

# Business Law Curriculum Design

## Power Standards

1. Understand substantive business and personal law.
2. Understand legal procedures and the range of legal remedies.
3. Use precise legal language.
4. Analyze and summarize complex legal situations.
5. Apply principles to legal situations.
6. Formulate an argument based on facts and principles.

## Power Benchmarks

1. Analyze the relationship between ethics and the law and describe the sources of the law.
2. Demonstrate common business law vocabulary.
3. Recognize an individual's legal rights and responsibilities.
4. Identify juvenile laws.
5. Compare crime classifications.
6. Compare and contrast criminal and civil trial procedures.
7. Define parties, conditions, and functions of business contracts.
8. Interpret civil (tort) law rights of individuals.
9. Assess career opportunities in law related areas.
10. Differentiate between the federal and state court systems.

# Business Law Curriculum Design

Students will be able to:

1. Understand substantive business and personal law.
  - Recognize an individual's legal rights and responsibilities. (2)
  - Identify juvenile laws. (3)
  - Identify the functions of our federal and state legal system. (8)
  - Assess career opportunities in law related areas. (9)
  
2. Understand legal procedures and the range of legal remedies.
  - Compare and contrast criminal and civil trial procedures. (5)
  - Interpret the civil (tort) law rights of individuals. (7)
  
3. Use precise legal language.
  - Demonstrate common business law vocabulary. (1)
  
4. Analyze and summarize complex legal situations.
  - Define parties, conditions, and functions of business (6)
  
5. Apply principles to legal situations.
  - Compare crime classifications. (4)
  
6. Formulate an argument based on facts and principles.
  - Differentiate between the federal and state court systems. (10)

# Business Law Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 4:</b> Analyze and summarize complex legal situations.</p> <p><b>Power Benchmark/Competency #1:</b> Analyze the relationship between ethics and the law and describe sources of the law.</p> <p><b>Estimated Timeline:</b> 3 day + - ongoing</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X			Math	Science	Reading	Social Responsibility	Communication			X		
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<p><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ People learn morality and ethics from a variety of sources.</li> <li>➤ Ethics and legal principles conflict.</li> <li>➤ Ethics and morality evolve based on cultural change and time periods.</li> <li>➤ Federal and State constitutions provide the framework for our legal systems.</li> <li>➤ Laws are derived from statutes, administrative law, common law, and court decisions.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How do people make ethical decisions?</li> <li>➤ What are the common sources of morality?</li> <li>➤ How does ethics and cultural morality affect current laws over time?</li> <li>➤ In what ways do our state and federal constitutions provide the framework of our legal system and why are they important?</li> <li>➤ What is involved in creating statutes and administrative agencies?</li> <li>➤ Why do court decisions become a precedent for future cases?</li> </ul>																				
<p><b>Students will be able to: (i.e. know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Define law and explain why laws are needed.</li> <li>➤ Distinguish among the five major sources of today’s law.</li> <li>➤ Describe the three branches of our state and federal governments.</li> <li>➤ Explain the distribution of powers between federal and state governments and their citizens.</li> </ul>	<p><b>Students will be able to: (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Differentiate among the ways in which ethical decisions can be made.</li> <li>➤ Explain how and why ethics and law do not always coincide.</li> <li>➤ Identify laws as being constitutional, statutory, administrative, or case law.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter test</li> <li>➤ Case problems</li> <li>➤ Final Assessment</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ Exceeds: Students achieve a 90% or better on the chapter test.</li> <li>➤ Meets: Students achieve a 60% – 89% on the chapter test.</li> <li>➤ Needs: Students fail to achieve at minimum of 60% on the chapter test.</li> </ul>
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# Business Law Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 3:</b> Use precise legal language.</p> <p><b>Power Benchmark/Competency #2:</b> Demonstrate common business law vocabulary.</p> <p><b>Estimated Timeline:</b> Ongoing discussion throughout term</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			x			Math	Science	Reading	Social Responsibility	Communication			x		x
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Math	Science	Reading	Social Responsibility	Communication																	
		x		x																	
<p><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ The comprehension and proper usage of business law vocabulary helps in the construction of knowledge about our country’s system of law, and enhances discussion of the application of laws.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What vocabulary is considered common knowledge in business law?</li> <li>➤ How can the use of proper business law vocabulary be integrated into each day’s lesson?</li> </ul>																				
<p><b>Students will be able to:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Utilize key terms associated with business law.</li> <li>➤ Use appropriate Business Law vocabulary.</li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Apply common business law vocabulary.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter test</li> <li>➤ Case problems</li> <li>➤ Final Assessment</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ Exceeds: Student can correctly identify nine of ten vocabulary words for each chapter and uses this vocabulary in homework and discussion.</li> <li>➤ Meets: Student can correctly identify six to eight of ten vocabulary words for each chapter and mostly uses this vocabulary in homework and discussion.</li> <li>➤ Needs: Student can correctly identify five or fewer of the ten vocabulary words for each chapter and rarely uses the vocabulary in homework and discussion.</li> </ul>
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# Business Law Curriculum Design

