rights and duties of the tenant and the landlord?

Essential/Guiding Question:

- Define property.
- Identify the classifications of property
- State the different ways of acquiring property.
- Differentiate the various ways of holding ownership to property.

- List ways in which bailment are created and ended?
- Identify common real-life bailments.
- Describe the duties owed by the bailee in a bailment.
- State the bailor's duties in a bailment

- Explain the rights and limitations associated with ownership of real property.
- Identify the forms of ownership and how they are transferred.
- Compare the various types of leases.
- Explain the rights and duties of landlords and tenants

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Chapter 19: Insurance Law 1. Why have insurance? (Rationale) 2. What are the common types of insurance? 3. When does insurable insurance exist? 4. Compare the differences between the types of property and casualty insurance. 5. What are the main types of automobile insurance coverage? 6. What are the reasons for having life insurance coverage? 7. Discuss health insurance coverage. 8. Recognize the types of social insurance coverage. Chapter 20: Wills, Trust, and Estates 1. Explain the differences between testate and dying intestate. 2. How is property distributed? 3. What is the purpose and creation of trusts? (Trust instrument) 4. List the types of trusts	• What is the rationale for insurance? • Identify the common type of insurance. • When is an insurable insurance present? • Contrast the various types of property and casualty insurance. • What are the risks covered by automobile insurance? • Explain the purpose of life insurance coverage. • What is health insurance coverage? • Identify the types of social insurance coverage • Differentiate between dying testate and dying intestate • Describe how a decedent's property is distributed. • What is the value of a trust instrument? • Identify the various types of trust
Content: Chapter 16: Property and Its Acquisition • 16-1: Types of Property • 16-2: How Property is Acquired and Held Chapter 16 Assessment Case for Legal Thinking Chapter 17: Bailment • 17-1: Bailment • 17-2: Bailor and Bailee Duties Chapter 17 Assessment Case for Legal Thinking	Skills(Objectives): <u>Chapter 16:</u> Students will cover the concept of what our legal system defines as property; examine the types of property, and the legal aspects of acquiring and holding property. • 16-1: Define property, and explain the categories into which property is separated by the law. • 16-2: Explain the various ways of acquiring legal rights and interests in property, and describe the forms of ownership provided by law. • <u>Chapter 17:</u> Students should be able to describe the legal concept of bailment and the rights and duties of the parties involved in one. • 17-1: Define bailment, and describe the types of bailments found in our personal and commercial environments. • 17-2: Explain the rights and duties of the parties to the bailment, and describe how they can be modified by the parties to the bailment agreement.

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Chapter 18: Ownership and Leasing of Real Property

- 18-1: Ownership and Transfer of Real Property
- 18-2: Leasing Real Property

Chapter 18 Assessment
Case for Legal Thinking

Chapter 18: Students will examine the legal environment surrounding the owning and transferring of real property, and leasing that property.

- 18-1: Review the rights and duties associated with real property, and discuss the forms of ownership in which real property can be held.
- 18-2: Describe the types of leases, and explain the rights and duties of the landlords and tenants.
- 18-3: Examine the rights and duties associated with real property and explain the forms of ownership in which real property can be held; describe the types of leases, and explain the rights and duties of the landlords and tenants.

Chapter 19: Insurance Law

- 19-1: Insurance Fundamentals
- 19-2: Property and Casualty Insurance
- 19-3: Life, Health, and Social Insurance

Chapter 19 Assessment
Case for Legal Thinking

Chapter 19: Students will examine the concept of insurance from a legal standpoint, analyze the types of insurance available, and compare the framework and legalities of each.

- 19-1: Define insurance, review the types available, and discuss the proper insurable interests necessary to obtain valid insurance protection.
- 19-2: Evaluate the various property and casualty insurance coverages available.
- 19-3: Describe the legal aspects of life insurance coverage; demonstrate how health insurance works; and research other "safety net" protections found in various social security and similar programs

Chapter 20: Wills, Trusts, and Estates

- 20-1: Property Distribution Upon Death
- 20-2: Trusts

Chapter 20 Assessment
Case for Legal Thinking

Chapter 20: Students analyze legal consequences of death, and how the law provides measures to overcome the problem and issues posed by it.

- 20-1: Discuss the effects of dying testate or intestate, and examine steps in making and updating a valid will.
- 20-2: Review the purpose of trusts, and illustrate the types of trust vehicles available for use.

