

Honors Business Law:

North Brunswick Township Public Schools

Acknowledgements

Jamie N. Kazawic, Business Teacher

Jason Lester, Administrator and Supervisor of Business

NEW: August 7, 2008

Board Adoption _____

Course Description

Honors Business Law is a half year course that will provide students the opportunity to study law and its impact on business in conjunctions with other functional areas in management. This hands-on collaborative course will increase the students' awareness of current legal and ethical issues affecting business, while developing a vocabulary and critical thinking skills relating to various areas of interest. Students will analyze and debate legal cases relating to Criminal Law, Civil Law, Contract Law, The Law of Sales, Property Law, Agency and Employment Law, Legal Forms of Business and The Act of Borrowing Money. Students will participate in mock-trials and classroom debates in which they will effectively prepare their case and arrive at a conclusion. Students will learn the ethical and legal-decision making process and apply their knowledge to form their own case judgments.

Topic/Course: Honors Business Law

Grade: 10-12

Date August 7, 2008

Unit 1: Law, Justice, and You (chapters 1-5): 3 weeks

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.1; A.1, A.3, A.5, A.7, A.8 Social Studies Skills: Whose point of view matters? How are present events related to past events?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p> <p>8.2; A.2, A.3 Nature and Impact of Technology: Can we /Should we control the pace at which technology is created?</p>	<p>Students will be able to: -Explain the stages of growth of law -Describe the differences between common law and positive law -Identify the origin of the U.S. legal system -Identify the four sources of law -Discuss how conflicts between laws are resolved -Compare and contrast criminal and civil law, and substantive and procedural law - Define ethics -Compare and contrast consequences-based ethics with rule-based ethics -Discuss ways in which ethics are reflected in laws</p>	<ul style="list-style-type: none"> Analyze and debate CyberLaw and internet/online threats as it relates to the legal system Think-Pair-Share of “Civil Disobedience” and its influence on Dr. King’s development. Media search for stories/articles where law is being questioned Write about legal concepts – choose 2-3 scenarios to analyze and address Think-Pair-Share of Sports & Ent Law Case Study – 2 Live Crew 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> Special seating Extra reinforcement of oral and written directions Second textbook for home use Teacher use of audio-enhancement device Student use of word banks, spelling correction activities, flashcards Extra time for test-taking and extended projects Modification of assessment tools Differentiated instruction 	<ul style="list-style-type: none"> Definitions Evaluation of student output and/or participation Student Assessment Exercises Critical Thinking Exercises Case Studies Student Portfolio of media articles 	<p>1 weeks</p>
<p>6.2; A.1, A.3, A.3, A.4, A.5, A.6, A.7, C.1, C.2, C.3 Civic Life, Politics and Government: What is government and what can it do?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p> <p>9.2; C.1, C.2 Character Development and</p>	<p>Students will be able to: -Identify the documents written in the course of the nation’s founding -Explain how the U.S. Constitution addresses and protects citizens’ civil rights -Describe the system of checks and balances in the US government -Explain how the power to govern is divided between the federal and state governments -Understand the issues of jurisdiction that arises with Internet usage -Identify the various constitutional issues involved in the use of electronic</p>	<ul style="list-style-type: none"> Groups analysis of “failed amendments” with group presentation/discussion Think-Pair-Share of “In this Case” regarding company email Media search for stories/articles relating to email communication at work Write about legal concepts – choose 1-2 scenarios to analyze and address Analyze and debate Sports & Ent Law, “Seinfeld” 		<ul style="list-style-type: none"> Definitions Evaluation of student output and/or participation Student Assessment Exercises Critical Thinking Exercises Case Studies Student Portfolio of media articles 	<p>1 week</p>

