

Department of College and Career Readiness

Business Law & Ethics Curriculum

5.0 Credits



Unit One

Business Law & Ethics

Course Description

This course is designed to provide students with an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. Knowledge of business law is particularly useful because all students eventually assume the role of citizen, worker, and consumer in society. Businesses operate in an increasingly global environment where the laws of different governments and judicial systems frequently conflict. As a result, business students must include in their academic preparation a basic knowledge of the legal system and how business law impacts commerce both nationally and internationally. Students must understand how and why local, state, and federal law works in conjunction with international law.

Students need to also be able to distinguish unethical behavior from illegal behavior and to understand the rising importance of social responsibility as an aspect of corporations and organizations in a global society. One of the most crucial changes in business law involves teaching students about the efforts of the courts and the legislature to deal with how technology has impacted the law, particularly with regard to computers and the Internet.

The material covered in Business Law & Ethics is reinforced and enhanced through the use of technology, guest speakers, videos and hands-on, project-based activities whenever possible. In addition, because experiential learning is an important aspect of all business courses, a field trip to the Courts or other law-related destination may also be offered.

Business Law & Ethics

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Introduction & Foundational Legal Concepts	approx. 9 weeks
Unit 2	Contractual Relationships and Sales	approx. 9 weeks
Unit 3	Business Negotiations	approx. 9 weeks
Unit 4	Government Regulation of Business	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.1 – Personal Financial Literacy

- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences
- 9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.C.8 Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).
- 9.1.12.C.9 Evaluate the implications of personal and corporate bankruptcy for self and others
- 9.1.12.E.9 Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
- 9.1.12.E.10 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities

Common Career Technical Core (CCTC)

Career Cluster Finance

FN04 Determine effective tools, techniques and systems to communicate and deliver value to finance customers.

FN08 Explore the regulatory environment of United States' businesses.

FN09 Plan, manage and maintain the use of financial resources to protect solvency.

