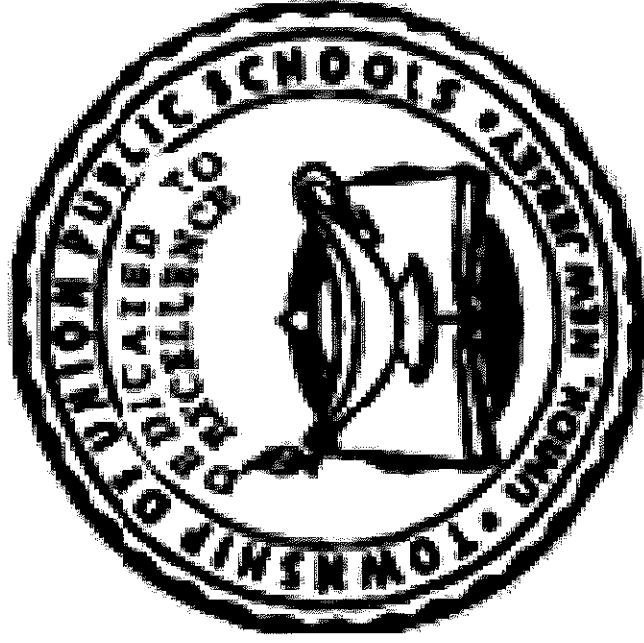


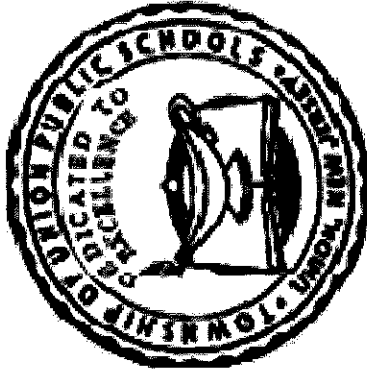
TOWNSHIP OF UNION PUBLIC SCHOOLS



BE385 Business Law

Curriculum Guide 2015

Curriculum Guide Approved June 2015



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Guy Francis

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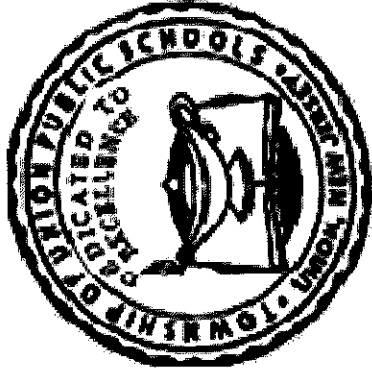
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent **Mr. Martin Tatum**

Assistant Superintendent **Dr. Noreen Lishak**

Director of Curriculum K-12 **Dr. Noreen Lishak**

Director of Student Information/Technology **Ms. Ann M. Hart**

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DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 Ghiretti	Mr. Robert
Mathematics/Science 3-5	.....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) Corbett	.....	Ms. Maureen
Guidance K-12/SAC	.....	Ms. Nicole Ahern
Language Arts/Library Services 6-12 Malyska	.....	Ms. Mary
Math 6-12	.....	Mr. Jason Mauriello
Science 6-12 Guilfoyle	Ms. Maureen
Social Studies/Business 6-12	Ms. Libby Galante
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Curriculum Committee

Mr. Dominic Cuniglio II

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This class will prepare students to be productive members of an ever-changing society. They will learn essential life skills that will enable them to be successful in a global economy.

This is a half year course designed for 9th grade to 12th grade students who have an interest in Business Law. Virtually every aspect of an individual's life is affected by business and/or personal law. This course begins with the fundamental principles of law in general and how our local, state, and federal court systems operate.

Students will acquire basic knowledge regarding a multitude of areas which fall under the vast umbrella of Business and Personal Law. Students can expand on this knowledge base as they further their studies in the field of law as well as business related studies.

Major topics covered will include the following: ethics and the law; contracts; personal property and juvenile justice; problems in society; tort and criminal law.

Recommended Textbooks

Adamson, John E, and Amanda Morrison. Law for Business and Personal Use 19e. South-Western/Cengage Learning 2012.

Course Proficiencies

Students will be able to...

- **Demonstrate appropriate, meaningful study skills such as listening, note taking, productive study environment, test preparation, efficient use of time, and prioritization of tasks.**
- **Demonstrate knowledge of cyber safety utilizing internet safety guidelines.**
- **Define law and its origins**
- **Differentiate between civil and criminal law**
- **Describe the Federal and State Court systems in the U.S.**
- **Explain the rights and responsibilities of minors**
- **Identify all of the parts of an enforceable contract**
- **Explain how and why the law focuses on the protection of consumers**

Curriculum Units

Unit 1: Law, Justice, and You

- Chapters 1-5

Unit 2: Contract Law

- Chapters 6-8

Pacing Guide – Course

<u>Content</u>	Number of Days
Unit 1: Law, Justice, and You	60
Unit 2: Contract Law	30

Unit 1:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Describe the differences between common and positive law	Text Chapter 1/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
2.	Define ethics	Text Chapter 1/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
3.	Discuss ways in which ethics are reflected in the law	Text Chapter 1/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
4.	Explain how the U.S. Constitution addresses and protects citizens civil rights	Text Chapter 2/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
5.	Understand the foundations of cyber law	Text Chapter 2/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
6.	Explain how disputes can be settled without going to court	Text Chapter 3/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
7.	Name the major federal courts and describe their jurisdictions and powers	Text Chapter 3/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
8.	Compare the structure of a typical state court system	Text Chapter	3.1, 9.1, 9.2, 6.3, 8.1, 8.1

	with the federal courts	3/Power Point/Internet	8.1
9.	Understand the 3 elements that make up a crime	Text Chapter 4/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
10.	Identify the types of crime that affect business	Text Chapter 4 /Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
11.	Know the rights individuals have when arrested and their potential criminal liability for the actions of others	Text Chapter 4/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
12.	Understand the appropriate punishments for crimes	Text Chapter 4/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
13.	Distinguish a crime from a tort	Text Chapter 5/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
14.	Identify the elements of a tort	Text Chapter 5/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
15.	State the legal remedies that are available to a tort victim	Text Chapter 5/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
16.	State the legal remedies that are available to a tort victim	Text Chapter 5/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1

Unit 2

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Identify the six elements of a contract.	Text Chapter 6/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
2.	Explain how a contract legally comes into existence.	Text Chapter 6/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
3.	Describe the elements of an offer	Text Chapter 6/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
4.	Describe how an offer can come to an end.	Text Chapter 6/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
5.	State whether newspaper advertisements constitute offers	Text Chapter 7/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
6.	Describe the various ways to end an offer	Text Chapter 7/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
7.	Identify how the Statute of Frauds applies to certain contracts.	Text Chapter 7/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1
8.	Explain the role of capacity in organizations	Text Chapter 7/Power Point/Internet	3.1, 9.1, 9.2, 6.3, 8.1, 8.1

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric
New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
<u>Content and Organization</u>	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
<u>Usage</u>	No apparent control Severe/ numerous errors	Numerous errors Excessive monotony/ same structure Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
<u>Sentence Construction</u>	Assortment of incomplete and/ or incorrect sentences		Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/ or sophistication Very few, if any, errors

Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.
	NE	Not English	Student wrote in a language other than English.
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.
Content/ Organization		Usage	Sentence Construction
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction
			Mechanics
			<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4 A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3 A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2 A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1 A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0 A 0-point response is irrelevant or off-topic.