

# Orange Public Schools Office of Innovation

Business Law



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**"GOOD TO GREAT"**

Revised: 8/22/23

## Business Law

Students will gain a solid foundation in understanding the legal issues related to topics of business law and personal law. Areas of study will include how laws were formed, procedures in civil and criminal cases, making contracts, terminating contracts, responsibilities of minors, being a consumer, purchasing power, purchasing insurance, personal and real property rights, starting a business and leadership skills.

### Scope and Sequence

Timeline	Concepts
Marking Period 1	<b>The Legal Environment of Business:</b> Division and Balance of Governmental Powers, Ethical Basis for Laws, Foundations of the U.S. Constitution
Marking Period 2	<b>Contracts, Personal, and Intellectual Property:</b> Creation of Offers, Duress and Undue Influence, Types of Consideration, Acceptance

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## 21<sup>st</sup> Century Skills

### NJSLS for Career Readiness, Life Literacies and Key Skills

An education in career readiness, life literacies, and key skills fosters a population that: continually self-reflects and seeks to improve the essential life and career practices that lead to success; uses effective communication and collaboration skills and resources to interact with a global society; possesses financial literacy and responsibility at home and in the broader community; plans, executes, and alters career goals in response to changing societal and economic conditions; and seeks to attain skill and content mastery to achieve success in a chosen career path.

**By the end of Grade 12,**

#### **9.4 Life Literacies and Key Skills**

##### ***Creativity and Innovation***

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

##### ***Critical Thinking and Problem Solving***

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

##### ***Digital Citizenship***

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

### ***Global and Cultural Awareness***

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

### ***Information and Media Literacy***

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

### ***Technology Literacy***

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## **Career Ready Practices**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Instructional Strategies

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall

## Integrated Accommodations and Modifications

Special Education/504	English Language Learners
<p>Adhere to all modifications and health concerns stated in each IEP.</p> <p>Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</p> <p>Use the online reading software, which can revise the reading at the Lexile level to meet students at current reading level.</p> <p>Accommodating Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website, Handouts, Definition List, Syllabus, Large Print, Outlines.</p> <p>Divide instruction into smaller chunks of time.</p> <p>Utilize a speech to text resources.</p>	<p>Text-to-speech Google extension addition. Will read to the student in the language selected.</p> <p>Vocabulary word banks</p> <p>Use visuals whenever possible to support classroom instruction and classroom activities.</p> <p>Teacher model and written instructions for every assignment.</p> <p><b>SIOP Strategies:</b></p> <p>Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing</p>

<p>Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn &amp; Talk to peers, provide sentences frames for response, etc).</p> <p>Allow role-play responses.</p> <p>Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.</p> <p>Choice in task products (song, dance, writing, role play, drawing).</p> <p>Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, on-screen</p> <p>Model sentence structure when responding to questions.</p> <p>Ask “yes” and “no” questions from time to time.</p> <p>Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.</p> <p>Thumbs Up/Down for quick assessments.</p> <p>Sentence frames discussions/sharing.</p>	<p>activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking (Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses</p>
Gifted and Talented	Students at Risk of Failure
<p>Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair- Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.</p> <p>Student led classroom instruction; also Project Based Learning.</p>	<p>Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.</p> <p>Modified Instructional Strategies, Graphic organizers, Readings.</p> <p>Study Guides, small learning group instruction, class website (Google Classroom).</p> <p>Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer</p> <p>Support, one on one instruction</p>

Constant parental contact along with mandatory tutoring appointments

Academic Contracts

## 9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers (End of Grade 12)

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction along with the NJCCCS, New Jersey I can acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

### **Business Administration and Management Career Cluster®**

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.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-BIM.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.

## Interdisciplinary Connections

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.