## Stage 1 – Desired Results:

**Power Standard 1:** Understand substantive business and personal law.

**Power Benchmark/Competency #3:**  
Recognize an individual’s legal rights and responsibilities.

**Estimated Timeline:**  
3 days + ongoing

**Place ‘X’ in square if goal addresses Essential/Content Standard(s).**

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	X
Math	Science	Reading	Social Responsibility	Communication
			X	X

- Understandings:** *Students will understand:*
- Citizens of the United States have guaranteed legal rights, but with those rights come with a responsibility to other citizens.
  - These guaranteed legal rights come from the constitution, amendments, and statutory law.
  - Your personal rights are only guaranteed as far as when they violate another’s personal rights.

- Essential Questions:**
- Where are these rights and responsibilities defined for citizens?
  - How will you know if the application of your rights violates another’s rights?
  - How will one person’s definition of rights and responsibilities differ from another’s?

- Students will be able to: (i.e. know)...*(Include vocabulary)
- Identify the basic human rights guaranteed by the constitution and its amendments.
  - Interpret the rights given to citizens through statutory law and Supreme Court decisions.
  - Describe the responsibilities for each citizen that result from their rights.
  - Predict the consequences for violating another’s basic rights.
  - Recognize the first 10 Amendments to the Constitution as the Bill of Rights

- Students will be able to: (i.e. do)...*(Include vocabulary)
- Judge the consequences of many actions to predict whether another’s rights will be violated.
  - Apply knowledge of rights and responsibilities to homework and class discussion.
  - Understand how public opinion and public policy can alter rights and responsibilities for citizens.
  - Determine the constitutionality of given situations by applying the Bill of Rights.

## Stage 2 – Assessment Evidence

- Performance Tasks: (i.e. Assessment used to determine proficiency on competency)**
- Chapter test
  - Case problems
  - Final Assessment.

- Key Criteria: (Rubric)**
- Exceeds: Student can correctly identify an individual’s rights and responsibilities and can apply knowledge in at least 8 out of 10 situations.
  - Meets: Student can correctly identify an individual’s rights and responsibilities and can apply knowledge in 6-7 out of 10 situations.
  - Needs: Student can correctly identify an individual’s rights and responsibilities and can apply knowledge in 5 or fewer of 10 situations.