<p>Ethics: How do family, school, community and workplace influence an individual's character and ethics?</p>	<p>communication</p>				
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas? 6.2; C.1, C.2 Civic Life, Politics and Government: What is government and what can it do? 9.2; D.4, D.5 Character Development and Ethics: How do family, school, community and workplace influence an individual's character and ethics?</p>	<p>Students will be able to: -Explain how disputes can be settled without going to court -Name the different levels of courts and describe their jurisdictions and powers -Identify the source of power of the federal courts -Name the major federal courts and describe their jurisdictions and powers -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</p>	<ul style="list-style-type: none"> • Discuss and analyze current topics of the US Supreme Court • Think-Pair-Share “A Question of Ethics” case • Groups of 2 complete assigned Critical Thinking Exercise to be shared • Discuss and analyze a Case for Legal Thinking – Texas v Johnson • Analyze Real Cases 		<ul style="list-style-type: none"> • Definitions • Evaluation of student output and/or participation • Student Assessment Exercises • Critical Thinking Exercises • Group Presentations/Discussions 	
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas? 8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences? 9.2; D.4, D.5 Character Development and Ethics: How do family, school, community and workplace influence an individual's character and ethics?</p>	<p>Students will be able to: -Understand the three elements that make up a criminal act -Classify crimes according to the severity of their potential sentences -Identify the types of crimes that affect business -Know the rights people have when arrested and their potential criminal liability for the actions of others -Name and describe the two types of defenses to criminal charges -Understand appropriate punishments for crimes</p>	<ul style="list-style-type: none"> • Discuss and analyze Economic Impact/Think Critically • Think-Pair-Share “A Question of Ethics” case • Internet search of federal laws that prohibit computer-related crimes • Discuss Criminal Procedures in France, and research and report procedures of other non-European countries • Groups discuss/analyze Sports & Ent Law “Criminal Intrusion or Protected Freedom” for Socratic Seminar 		<ul style="list-style-type: none"> • Definitions • Evaluation of student output and/or participation • Student Assessment Exercises • Group Debate/ Presentations/ Discussions • Student portfolio of media articles/summaries 	<p>1 week</p>

<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Distinguish a crime from a tort -Identify the elements of torts -Explain why one person may be responsible for another's tort -Identify common intentional torts -Recognize the elements of negligence -Explain the basis for strict liability -State the legal remedies that are available to a tort victim -Describe the procedure used to try a civil case</p>	<ul style="list-style-type: none"> • Discuss Hot Debate topic – class discussion/debate on actions • Think-Pair-Share of Responsibility for Another's Torts – Saddleback Stables • Groups of 2-3 discuss and analyze "Legal Research" on WTC – groups debate findings • Think-Pair-Share of Online Research – Becky's Battle. • Discuss and analyze Sports & Ent Law – Vanna White • Teams to complete Project 1 – Law, Justice, and You 		<ul style="list-style-type: none"> • Definitions • Evaluation of student output and/or participation • Student Assessment Exercises • Group Debates/Presentations • Project 1 – portfolio assessment 	
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Unit 2: Contract Law (chapters 6-12): 4 weeks

NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -List the elements required to form a contract -Describe the requirements of an offer -Describe the various ways to end offers -Explain how an offeree can ensure an offer will remain open -Discuss the requirements of an effective acceptance -Determine at what point in time an acceptance is effective -Recognize when genuine assent is not present -Identify the two key elements in undue influence -Recognize 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</p>	<ul style="list-style-type: none"> • Create an "offers collage" using Internet resources • Discuss and analyze "No Child Left Behind" case study of economic impact • Think-Pair-Share Sports & Ent Law "Put Me In Coach" • Think-Pair-Share of "Hot Debate" • Discuss and analyze "What's Your Verdict" on undue influence • Media research for stories/articles of advertising "misrepresentation" • Group discussion and analysis of Tax and Internet Fraud Cases 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> 1. Special seating 2. Extra reinforcement of oral and written directions 3. Second textbook for home use 4. Teacher use of audio-enhancement device 5. Student use of word banks, spelling correction activities, flashcards 6. Extra time for test-taking and extended projects 7. Modification of assessment tools 8. Differentiated instruction 	<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Collage construction and presentation • Evaluation of student output • Portfolio articles • Group presentation / participation 	<p>1 week</p>