Career Cluster Telecommunications

AR-TEL3.2 Demonstrate customer service that meets the intent of state and national guidelines for consumer rights.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.MATH.CONTENT.HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<p>Course: Business Law & Ethics Unit: I – Introduction & Foundational Legal Concepts Grade Level: 9-12</p>	<p>Unit Overview: This introductory unit begins with the purpose and sources of law. It details our court system and the steps of litigation and alternatives for resolving controversies. It goes on to build a case for government regulation of business based on the constitution and explore legal aspects of international law as well as law for aspiring entrepreneurs. Foundational legal concepts are reviewed including criminal law and business, torts – intentional and unintentional as well as strict liability. The unit closes with a review of real property and personal property.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.1.12.A.4, 9.1.12.A.5, 9.1.12.B.1, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9, 9.1.12.E.9, 9.1.12.E.10</p>	
<p>Common Career Technical Core (CCTC) FN.04, AR-TEL3.2, FN.08.6</p>	
<p>Common Core State Standards (CCSS): RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Discover the purpose of our legal system and the court system that upholds it</p> <p>NJSLS: 9.1.12.A.4, 9.1.12.A.5</p> <p>CCTC: FN.04, AR-TEL.3.2</p> <p>CCSS: RI.11-12.1,</p>	<p>What is the purpose of our legal system?</p> <p>Is law based on ethics?</p> <p>Does the American court system ensure that justice is always served?</p>	<p>Determine the many sources in the US that create law</p> <p>Analyze the importance of and problems inherent in Case Law</p>	<p>Technology and Global Competition</p> <p>Research the impact new technologies and global competition have on U.S. jobs. How do changes in technology and global competition affect workers? Write a one-page report on your findings</p>	<p><u>Introduction to Business in Partnership with BusinessWeek and Standards & Poor’s Unit 7</u></p> <p>http://glencoe.mheducation.com/sites/007874768/6/student_view0/unit7/index.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10		<p>Explain the interrelationship between Law and Ethics</p> <p>Examine who operates the court system including judges and juries</p> <p>Explore the many court systems on the state and federal level</p>	<p>Excluded from Court System</p> <p>Why are some controversies excluded from the court system? Give examples of such issues</p> <p>Mini Cases related to entitlement to a jury trial</p> <p>Mario agreed to sell his house to George, but he later changed his mind. George sued Mario for specific-performance. Is either party entitled to a jury trial? Why or why not?</p> <p>Mini Cases related to what rules of procedure and what</p>	<p>Business Law 4e by James F. Morgan Chapter 1 - 2</p> <p>United States Courts - Glossary of Legal Terms http://www.uscourts.gov/glossary</p> <p>The Federal Judicial Center - Federal Courts and What they Do http://www.fjc.gov/public/pdf.nsf/lookup/FCtsWhat.pdf/\$file/FCtsWhat.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>substantive law what court will use.</p> <p>Henry a resident of Nevada sued Adam a resident of Utah, in federal court in California. He sought \$60,000 damages for personal injuries arising from an automobile accident that occurred in Los Angeles, California. Does the federal court have jurisdiction? Why or why not? What rules of procedures will the court use? Why? What rules of substantive law will the court use? Why?</p>	
<p>Explain the steps involved in litigation and alternatives for resolving conflict</p> <p>NJSLS: 9.1.12.A.4,</p>	<p>Is the litigation always the most effective way to resolve conflict?</p>	<p>Understand the basic principles of litigation</p> <p>Determine the applicable place of litigation</p>	<p>Litigation Process Enactment</p> <p>Work as a group to act out a litigation with emphasis on demonstrating the</p>	<p><u>Introduction to Business in Partnership with BusinessWeek and Standards & Poor's Unit 7</u></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.1.12.A.5</p> <p>CCTC: FN.04, AR-TEL.3.2</p> <p>CCSS: RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>	<p>Are juries better at making decisions related to legal matters than a person trained in the law?</p> <p>Is any decision completely unbiased</p>	<p>Explain the proceedings prior to, during and after the trial?</p> <p>Predict reasons the parties may choose to settle vs. go to trial</p> <p>Explore the arbitration process including its advantages, the types of arbitration systems and procedures in arbitration hearings.</p>	<p>proceedings prior to trial, during trial and after the trial</p> <p>Mini cases on the applicable place of litigation and the litigation process</p> <p>An accounting firm incorporated in Oregon performed accounting services in California.in connection with a merger. A dispute arose later, and the corporation was sued in California. The summons was served in Oregon, as authorized by the California long-arm statute. The accounting firm objected to the jurisdiction of the court. Did California court have jurisdiction over the defendant? Why?</p>	<p>Business Law 4e by James F. Morgan Chapter 3 - 4</p> <p>Mediation vs. Arbitration vs. Litigation: What's the Difference?</p> <p>http://adr.findlaw.com/mediation/mediation-vs-arbitration-vs-litigation-whats-the-difference.html</p> <p>Alternative Dispute Resolution definitions and sample cases</p> <p>https://www.hg.org/adr.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Mini cases on the arbitration process</p> <p>Perry is serving as an arbitrator for the first time and wants to do a great job reaching a proper conclusion. Without telling either party, Perry contacts individuals and solicits information from them regarding the dispute. Has Perry done anything wrong?</p>	
<p>Explain why the government regulates business in the US and legal aspects of international business.</p> <p>NJSLS: 9.1.12.B.1, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9</p> <p>CCTC: AR-TEL3.2</p> <p>CCSS: RI.11-12.1, RI.11-12.4, RI.11-12.5,</p>	<p>How much involvement should government have in business?</p> <p>How safe is your privacy in business?</p> <p>How is international business regulated?</p>	<p>Explain the federal form of government including separation of powers and checks and balances</p> <p>Explore the many checks on the power of the government</p> <p>Understand privacy rights and how those are changing in the face of</p>	<p>Debate on the concentration vs. separation of power</p> <p>Have students argue the advantages & disadvantages of each side of the argument</p> <p>Mini cases that explore the boundaries of the power of the government</p>	<p>Business Law 4e by James F. Morgan Chapter 5 - 6</p> <p>The United Nations Commission on International Trade Law https://www.uncitral.org/</p> <p>Five Areas of Government Regulation in Business http://smallbusiness.chro</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10		technology Determine the laws involved in international business transactions Review how international business is regulated	Massachusetts passed a law forbidding any public utility from encouraging a pro-nuclear energy position in utility advertisements on in billing information provided to customers. Is the targeting speech protected under the freedom of speech clause? Is so, what type of protection does that speech receive? Mini cases in international business XYZ Corp. is considering a contract to set up a manufacturing plant in Germany. What are some of the clauses they should consider including in such a contract?	n.com/five-areas-government-regulation-business-701.html