# Business Law Curriculum

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Understand substantive business and personal law.</p> <p><b>Power Benchmark/Competency #4:</b> Identify juvenile laws.</p> <p><b>Estimated Timeline:</b> Ongoing discussion throughout term</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X	X	X	Math	Science	Reading	Social Responsibility	Communication				X	
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		X	X	X																	
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			X																		
<p><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ Some laws are specific to minors.</li> <li>➤ There are situations where the law is different for minors and adults.</li> <li>➤ The court a minor attends is different from adult court.</li> <li>➤ The focus of the juvenile court system is different from that of adult court.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What laws are meant for juveniles only?</li> <li>➤ Why does our government have different laws for juveniles?</li> <li>➤ Why does our government have a different agenda for the juvenile court system than for adult courts?</li> <li>➤ When are juveniles given the same rights as those given to adults?</li> </ul>																				
<p><b>Students will be able to: (i.e. know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Cite key juvenile laws.</li> <li>➤ Distinguish between laws that have different penalties and consequences for juveniles compared to adults.</li> <li>➤ Identify laws that only apply to juveniles, things that are not against the law for adults.</li> <li>➤ Analyze why the juvenile court system is organized and carried out differently than an adult court.</li> </ul>	<p><b>Students will be able to: (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Identify those laws specific to juveniles.</li> <li>➤ Analyze why juvenile courts have a different focus than adult courts.</li> <li>➤ Interpret why some actions are against the law for minors but not for adults.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</b></p> <ul style="list-style-type: none"> <li>➤ Chapter test</li> <li>➤ Case problems</li> <li>➤ Final Assessment</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ Exceeds: Student can correctly identify juvenile crimes and the focus of the juvenile court system and can apply knowledge in at least 8 out of 10 situations.</li> <li>➤ Meets: Student can correctly identify juvenile crimes and the focus of the juvenile court system and can apply knowledge in 6-7 out of 10 situations.</li> <li>➤ Needs: Student can correctly identify juvenile crimes and the focus of the juvenile court system and can apply knowledge in 5 or fewer than 10 situations.</li> </ul>
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# Business Law Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 5:</b> Apply principles to legal situations.</p> <p><b>Power Benchmark/Competency #5:</b> Compare Crime Classifications.</p> <p><b>Estimated Timeline:</b> 5 days + ongoing</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X			Math	Science	Reading	Social Responsibility	Communication			X		X
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		X		X																	

<p><b>Understandings:</b> <i>Students will know:</i></p> <ul style="list-style-type: none"> <li>➤ The two major classifications of crimes are felonies and misdemeanors.</li> <li>➤ Crimes can be committed against people, their property, or their business interests.</li> <li>➤ The accused person’s state of mind (intent) is instrumental in determining the specific crime committed.</li> <li>➤ The classification of a crime will determine the length and severity of punishment for the crime.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What is the difference between a felony and a misdemeanor?</li> <li>➤ What are some examples of crimes against people, property, and business interests?</li> <li>➤ How will punishment for a crime differ based on its classification and required state of mind?</li> </ul>
<p><b>Students will be able to:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Distinguish between a felony and a misdemeanor.</li> <li>➤ Identify and define specific crimes against people, property and business interests.</li> <li>➤ Specify the appropriate punishment for a given crime.</li> </ul>	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Recognize a felony and a misdemeanor.</li> <li>➤ Distinguish between crimes against people, property and business interests.</li> <li>➤ Apply and use criminal terms proficiently.</li> </ul>