Work Based Learning

Field trip to court in Burlington CountyCourt
Speakers from the court and lawyers
Job shadowing

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Interdisciplinary Connections:

- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Analyzing court cases, laws and legal systems and types of law
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world

Stage 2: Assessment Evidence

Performance Task(s):

- Warm ups - Topics pertaining to law
- Key Terms and Definitions
- Think About Legal Concepts
- Think Critically About Evidence
- Your Legal Vocabulary
- Write About Legal Concepts
- Analyze Real Cases
- Case for Legal Thinking: Real-World Cases
- Legal Research
- Practice Judging
- Mock Trial
- Crossword puzzles
- Word Searches
- Enrichment activities
- Case Studies
- Chapter Assessment

Other Evidence:

- Planning a Career In Law
- Academic Connection
- Create a collage/picture, a poem, a story or skit on "The Stages In the Growth of Law".
- Activities on ethics, fraud,
- Research civil and criminal cases that are not similar In nature.
- Investigation/activities on Juveniles who committed civil or criminal acts.
- Activities on the Bill of Rights.
- Integrated Technology Tools: MindTap Learning Path-Reading Activities, Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, Mock Trial, and Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Hot Debate scenario-Discussion on where the students stand on the Issues by presenting their statement In a thoughtful and careful manner.
- What's Your Verdict? Scenario-Students can answer the questions by considering real-world examples of ethical and legal topics.
- Develop Your Leadership Skills-Discussions on Important transferable work/life skills. Activities on the topics can be conducted
- Develop Your Interpersonal Skills-Read paragraphs and respond to questions. Apply information that pertains to topic. Teams can be organized to compare and apply information.

Resources:

- Textbook- Law for Business and Personal Use 19th Edition
- Ethics Resource Center: <https://www.ethics.org/> :Legal Ethics.com-The Intersection of Ethics and Law.; American Heritage Library:
- Department of Justice website: <https://www.justice.gov/>
- Consumer Product Safety Commission: <https://www.cpsc.gov/>
- Food and Drug Administration: Lemon law information and websites: <https://www.njconsumeraffairs.gov/llu>

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• A Question of Ethics-Ethical issues that arise within the legal framework are presented. Activities focusing on different ethics can be performed. • Cyberlaw-Discussions/activities on topic can be conducted. • In Practice Profile-Individuals who have successful careers and how the law impacts their careers are introduced. Discussion/research other individuals who may have an influence on their careers and how the law may impact their career. Other activities can be performed • In This Case-Demonstrates legal principles and concepts through hypothetical situations. Student/teacher provides situations on the topic of discussion. • International Viewpoint: Read/discuss/research legal procedures and issues in other countries. • Law Brief-Unusual or interesting facts or ideas related to the law are examined/discussed. • Economic Impact-Examine laws and their effect on the economy. Conduct various activities. • Global Issues-World wide discussions/research. Posters, reports, songs, etc. can be performed. • Research-Investigate issues related to federal, state, and local laws to include any topic of discussion using the Internet and the library resources. • Videos, TV movies and/or documentaries, newspaper and/or magazine articles. Group and/or individualized activities on topic. Oral presentation to the class can be conducted. • Think Critically Through Visual: Observe pictures depicted and answer questions presented. Activities can be conducted.	• U.S.Copyright Office: https://www.copyright.gov/ ; U.S. Patent and Trademark Office;; National Fair Housing Advocate Online: Fair • Housing Act, U.S. Housing and Urban Development: https://www.hud.gov/program_offices/fair_housing_equal_opp/fair_housing_act_ove_rview • Chapter Activities: Crossword Puzzles, Flashcards, Glossary, Quiz Prep, Net Bookmark, and Study Tools; Digital Video Library: iCivics.com • Edpuzzles: https://edpuzzle.com/ • Kahoot!: https://kahoot.com/ Social Studies Resources: • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice LGBT and Disabilities Law Resources: • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <i>*Be sure to only include applicable resources.</i>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Accommodations or Modifications:

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning	Visual learning	Visual learning	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory,
Auditory learning	Auditory learning	Auditory learning	
Progress/advance to the next activity	Quizzes and tests are modified	Quizzes and tests are modified	