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Analyze laws for the aspiring entrepreneur and criminal law in business</p> <p>NJSLS: 9.1.12.B.1, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9</p> <p>CCTC: AR-TEL3.2</p> <p>CCSS: RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>	<p>Does an entrepreneur need to engage an attorney for her business?</p> <p>Can business activities be considered criminal?</p> <p>Should those accused of criminal acts be allowed to use the constitution for protection e.g. the 5th amendment?</p>	<p>Explain the importance of law and the entrepreneur</p> <p>Evaluate the legal forms of a business</p> <p>Determine the classification of crimes including administrative and white-collar crimes</p> <p>Identify the essential elements of criminal law</p> <p>Examine the constitutional protections including the 4th, 5th, 6th and 8th amendment</p>	<p>Debate whether the benefits of “non-compete” clauses in employment agreements</p> <p>Have 2 groups of students debate the non-compete construct often included in employment agreement. Does it help companies to hold on to their intellectual capital or does it reduce competition?</p> <p>Mini cases on employment for aspiring entrepreneurs</p> <p>You are about to hire graduates from information technology and manufacturing technology programs housed at a local university near your newly opened business.</p>	<p>Business Law 4e by James F. Morgan Chapter 7 - 8</p> <p>The New York Times Entrepreneurship Section http://www.nytimes.com/pages/business/smallbusiness/index.html?action=click&contentCollection=Entrepreneurship&module=Kicker&region=Header&pgtype=article</p> <p>Flash Cards on Business Law https://quizlet.com/34963530/business-law-flash-cards/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>There are creative people, and you wish to make sure that during employment they put all their energies into your business. What might you do to further this objective?</p> <p>Mini cases on criminal law and constitution protection</p> <p>Couch's financial records were kept with an accountant who prepared her tax returns. Pursuant to an IRS investigation, a summons was issued to the accountant demanding access to the records, which had been delivered to Couch's attorney by the accountant. Does the Fifth Amendment privilege against</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>compulsory self-incrimination prevent the production of these business and tax records? Why or why not?</p>	
<p>Investigate intentional and unintentional torts</p> <p>NJSLS: 9.1.12.A.4, 9.1.12.A.5, 9.1.12.E.9, 9.1.12.E.10</p> <p>CCTC: FN.08.6, FN.09.1</p> <p>CCSS: RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>	<p>Can someone be held liable for a tort when they are not informed about laws?</p> <p>Can compensatory damages provide justice to those who have suffered from a tort?</p> <p>Does the degree of negligence matter in the case of unintentional torts?</p>	<p>Examine intentional torts including interference with personal freedom, property rights and economic relations</p> <p>Examine unintentional torts due to negligence</p> <p>Examine torts that are neither intentional nor unintentional but one party is liable for harm caused to another party</p>	<p>Mini cases on intentional torts</p> <p>A child whose mother had taken the drug DES developed cancer. She sued all the manufacturers of DES and proved that through no fault of her own she was unable to determine which manufacturer caused the injury. Is she entitled to recover from all the manufacturer? Why?</p> <p>Mini cases on unintentional torts</p> <p>A high school teacher was injured during a donkey basketball game when the donkey she</p>	<p>Business Law 4e by James F. Morgan Chapter 9 - 10</p> <p>Strict Liability Torts - Definitions and Examples http://legaldictionary.net/strict-liability/</p> <p>How Tabloids stay out of court http://www.nytimes.com/1991/01/04/news/how-the-supermarket-tabloids-stay-out-of-court.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>was riding put his head down and she fell off. She sued the Board of Education for damages. What will be the likely defense? Explain.</p> <p>Mini cases on strict liability torts</p> <p>Maude bought a plastic container and when she got home she found that the lid did not fit properly. In an attempt to make it fit, she hit the corner of the lid with her hand and suffered a deep gash in her hand. Will Maude successfully recover on a theory of strict liability against the manufacturer of the plastic container?</p>	
<p>Explain real and personal properties as well as how they are acquired or transferred</p>	<p>Can you own something but not have rights to it?</p>	<p>Explain the classification of real and personal property and the reason for the distinction</p>	<p>Mini cases on Personal property</p> <p>Jericho was on a business trip in</p>	<p>Business Law 4e by James F. Morgan Chapter 11 - 12</p> <p>Real vs. Personal Property</p>