<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6</p> <p>Discussion: How can discussion increase our knowledge and understanding of ideas?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify the 3 requirements of consideration -Discuss the adequacy of consideration -Describe situations in which consideration is present only under limited circumstances -Recognize when what appears to be binding consideration is not -Distinguish situations in which consideration is not needed -Recognize when the doctrine of promissory estoppel can be applied 	<ul style="list-style-type: none"> • Socratic Seminar on “Hot Debate” topic • Think-Pair-Share of Circumstantial Consideration Verdict • Discuss and analyze A Question of Ethics and identify additional circumstances • Real Case Analysis – group exercise 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Group Presentation / participation • Debate contribution 	1 week
<p>8.1; B.5, B.6, B.7</p> <p>Application of Productivity</p> <p>Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify parties who lack contractual capacity -Explain the role of capacity in organizations -Recognize the time frame during which a contract can be disaffirmed -Identify contracts that cannot be disaffirmed -Discuss the effects of misrepresentation of age on contractual responsibilities -Identify various forms of unenforceable illegal agreements -Specify agreements that, although legal, 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 a writing -Understand the rules of contract interpretation 	<ul style="list-style-type: none"> • Media research on Termination of Child Support in NJ vs. other states of the US. • Think-Pair-Share Cyber Law case of Child Online Protection Act • LEGAL Research on NJ fake ID and effects – summarize and discuss • Sports & Ent Law “Home Alone” discussion and analysis • Discuss and analyze Economic Impact of Native Americans and Tribal Gaming • Class discussion and debate of “What’s Your Verdict” on illegal stock sales • Debate LEGAL Research on engagement rings • Think-Pair-Share Real Case Studies • Identify ‘conflicting terms’ of a Real Estate Contract 		<ul style="list-style-type: none"> • Media research portfolio assessment • Definitions • Student Assessment Exercises • Evaluation of student output and/or participation 	1 week
<p>8.1; B.5, B.6, B.7</p> <p>Application of Productivity</p> <p>Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify what rights can be assigned and what duties 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 -Discuss the factors that affect the choice of remedies 	<ul style="list-style-type: none"> • Discuss and analyze “HOT Debate” on legal remedies of banking • Research and discuss statute of limitations in NJ and its beginning • Think-Pair-Share Sports & Ent Law on Ricky Williams and the Miami Dolphins • Analyze Real Cases – case studies 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Case Study Written Analysis • Student output and/or participation in Think-Pair-Share 	1 week

<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>6.2; B.2 Civic Life, Politics and Government: What is government and what can it do?</p> <p>6.5; B.1 Economic and Society: How much can business be regulated in a democratic government?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Discuss how the law affects premarital relationships -Explain how a marriage contract is formed and legalized -Name the rights and duties of husbands and wives -Discuss the ways by which a marriage can end -Explain the divorce procedure</p>	<ul style="list-style-type: none"> • Discuss and analyze “HOT Debate” on improper parenting • Internet research on marriage laws of the Fifty States – determine laws of NJ and surrounding states • Discuss and create “mock prenuptial agreement” • Complete Critical Thinking Exercises • Group Debate – Ivana v Donald Trump • Analyze Real Cases 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Pre-Nup Agreements • Student output and/or participation • Group debate preparation and participation 	
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Unit 3: The Law of Sales (Chapters 13-15): 2 weeks

NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Define sale and explain how the UCC governs the sale of goods -Explain how the UCC treats unconscionable contracts and contracts of adhesion -Compare the status of a casual seller with a merchant -Explain how the Statute of Frauds is applied to sales -Discuss who may transfer ownership of goods -Explain what is required for transfer of ownership of goods and when it occurs -Explain the general rule for identifying</p>	<ul style="list-style-type: none"> • Discuss and debate “HOT Debate” of sale laws • Research and identify the advantages and disadvantages of bartering compared to monetary sales • Think-Pair-Share Critical Thinking cases • Group Debate on Advent Systems Ltd v Unisys Case • Discuss and analyze “What’s Your Verdict” on transfer ownership • Think-Pair-Share Critical Thinking about Evidence scenarios 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> 1. Special seating 2. Extra reinforcement of oral and written directions 3. Second textbook for home use 4. Teacher use of audio-enhancement device 5. Student use of word banks, spelling correction activities, flashcards 6. Extra time for test- 	<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Student output and/or participation in class debates • Research-based summary • Group Presentation • Preparation and Participation in Socratic Seminar 	1 week

