

Business Law
Revised UBD Curriculum
Egg Harbor Township High School
Business Department



Career and Technical Education

June 2016

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In

this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Subject: **BUSINESS LAW (Honors)**

Country: **USA**

Course/Grade: **Law/10**

State/Group: **NJ**

School: **Egg Harbor Township High School**

Time Frame: One semester (2.5 credits)

UNIT I: The Legal Environment of Business

UNIT SUMMARY: The student will learn how law affects business, how ethical business decisions are made, and how law relates to ethics.

UNIT RESOURCES:

Glencoe *Business and Personal Law* textbook
Teacher-generated handouts.
Whiteboard
Internet websites
Newspapers/current events
Standard Deviants Business Law Video Series
Video/DVD resources
Guest speakers
Study guide packets
Case studies

Internet Resource Links:

www.glencoe.com
www.landmarkcases.org
www.oyez.org
National Constitution Center website
www.breakinglegalnews.com
www.cnn.com/JUSTICE
www.unitedstreaming.com

STAGE ONE

GOALS AND STANDARDS

NJ Student Learning Standards:

6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CRP1. Act as a responsible and contributing citizen and employee.

CRP9. Model integrity, ethical leadership and effective management.

9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.

ENDURING UNDERSTANDINGS

Students will be able to understand

- Ethical decisions can be made by applying the tenets from different moral codes.

- Ethics may be subjective. Laws provide an objective standard of behavior.
- Common law is a set of laws that provide rules for courts of justice. It is the basis of the U.S. legal system. Statutory law is the body of laws derived from statutes.
- Legislatures form regulatory agencies, which have a wide range of powers to create, enforce, and adjudicate rules and procedures.

ESSENTIAL QUESTIONS

What does the law have to do with right and wrong?

Where does U.S. law come from?

Why is law necessary?

What is common law?

How do the courts make laws?

What is the structure of most state court systems?

KNOWLEDGE AND SKILLS

Law is a body of enforceable rules governing relationships among individuals and between individuals and society.

The United States provides a court system for its citizens based on equality, justice, and limited freedoms.

STAGE TWO

PERFORMANCE TASKS

- Oral presentations
- Multimedia presentations
- student debates
- web quests
- power point presentations
- essays
- case analysis/summaries

OTHER EVIDENCE

Teacher-created formative assessments
 Teacher-created summative assessments
 Self-assessments
 Peer review
 Lesson tests
 Section quizzes
 Vocabulary quizzes

STAGE THREE

LEARNING PLAN

Lecture/note-taking
Role play
Class discussion
Summarize current event articles that identify particular types of crimes
Critique current event decisions and cases
Internet research of business ethics and law cases
Research United States landmark cases
Evaluate the constitutionality of court cases
Guest speaker presentations

UNIT 2: Contracts

UNIT SUMMARY: Contract law is designed to provide stability and predictability for buyers and sellers in the marketplace.

UNIT RESOURCES:

Glencoe *Business and Personal Law* textbook
Teacher-generated handouts.
Whiteboard
Internet websites
Newspapers/current events
Standard Deviants Business Law Video Series
Video/DVD resources
Guest speakers
Study guide packets
Case studies

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www.cnn.com/JUSTICE
www.unitedstreaming.com

STAGE ONE

GOALS AND STANDARDS

NJCCC

6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.

6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.

CRP1. Act as a responsible and contributing citizen and employee.

CRP9. Model integrity, ethical leadership and effective management.

9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.

ENDURING UNDERSTANDINGS

Students will be able to understand

- A contract is any agreement enforceable by law. The six elements of a contract are: offer, acceptance, genuine agreement, consideration, capacity, and legality.
- Valid contracts are legally binding. A void contract has no legal effect because at least one element is missing. A contract may be voided by one of the parties because of a defect in the contract.
- Bilateral contracts are formed by promises that parties make to each other. A unilateral contract contains one party's promise that it will fulfill if and when the other party performs an act.
- An offer is a proposal by one party to another party to enter a contract.

- An acceptance must meet two requirements:
- 1) it must be unconditional and
- 2) it must follow the rules regarding the method of acceptance.
- An offer is terminated by revocation, rejection, counteroffer, expiration of time, death, or insanity.

ESSENTIAL QUESTIONS

- What are the elements of a contract?
- How is a contract formed?
- What are the exceptions to the mirror image rule?
- When an acceptance is sent over a long distance, how and when does it become effective?
- What two rules govern the revocation of contracts?
- What are the differences between bilateral and unilateral contracts?

KNOWLEDGE AND SKILLS

An agreement is not a contract unless it contains the six elements of a contract.

The six elements of a contract are: offer, acceptance, genuine agreement, consideration, capacity, and legality.

STAGE TWO

PERFORMANCE TASKS

- Oral presentations
- Multimedia presentations
- student debates
- web quests
- power point presentations
- essays
- case analysis/summaries
- mock trials

OTHER EVIDENCE

Teacher-created formative assessments
 Teacher-created summative assessments
 Self-assessments
 Peer review
 Lesson tests
 Section quizzes
 Vocabulary quizzes

STAGE THREE

LEARNING PLAN

Lecture/note-taking

Mock trials

Role play

Class discussion

Summarize current event articles that identify particular types of crimes

Critique current event decisions and cases

Internet research of business ethics and law cases

Research United States landmark cases

Evaluate the constitutionality of court cases

Guest speaker presentations

UNIT 3: Business Ethics

UNIT SUMMARY: Ethics plays a large role in the legal implications that businesses may face. Ethical business practices support the law and should be applied to business decision making.

UNIT RESOURCES

Glencoe *Business and Personal Law* textbook

Teacher-generated handouts.

Whiteboard

Internet websites

Newspapers/current events

Standard Deviants Business Law Video Series

Video/DVD resources

Guest speakers

Study guide packets

Case studies

Internet Resource Links:

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www.cnn.com/JUSTICE

www.unitedstreaming.com

STAGE ONE

GOALS AND STANDARDS:

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.

9.3 – Career & Technical Education (CTE)

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.

9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.

ENDURING UNDERSTANDING

Students will understand:

The fundamental question is ethics is, How people should behave: In many situations, people act (or choose not to act) to avoid negative consequences. But what about decisions in which no choice is illegal, and no choice will lead to any particular problems for the decision maker? If a person has a genuine free choice, what principles should guide his or her actions?

ESSENTIAL QUESTIONS

What are the common ethical problems and ethical standards in advertising?
Identify and explain key ethical problems and principles of honest and ethical selling?
How does the law respond to unethical decision making?

KNOWLEDGE AND SKILLS

Students will be able to identify common ethical problems in Business and be able to explain the key ethical problems and principles of honest and ethical business transactions.

STAGE TWO

PERFORMANCE TASKS

- Oral presentations
- Multimedia presentations
- student debates
- web quests
- power point presentations
- essays
- case analysis/summaries

-mock trials

OTHER EVIDENCE

Teacher-created formative assessments
Teacher-created summative assessments
Self-assessments
Peer review
Lesson tests
Section quizzes
Vocabulary quizzes

STAGE THREE

LEARNING PLAN

Assessment and Review
Critical Thinking
Assessing Math Skills
Case Analysis
Case Analysis
Create a personal student portfolio

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>