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</b></p> <ul style="list-style-type: none"> <li>➤ Chapter test</li> <li>➤ Case problems</li> <li>➤ Final Assessment</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ Exceeds: Student can correctly identify the classification, name and appropriate punishment for a given crime in at least 8 out of 10 situations.</li> <li>➤ Meets: Student can correctly identify the classification, name and appropriate punishment for a given crime in 6-7 out of 10 situations.</li> <li>➤ Needs: Student can correctly identify the classification, name and appropriate punishment for a given crime in less than 5 out of 10 situations.</li> </ul>
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# Business Law Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Understand legal procedures and the range of legal remedies</p> <p><b>Power Benchmark/Competency #6:</b> Compare and contrast criminal and civil trial procedures</p> <p><b>Estimated Timeline:</b> 5 days + ongoing</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X	X		Math	Science	Reading	Social Responsibility	Communication			X	X	X
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		X	X	X																	
<p><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ There is a specific set of legal procedures and a range of legal remedies available to a person or business that has been financially damaged.</li> <li>➤ All individuals are entitled to due process as guaranteed by the constitution.</li> <li>➤ While trial procedures for criminal and civil cases are similar there are substantial differences.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What is meant by due process?</li> <li>➤ What legal procedures and remedies are available for person accused of a crime?</li> <li>➤ What legal procedures and remedies are available for a victim of a tort?</li> <li>➤ How are the trial procedures different in a civil and criminal case?</li> </ul>																				
<p><b>Students will be able to:</b> <i>(i.e. know)...</i>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Identify the necessary papers and procedures to start a civil lawsuit.</li> <li>➤ Recognize the steps in a jury trial.</li> <li>➤ Identify the legal procedures involved after a person has been arrested.</li> </ul>	<p><b>Students will be able to:</b> <i>(i.e. do)...</i>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Differentiate between juvenile and adult court procedures.</li> <li>➤ Differentiate between civil and criminal court procedures.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter test given at the end of study.</li> <li>➤ Mock trial.</li> <li>➤ Case Problems.</li> <li>➤ Final Assessment</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ Exceeds: Student can correctly identify the legal procedures available in at least 5 out of 6 situations.</li> <li>➤ Meets: Student can correctly identify the legal procedures available in 4 out of 6 situations.</li> <li>➤ Needs: Student can correctly identify the legal procedures in 3 or fewer out of 6 situations.</li> </ul>
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## Business Law Curriculum Design

### Stage 1 – Desired Results:

<p><b>Power Standard 4:</b> Analyze and summarize complex legal situations.</p> <p><b>Power Benchmark/Competency #7:</b> Define parties, conditions, and functions of business contracts.</p> <p><b>Estimated Timeline:</b> 4 days + ongoing</p>	<p><b>Place 'X' in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X			Math	Science	Reading	Social Responsibility	Communication			X		
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<p><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ An offer and acceptance constitute a contract.</li> <li>➤ A binding contract must satisfy each of the six essential elements.</li> <li>➤ Most agreements people make result in a valid business contract.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How does a person know if a valid contract exists?</li> <li>➤ How is a business contract structured?</li> <li>➤ When should a business contract be used?</li> </ul>																				
<p><b>Students will be able to:</b> <i>(i.e. know)...</i>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Identify a binding business contract.</li> </ul>	<p><b>Students will be able to:</b> <i>(i.e. do)...</i>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Write a binding business contract in appropriate form.</li> <li>➤ Use a business contract when it is appropriate.</li> <li>➤ Use correct terminology concerning business contracts.</li> </ul>																				

### Stage 2 – Assessment Evidence

<p><b>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</b></p> <ul style="list-style-type: none"> <li>➤ Chapter test</li> <li>➤ Case problems</li> <li>➤ Final Assessment</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ Exceeds: Students achieve a 90% or better on the chapter test.</li> <li>➤ Meets: Students achieve a 60% – 89% on the chapter test.</li> <li>➤ Needs: Students fail to achieve at minimum of 60% on the chapter test.</li> </ul>
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# Business Law Curriculum Design

## Stage 1 – Desired Results:

**Power Standard 2:** Understand legal procedures and the range of legal remedies

**Power Benchmark/Competency #8:**  
Interpret the civil (tort) law rights of individuals.

**Estimated Timeline:** 5 days + ongoing

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X		
Math	Science	Reading	Social Responsibility	Communication
		X		

**Understandings:**

*Students will understand that:*

- There are three areas of civil law.
- There are different remedies available to victims of torts.
- The law allows for third parties to sue on behalf of deceased victims of torts.

**Students will be able to:** (*i.e. know*)...(Include vocabulary)

- Explain the elements of negligence.
- Identify the defenses for negligence.
- Explain the concept of strict liability.

**Essential Questions:**

- In what situations would a victim claim they are wronged by an intentional tort, negligence, or strict liability?
- What remedies are available for victims of torts?
- How do wrongful death and survival statutes differ in their application?