	<p>when risk of loss transfers -Identify the point at which insurable interest of goods transfers -Identify when risk of loss and insurable interest transfer in specific situations</p>	<ul style="list-style-type: none"> • Discuss and debate “Computer Information Transaction Act and its original proposed statute • Socratic Seminar on Contract law’s application to the Internet • Group Assessment & Presentation of the Impact of the Euro on Trade 	<p>taking and extended projects</p> <p>7. Modification of assessment tools</p> <p>8. Differentiated instruction</p>		
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6</p> <p>Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>8.1; B.5, B.6, B.7</p> <p>Application of Productivity</p> <p>Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to:</p> <p>-Explain the need for governmental involvement in the marketplace</p> <p>-Identify protections against substandard goods</p> <p>-Recognize unfair trade practices</p> <p>-Describe the protection afforded consumers by the law of product liability</p> <p>-Identify the various warranties that may apply to a sales transaction</p>	<ul style="list-style-type: none"> • Research and summarize class action law-suits found in the media • Group discussion/presentation relating to current recall announcements • Class discussion/debate regarding unsolicited advertisements via Internet • Individual Online Research: “Anita’s Attack” – identify similar cases affecting the US 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Portfolio additions of media research • Participation and/or preparation for class debate • Research Report 	1 week

Unit 4: Property Law (Chapters 16-20)

NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6</p> <p>Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>6.5; B.9</p> <p>Economic and Society: How much can business be regulated in a democratic government?</p> <p>8.1; B.5, B.6, B.7</p> <p>Application of Productivity</p> <p>Tools: How can I transfer what I know to new technological situations/experiences?</p> <p>9.2; D.4, D.5</p>	<p>Students will be able to:</p> <p>-Define property</p> <p>-Identify the classifications of property</p> <p>-State the different ways of acquiring property</p> <p>-Differentiate the various ways of holding ownership to property</p> <p>-Discuss the ways in which bailments are created and ended</p> <p>-Identify common real-life bailments</p> <p>-Describe the duties owned by the bailee in a bailment</p> <p>-State the bailor’s duties in a bailment</p>	<ul style="list-style-type: none"> • Discuss and debate CyberLaw-email at work. Media research to find related articles and the outcomes • Construct features of Intellectual Property Displays using media photos • Groups design a copyright and research registering their work • Case Study Discussion – Marcus v Rowley • Discuss and analyze HOT Debate – discount store parking lot • Think-Pair-Share NET Bookmark – CH 17 on consignment business • Discuss and debate Haybarn 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> 1. Special seating 2. Extra reinforcement of oral and written directions 3. Second textbook for home use 4. Teacher use of audio-enhancement device 5. Student use of word banks, spelling correction activities, flashcards 6. Extra time for test-taking and extended projects 	<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • CyberLaw participation / articles • Copyright Designs and presentations • Critical Thinking Discussion • Student preparation and/or participation in debate topic 	1 week