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Modify our curriculum based on student's ability level Use a consistent daily routine Individualized instruction Tutoring Students may redo assignments any time without penalty	Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Course Name	Resource	Standards
MP #1		
UNIT 1: Law, Justice, and You 23 Days	CHAPTERS 1-5 Chapter 1: Laws and Their Ethical Foundation 1-1: Laws and Legal Systems 1-2: Types of Laws 1-3: Ethical Bases for Laws Chapter 2: Constitutional Rights 2-1: Foundations of the US Constitution 2-2: Division and Balance of Governmental Powers 2-3: The Internet and Constitutional Rights Chapter 3: Court Systems 3-1: Forms of Dispute Resolution 3-2: The Federal Court System 3-3: State Court Systems Chapter 4: Criminal Law and Procedure 4-1 Criminal Law	9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy. 9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services. 9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment. 9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements. 9.3.LW.5 Analyze the various laws,

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	4-2: Criminal Procedure Chapter 5: Civil Law and Procedure 5-1: Private Injuries v. Public Offenses 5-2: Intentional Torts, Negligence, and Strict Liability 5-3: Civil Procedure Unit Online Assessment: - Enrichment activities - Case Studies - Vocabulary Tests - Powerpoint Presentations - Chapter Unit Tests - Chapter Quizzes	ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security. 9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways. 9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment. 9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals. 9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community. 9.3.LW-SEC.18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.
MP #2		
UNIT 2: Contract Law 22 Days	CHAPTERS 6 - 12 Chapter 6: Offer and Acceptance 6-1: Creation of Offers 6-2: Termination of Offers 6-3: Acceptance Chapter 7: Genuineness of Assent 7-1: Duress and Undue Influence 7-2: Mistake, Misrepresentation, and Fraud Chapter 8: Consideration 8-1: Types of Consideration 8-2: Questionable Consideration 8-3: When Consideration is Not Required Chapter 9: Legal Capacity to Contract 9-1: Contractual Capacity of Individuals and Organizations 9-2: Limits on the Right of Those Without Capacity Chapter 10: Legal Purpose and Proper Form 10-1: Illegal Agreements 10-2: The Statute of Frauds Chapter 11: Contractual Obligations and Their Enforcement 11-1: Transfer and Discharge of	9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy. 9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services. 9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment. 9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements. 9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

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	Obligations 11-2: Remedies for Breach of Contract Chapter 12: Contractual Aspects of Marriage and Divorce 12-1: Marriage and the Law of Contracts 12-2: Divorce and the Law of Contracts Unit Online Assessment: - Enrichment activities - Case Studies - Vocabulary Tests - Powerpoint Presentations - Chapter Unit Tests - Chapter Quizzes	9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways. 9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment. 9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals. 9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community. 9.3.LW-SEC.18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.
MP #3		
UNIT 3: The Law of Sales 22 Days	CHAPTERS 13 - 15 Chapter 13: Sales Contracts 13-1: Sales 13-2: Special Rules for Sales Contracts Chapter 14: Ownership and Risk of Loss in Sales 14-1: Transfer of Ownership 14-2: Risk of Loss and Insurable Interest in Sales Chapter 15: Consumer Protection 15-1: Protection Through Governmental Action 15-2: Protection Through Action by the Consumer Unit Online Assessment: - Enrichment activities - Case Studies - Vocabulary Tests - Powerpoint Presentations - Chapter Unit Tests - Chapter Quizzes	9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy. 9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services. 9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment. 9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements. 9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security. 9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public

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		Safety, Corrections & Security Career Pathways. 9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment. 9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals. 9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community. 9.3.LW-SEC.18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.
MP #4		
UNIT 4: Property Law 23 Days	CHAPTERS 16 - 20 Chapter 16: Property and Its Acquisition 16-1: Types of Property 16-2: How Property is Acquired and Held Chapter 17: Bailment 17-1: Bailment 17-2: Bailor and Bailee Duties Chapter 18: Ownership and Leasing of Real Property 18-1: Ownership and Transfer of Real Property 18-2: Leasing Real Property Chapter 19: Insurance Law 19-1: Insurance Fundamentals 19-2: Property and Casualty Insurance 19-3: Life, Health, and Social Insurance Chapter 20: Wills, Trusts, and Estates 20-1: Property Distribution Upon Death 20-2: Trusts Unit Online Assessment: - Enrichment activities - Case Studies - Vocabulary Tests - Powerpoint Presentations - Chapter Unit Tests - Chapter Quizzes	9.3.LW.1 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy. 9.3.LW.2 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services. 9.3.LW.3 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment. 9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements. 9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security. 9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways. 9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing,

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		speaking, listening and nonverbal communication) in the legal services environment. 9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals. 9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community. 9.3.LW-SEC.18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.
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