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Differentiate between an unintentional and an intentional tort
- Classify intentional and unintentional torts.
- Interpret case problems and state legal principals that apply to tort law.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (*i.e. Assessment used to determine proficiency on competency*)

- Chapter test
- Case problems
- Final Assessment

**Key Criteria: (Rubric)**

- Exceeds: Students achieve a 90% or better on the chapter test.
- Meets: Students achieve a 60% – 89% on the chapter test.
- Needs: Students fail to achieve at minimum of 60% on the chapter test.



# Business Law Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Understand substantive business and personal law.</p> <p><b>Power Benchmark/Competency #9:</b> Assess career opportunities in law related areas.</p> <p><b>Estimated Timeline:</b> 2 Days + Ongoing</p>	<p><b>Place 'X' in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X					Math	Science	Reading	Social Responsibility	Communication			X		
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X																					
Math	Science	Reading	Social Responsibility	Communication																	
		X																			
<p><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ Many exciting careers in law are available without becoming a lawyer.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What careers in law are available?</li> <li>➤ Is a particular student suitable for a career in law?</li> </ul>																				
<p><b>Students will be able to:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Identify different career possibilities in law.</li> <li>➤ Determine whether they are suited for a career in law.</li> <li>➤ Discover where to find information about a career in law.</li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Investigate career possibilities in law.</li> <li>➤ Conduct a self assessment.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Students use a Career Choice Model.</li> <li>➤ Students do a self-assessment.</li> <li>➤ Students identify and explore possible careers.</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ Exceeds: Students know whether they are well suited for and whether they want to pursue a career in law.</li> <li>➤ Meets: Students are still considering whether they are well suited for and whether they want to pursue a career in law.</li> <li>➤ Needs: Students do not know whether they are well suited for and whether they want to pursue a career in law.</li> </ul>
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# Business Law Curriculum Design

## Stage 1 – Desired Results:

**Power Standard 6:** Formulate an argument based on facts and principles.

**Power Benchmark/Competency #10:**

Differentiate between the federal and state court systems.

**Estimated Timeline:**

3 day + - ongoing

**Place 'X' in square if goal addresses Essential/Content Standard(s).**

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X		
Math	Science	Reading	Social Responsibility	Communication
		X		

**Understandings:**

*Students will understand that:*

- The concept of jurisdiction identifies which court system and specific court will hear a case.
- The federal court system has three distinct levels (District, Appellate, and Supreme Courts).
- The state court system resembles the federal court system with the exception of courts of limited jurisdiction.

**Essential Questions:**

- How do you determine which court has jurisdiction over a given case?
- What is the purpose of each of the three levels of the federal court system?
- What is the purpose of each of the courts of limited jurisdiction?

**Students will be able to:** (*i.e. know*)...(Include vocabulary)

- Explain how jurisdiction determines what court a case is heard in.
- Summarize how the federal court system is structured and how it operates.
- Describe how the Iowa Court System is structured and how it operates.
- Differentiate between the Appeal Process for the federal court system and the State of Iowa.

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Decide which court has jurisdiction for specific types of cases.
- Distinguish between the structure of the Iowa Court System and surrounding states.
- Indicate the route of a Federal court case through the appeal process.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- Chapter test
- Case problems
- Final Assessment

**Key Criteria: (Rubric)**

- Exceeds: Students achieve a 90% or better on the chapter test.
- Meets: Students achieve a 60% – 89% on the chapter test.
- Needs: Students fail to achieve at minimum of 60% on the chapter test.

# Business Law Curriculum Design

## Stage 3 – Learning Plan:

Differentiate between the federal and state court systems.

### Power Benchmark/Competency: #10

<b>Learning Activities:</b>	<b>Resources:</b>
Differentiate between jurisdiction of Federal and state law cases	Jurisdiction Worksheet
Cases in Point; Cases to Judge	Textbook, Student Activity Guide
DVDs: Twelve Angry Men; The Rainmaker	DVD's