<p>Character Development and Ethics: How do family, school, community and workplace influence an individual's character and ethics?</p>		Swings Case of Ethics	7. Modification of assessment tools 8. Differentiated instruction		
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas? 6.5, B.9 Economic and Society: How much can business be regulated in a democratic government? 8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Understand both 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</p>	<ul style="list-style-type: none"> • Discuss HOT Debate – apartment renovations • Groups research and present LEGAL Research and determine outcome • Think-Pair-Share Critical Thinking about Evidence • Analyze Real Cases and debate outcomes 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Group participation and presentation • Critical Thinking Exercises 	1 week
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas? 6.1; A.1, A.2, A.4, A.5, A.6, A.7 Social Studies Skills: Whose point of view matters? How are present events related to past events? 6.5; A.9, B.9 Economic and Society: How much can business be regulated in a democratic government? 8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Discuss the rationale for insurance -Identify the common types of insurance -Recognize when an insurable interest is present -Contrast the various types of property and casualty insurance -Recognize the risks covered by automobile insurance -Explain the purpose of life insurance coverage -Recognize the types of social insurance coverage -Differentiate between dying testate and dying intestate -Describe how a decedent's property is distributed -Recognize the value of the trust instrument -Identify the various types of trusts -Define will and its importance</p>	<ul style="list-style-type: none"> • Discuss and analyze What's Your Verdict – new business risks • Media Research auto insurance and create a presentation on options and coverage between companies • Media Research malpractice insurance articles/stories to summarize • Think-Pair-Share Economic Impact of No-Fault Insurance – media research incidences in NJ • CyberLaw – SSA website – individual report on efficiency of the programs • Discuss and debate Hall v Wilkerson • Discuss and analyze HOT Debate – medical decisions • Create personal will and testament • Discuss Critical Thinking Exercises • Think-Pair-Share NET Bookmark – Ch 20 “The Will v Trust Debate” 		<ul style="list-style-type: none"> • Auto Insurance Presentation • Malpractice summary addition to portfolio • Student presentations and debate participation • Definitions • Student Assessment Exercises • SSA Report • Individual Will and Testaments 	1 week

		<ul style="list-style-type: none"> • Discuss and debate Stanley's Situation • Create team presentation persuading individuals to create a will 			
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Unit 5: Agency and Employment Law (Chapters 21-25): 2 weeks

NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p> <p>9.2; D.1, D.2 Character Development and Ethics: How do family, school, community and workplace influence an individual's character and ethics?</p>	<p>Students will be able to: -Understand the agency concept -Appreciate the scope of agency authority -List the duties of an agent -List the duties of a principal -Identify when an agency is terminated -Describe how employment contracts are made -Explain how employment contracts are terminated -List an employer's duties -Name an employee's duties</p>	<ul style="list-style-type: none"> • Discuss and analyze HOT Debate – price of feelings • Think-Pair-Share NET Bookmark, Power of Attny FAQ • Media research Sports Agents Directory for contracts • Analyze Real Cases • Class Debate Perkins v Rich • Discuss and list examples of Employment at Will • Create Employment Contract for a business (Groups) • Analyze Real Case Studies • Socratic Seminar on Giambi vs NY Yankees 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> 1. Special seating 2. Extra reinforcement of oral and written directions 3. Second textbook for home use 4. Teacher use of audio-enhancement device 5. Student use of word banks, spelling correction activities, flashcards 6. Extra time for test-taking and extended projects 7. Modification of assessment tools 8. Differentiated instruction 	<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Student output and presentations • Participation and preparation for Socratic Seminar • Employment Contracts for portfolio 	1 week
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>6.1; A.1, A.2, A.4, A.5, A.6, A.7 Social Studies Skills: Whose point of view matters? How are present events related to past events?</p>	<p>Students will be able to: -Discuss the development of labor law -Understand how a union is formed -Explain how a collective bargaining agreement is negotiated -Recognize unfair labor practices -Recognize the difference between legal and illegal employment discrimination -List the various statutes governing employment discrimination -Discuss how a case based on unequal treatment is proven</p>	<ul style="list-style-type: none"> • Analyze Real Cases • Discuss and debate Unfair Labor Practices – What's your Verdict • Class debate on Sports & Ent Law – A Tip of the Old Salary Cap • Identify unions active in NJ • Think-Pair-Share Disabilities Under the SSA – class discussion • Media Research on a company's ADA rules and regulations – summarize • Media research and debate on 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Student participation in class debates and discussions • Media Research summaries added to portfolio 	1 week