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<p>NJSLS: 9.1.12.A.4, 9.1.12.A.5, 9.1.12.E.9, 9.1.12.E.10</p> <p>CCTC: FN.08.6, FN.09.1</p> <p>CCSS: RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>	<p>Can one person own the rights to another person?</p> <p>Is all real estate considered real property or personal property?</p>	<p>Examine documents of title and determine how to acquire title to real personal property</p> <p>Review how to create and enforce intellectual property rights</p> <p>Explore leases as real property</p> <p>Understand real property as security</p>	<p>December. He checked into a downtown hotel and parked his car in an unguarded parking lot under the hotel. The charge for parking was \$12.00 per night. Jericho went gift shopping later in the day and put the gifts into the backseat of the car. Upon entering his car he next morning, he discovers that his gifts are gone. Is the hotel liable?</p> <p>Mini cases on Intellectual property</p> <p>Lucent Technologies, a very large business, registered as a trademark the word “Lucent”. For years it sold telecommunications equipment under the name Lucent and was widely regarded as an</p>	<p>https://www.youtube.com/watch?v=VVbOZ4utl6o</p> <p>Supreme Court 2015-2016 Intellectual Property Case Review</p> <p>https://www.brookskushman.com/discussion-board/patent-litigaton/supreme-court-2015-2016-intellectual-property-case-review/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>excellent company producing high-quality goods. Russell registers the domain name “hotand heavylusent.com” and sells a variety of unsavory services. What advice would you give Lucent Technologies? Have they adequately protected their name? What claim(s) should Lucent Technologies bring against Russell? Why?</p> <p>Mini cases on real property</p> <p>Red and orange own a parcel of land as joint tenants. Red dies. Who owns Red’s interest?</p>	

Unit 1 Vocabulary

Substantive vs. procedural law
 Public vs. private law
 Common-Law System
 Civil-Law System
 Statutory law
 Doctrine of Judicial Review
 Statutes
 Codes
 Ordinances
 Uniform Commercial Code
 Stare Decisis
 Jurisdiction
 Substantive
 Ethics
 Trial and Reviewing Court Judges
 Justices
 Jury
 State Court
 Supreme Court
 Court of Appeal

Federal District Court
 Decree
 Parties
 Appellant vs. appellee
 Plaintiff
 Standing to sue
 Long-Arm Statute
 Fair Play
 Venue
 Pleadings
 Allegations
 Counterclaims
 Motions
 Bankruptcy
 Deposition
 Discovery Procedure
 Juror
 Cross-examination
 Burden of Proof

Suggested Unit Projects

Choose At Least One

Personal Bankruptcy Increase

Research personal bankruptcy increase in the US. What is the cause of this increase? Who is affected the most? What is the government doing about it? Write a 2-page paper with your team discussing what you find out. Consider the role technology and identity theft has played.

Federal Trade Commission (FTC) and Consumer Protection

The main mission of the FTC is to promote consumer protection and the elimination and prevention of anti-competitive business practices. Explore the FTC's website. What major topics are found on consumer protection? Write a one to two-page report summarizing your findings. Then, give a brief presentation to the class.

Career as Credit Counselor

Research the career of a credit counselor. Find out what the job entails, the skill and formal education credit counselors should have, and the salary range for an entry level counselor. Investigate the certification offered by the National Foundation for Credit Counseling. Prepare a presentation with findings and share with the class.

Suggested Structured Learning Experiences

Rutgers-Newark (SBDC) Small Business Development Center
25 James St.
Newark NJ, 07102
Phone: 973-353-5950
Fax: 973-353-5978
Email: rnsbdc@business.rutgers.edu
Facebook: <http://facebook.com/njsbdc.rutgersnewark>
Twitter: <https://twitter.com/rnsbdc>
SKYPE: rnsbdc

<http://www.business.rutgers.edu/rnsbdc>

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100 Hamilton Plaza, Suite 1201
Paterson, NJ 07505
Main Phone: 973-881-7300
Fax: 973-881-8233