<p>6.5; B.1, B.3, B.4, B.5, B.7 Economic and Society: How much can business be regulated in a democratic government?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>-Describe how a case based on disparate impact is proven -Recognize the forms of sexual harassment</p>	<p>current employment discrimination cases</p> <ul style="list-style-type: none"> • Complete and discuss NET Bookmark – Proving Business Necessity: The Disparate Impact Challenge • Group discussion/debate on Economic Impact of Defending a Sexual Harassment Lawsuit • Discuss and analyze Title IX Takes Wrestlers and Techies to the Mats 			
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>6.1; A.1, A.2, A.4, A.5, A.6, A.7 Social Studies Skills: Whose point of view matters? How are present events related to past events?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p> <p>8.2; A.2, A.3 Nature and Impact of Technology: Can we /Should we control the pace at which technology is created?</p> <p>9.2; D.3, D.4, D.5 Character Development and Ethics: How do family, school, community and workplace influence an individual's character and ethics?</p> <p>9.2; F.1, F.2, F.3, F.4, F.5 Safety: How is safety a personal and social responsibility?</p>	<p>Students will be able to: -Recognize the two approaches taken to protect workers from on-the-job injuries -Distinguish the roles of OSHA in the effort to prevent such injuries -Recognize the importance of employee negligence suits and workers' compensation -Describe the procedure for handling workers' compensation cases</p>	<ul style="list-style-type: none"> • Discuss and debate HOT Debate of Halloween Mishap • Media research company safety and health protection policies • Discuss CyberLaw – anonymous OSHA complaint line • Think-Pair-Share NET Bookmark Workers' Comp Boards – each student is assigned 1 state to research then compare • Analyze real cases • Class debate on Hendy v Losse • Group presentation on HR policies 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Media Research Summaries added to portfolio • State Workers' Comp summary • Student output and/or participation in class debates • Group Presentation 	

Unit 6: Legal Forms of Business Organization (Chapters 26-28): 2 weeks

NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.5; A.4, A.5 Economic Literacy: How is price determined?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -State the definitions of the 3 basic forms of business organizations -Contrast the attributes of the basic forms of business organization -Describe how a partnership is formed -Explain how a partnership may end -List the powers of a partner -Explain the duties and potential liabilities of a partner</p>	<ul style="list-style-type: none"> • Discuss and analyze HOT Debate – medical diagnosis • Discuss and identify forms of business organizations – create visuals of each type • Groups research “Starting Your Small Business” and identify requirements for the state assigned • Critical Thinking Case Studies • Analyze Real Cases and Debate 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> 1. Special seating 2. Extra reinforcement of oral and written directions 3. Second textbook for home use 4. Teacher use of audio-enhancement device 5. Student use of word banks, spelling correction activities, flashcards 6. Extra time for test-taking and extended projects 7. Modification of assessment tools 8. Differentiated instruction 	<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Business Organization Visuals • Small Business Presentation • Student participation in class debates 	<p>2 weeks</p>
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>6.5; A.4, A.5 Economic Literacy: How is price determined?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Compare the advantages and disadvantages of the corporate firm -Explain the steps in corporate formation -Understand the types of stock shareholders may own -List the rights of shareholders -Explain the roles of corporate directors and officers -Explain the powers of a corporation -Relate the various ways that the dissolution of a corporation might be brought about</p>	<ul style="list-style-type: none"> • Discuss and analyze HOT Debate – auto defects • Think-Pair Share Economic Impact of Success of Incorporation Statutes • Research Internet Stocks of a publicly traded company and determine quality of investment information available online • Group research of non-profit corporations and summary of findings • Analyze Real Cases for debate 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Stock Presentations • Non-Profit summaries • Student output during class debates 	
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>6.5; A.4, A.5 Economic Literacy: How is price determined?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity</p>	<p>Students will be able to: -Contrast the roles of general partners and limited partners in a limited partnership -Explain why the owners of a C corporation would elect the S corporation status -Explain the attributes of the LLC that make it ideal for small businesses -State why the LLP form is so useful to professional partnerships</p>	<ul style="list-style-type: none"> • Develop T-chart of adv and disadv of each type of corporation status • Think-Pair-Share the economic impact of Birth of the LLC • Media research on “Details Specific to state Incorporation” on assigned state – and summarize • Analyze and Debate Real Cases 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Media Research Summary added to portfolio • Group T-Charts • Student participation in class debates 	

Tools: How can I transfer what I know to new technological situations/experiences?					
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Unit 7: Borrowing Money and Paying Bills (Chapters 29-33): 2 weeks

NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>6.5; A.5, A.10, B.2 Economic Literacy: How is price determined?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Recognize the need for commercial paper -Identify the various types of commercial paper -Recognize the various specialized types of commercial paper -Compare the functions of the specialized types of commercial paper -Explain the importance of negotiability -Distinguish negotiable from non-negotiable instruments -Describe how commercial paper is transferred -Compare the functions of the various indorsements</p>	<ul style="list-style-type: none"> Discuss and debate banking and check fraud Read and discuss “How are Checks Processed” – NET Bookmark Media research safety measures for using checks and summarize Analyze and debate real cases on commercial paper usage Media Research on foreign exchange rates v the US dollar Think-Pair-Share Critical Thinking about Evidence cases 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> Special seating Extra reinforcement of oral and written directions Second textbook for home use Teacher use of audio-enhancement device Student use of word banks, spelling correction activities, flashcards Extra time for test-taking and extended projects Modification of assessment tools Differentiated instruction 	<ul style="list-style-type: none"> Definitions Student Assessment Exercises Safety Measures summary/report Foreign Exchange Assignment Critical Thinking Debates Student output 	1 week
<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -List the ways commercial paper can be discharged -Recognize the importance of the status of a holder in due course -Identify the limited and universal defenses -Distinguish the financial transactions that are electronic fund transfers -State the rule controlling electronic fund transfers</p>	<ul style="list-style-type: none"> Discuss and debate HOT Debate – Alyssia’s Autos Group debate Critical Thinking Cases – Socratic Seminar of chosen case Analyze Real Cases Mock Trial of Kraemer v Leber 		<ul style="list-style-type: none"> Definitions Student Assessment Exercises Socratic Seminar participation and preparation Mock Trial participation 	

<p>3.3; A.1, A.2, A.3, A.4, B.7, D.1, D.2, D.3, D.6 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>8.1; B.5, B.6, B.7 Application of Productivity Tools: How can I transfer what I know to new technological situations/experiences?</p>	<p>Students will be able to: -Assess the importance of secured credit transactions -Discuss how a security interest is created -Explain how a security interest is perfected -Describe the ways in which security interests can be terminated -Recognize the value of a security interest -Contrast a secured loan with an unsecured loan -Discuss the various areas of debtor protection available under the law -Relate the protections afforded credit card users under the law -Differentiate between the various types of bankruptcy filings -List the stages of the Chapter 7 bankruptcy procedure</p>	<ul style="list-style-type: none"> • Discuss and debate HOT Debate on repossession • Think-Pair-Share Economic Impact of “Chipped” Passports • Analyze Critical Thinking Cases Assigned • Discuss and debate Jewelry Store liens and identify other similar retailers • Media research the FTC provisions dealing with identify theft – summarize findings and opinion • Find recent incident of identity theft and summarize the outcome • Critical Thinking Case Debate • Group speech on Bankruptcy topics – research and present 		<ul style="list-style-type: none"> • Definitions • Student Assessment Exercises • Critical Thinking analysis • Media Research summary added to portfolio • Current Event Summary • Participation in class debate and group presentation 	<p>1 week</p>
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Unit 8: Careers in Law: 1 week

<p>NJCCC Standard</p>	<p>NJCCCS – Skills/Objectives/ Areas of Focus</p>	<p>Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity</p>	<p>Modifications ESL / Special Education Academic Support/ G&T</p>	<p>Assessments Formative Summative Benchmarks</p>	<p>PACING</p>
<p>3.3, B.1 Discussion: How can discussion increase our knowledge and understanding of ideas?</p> <p>9.1; A.1, A.2, A.3, A.4, A.5, B.1, B.2, B.3, B.5 Career Awareness and Employability: How do I prepare for a career in law, and how do I communicate my career plan to employers?</p> <p>9.2; B.1, B.2, C.1, C.3 Self-Management and</p>	<p>Students will be able to: -List and identify potential careers in the legal industry -Identify requirements for each career field -Successfully interview for the legal career of their choice</p>	<ul style="list-style-type: none"> • Media research on top legal careers in NJ • Research and discuss skills and educational requirements for careers • Interview current law personnel to determine day-to-day responsibilities • Create a presentation on a chosen career 	<p>ESL/IEP Modifications</p> <ol style="list-style-type: none"> 1. Special seating 2. Extra reinforcement of oral and written directions 3. Second textbook for home use 4. Teacher use of audio-enhancement device 5. Student use of word banks, spelling correction activities, flashcards 6. Extra time for test- 	<ul style="list-style-type: none"> • Research summary • Mock Interviews • Interview Q&A for presentation • Final presentation 	<p>1 week</p>

Interpersonal Communication: Why do I need to be accountable? How do I best communicate?			taking and extended projects 7. Modification of assessment tools 8. Differentiated instruction		
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HONORS BUSINESS LAW COURSE PROFICIENCIES

Grades 10-12
2.5 Credits – Semester

COURSE DESCRIPTION:

Honors Business Law is a half year course that will provide students the opportunity to study law and its impact on business in conjunctions with other functional areas in management. This hands-on collaborative course will increase the students' awareness of current legal and ethical issues affecting business, while developing a vocabulary and critical thinking skills and relating to various areas of interest. Students will analyze and debate legal cases relating to Criminal Law, Civil Law, Contract Law, The Law of Sales, Property Law, Agency and Employment Law, Legal Forms of Business and The Act of Borrowing Money. Students will participate in mock-trials and classroom debates in which they will effectively prepare their case and arrive at a conclusion. Students will learn the ethical and legal-decision making process and arrive at their own case judgments.

PROFICIENCIES:

Upon completion of this course, the students will be able to:

1. Judge the effectiveness of the US legal system in today's marketplace
2. Compare and contrast criminal and civil law, and substantive and procedural law
3. Use consequences-based ethics and rule-based ethics to justify the actions in case studies and regional cases
4. Analyze the US Constitution and its protection of citizens' civil rights
5. Create a valid contract and a will and testament
6. Use the Statute of Frauds to solve legal cases between parties
7. Design a pre-nuptial agreement and marriage contract
8. Justify a need for insurance and recommend types of insurance based on individual need
9. Compare and contrast the 3 basic forms of business organizations
10. Create an employment contract for an individual business
11. Analyze and justify the need of various unions in the tri-state area
12. Compare and contrast the rights and limitations associated with property ownership in each classification
13. Critique local business on the use of work safety according to OSHA standards
14. Justify specific legal careers based on industry need, geographic location, and skill and academic performance requirements
15. Demonstrate a thorough knowledge of the law through mock-trials and classroom debates

COURSE REQUIREMENTS:

Students will be expected to:

1. Maintain a high level of respect for themselves, their classmates, the teacher, and all items within the classroom.
2. Attend class regularly and on time. Class attendance and timelines will be counted as part of the weekly performance grade.
3. Be prepared each day to actively participate in classroom debates and group discussions.
4. Demonstrate a cooperative attitude and contribute to the learning process of the class.
5. Read all assigned chapters, articles, and case studies.
6. Complete all assignments.
7. Develop a Business Law portfolio consisting of all written assignments that will count as the portfolio grade.
8. Do what is necessary outside of class meetings to complete assignments.
9. Abide by the district's Acceptable Use Policy for computer use and Internet accessibility.

EVALUATION PROCEDURES:

Debate/Mock Trial Participation	20%
Group and/or Individual Presentations	20%
Portfolio of Written Work	20%
Written Tests	40%