Marking Period 1	Business Law	Grade(s)	9-12
Unit Plan Title:	The Legal Environment of Business		
Unit Overview			
In this unit, students will understand how laws are created and where to research laws at local, state, and federal government levels. Students will examine core business values and ethics to determine if businesses are operating within the law and ethically. Additionally, students will differentiate between crimes and torts to determine how businesses make decisions in a legal environment.			
Essential Question(s)			
<ul style="list-style-type: none"><li>• How are laws created, and where do we look to find laws?</li><li>• How do values provide a starting point for thinking about business ethics?</li><li>• How do you determine jurisdiction and settle disputes?</li><li>• How are agencies created and operated?</li></ul>			
Enduring Understandings			
<ul style="list-style-type: none"><li>• Constitutional Laws are laws that refer to the limits and powers of the state and federal governments as stated in their constitutions.</li><li>• Ethics is the study and the practice of right and wrong.</li><li>• Courts of original jurisdiction have the power to hear and decide cases when they first enter the legal system.</li><li>• The US Constitution establishes a system of government based on the concept of federalism.</li><li>• The purpose of criminal law is to punish an offender for causing harm to public health, safety, or morals.</li><li>• A tort is a civil wrong that causes a claimant to suffer loss or harm, resulting in legal liability for the person who commits the tortious act.</li></ul>			
Assessments			
<p><b>Pre and Formative:</b> Daily —do now/warm-up responses. Ability to demonstrate proficiency in key unit concepts in class discussions. Student Portfolio of key work products. Shared responses to Essential Questions. Written and reading-based homework.</p> <p><b>Summative:</b> Ethics Quiz after Lesson 5 and Types of Laws Quiz after Lesson 8. Unit Assessment after Lesson 12.</p> <p><b>Authentic:</b> Case Study Presentation</p>			
Guest Speaker and Field Trips			
<p><b>Guest Speaker and Field Trips</b></p> <p><b>Guest Speakers:</b></p> <p>Business Lawyer (Weeks 1 to 12)</p> <p>Judge (Weeks 1 to 12)</p> <p>Ethics Counselor (Weeks 1 to 12)</p> <p><b>Deca Field Trips:</b> Regional Leadership Conference and NYC Experience (Radio City Music Hall, NBC Studios, and Empire St. Building</p> <p><b>College Field Trips:</b> Fairleigh Dickinson University, Montclair State University, Rutgers University, and William Paterson University</p> <p><b>Industry Field Trips:</b> Advertising Agency, Ernst &amp; Young Marketing Department, Johnson &amp; Johnson, and Brooklyn Nets</p> <p><b>Virtual Field Trips:</b> Law School Virtual Tour and Courthouse Virtual Tour</p>			

<b>Lesson and Learning Goal/Pacing</b>	
<b>Lesson 1</b>	Career Opportunities in Law (1 Day Lesson)
<b>Lesson 2</b>	Career Exploration (1 Day Lesson)
<b>Lesson 3</b>	Division and Balance of Governmental Powers (5 Day Lesson)
<b>Lesson 4</b>	Critical Thinking Exercises (2-3 Day Lesson)
<b>Lesson 5</b>	Ethical Basis for Laws (5 Day Lesson)
<b>Lesson 6</b>	Business Ethics Flashpoint (2-3 Day Lesson)
<b>Lesson 7</b>	Foundations of the U.S. Constitution (5 Day Lesson)
<b>Lesson 8</b>	Case Study (2-3 Day Lesson)
<b>Lesson 9</b>	Internet and Constitutional Rights (5 Day Lesson)
<b>Lesson 10</b>	Case Study (2-3 Day Lesson)
<b>Lesson 11</b>	Types of Laws and the Legal System (12 Day Lesson)
<b>Lesson 12</b>	Case Study (2-3 Day Lesson)
<b>Lesson 1: Careers in Law (1 Day Lesson)</b>	
NJSLS	9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
Learning Objective	I can differentiate between careers in business law.
Teacher Materials	<a href="#">Investigating Careers Lesson Plan</a>
Additional Resources	<a href="#">Business Career Research</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)
<b>Lesson 2: Career Exploration (1 Day Lesson)</b>	
NJSLS	9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
Learning Objective	I can research and present a career in business law.
Teacher Materials	<a href="#">Career Exploration Lesson II</a>
Additional Resources	<a href="#">Career Exploration Group Project Lesson</a> <a href="#">Self-Assessment Traits Lesson.</a> <a href="#">Self-Assessment One Word Lesson</a> <a href="#">Self-Assessment Skills Lesson</a> <a href="#">The Career Test</a> <a href="#">Career Test: Meyers-Briggs</a>

	NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 3: Division and Balance of Governmental Powers (5 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	<p>I can distinguish between state and national legal issues.</p> <p>I can differentiate between sources of law.</p>
Teacher/Student Materials	<a href="#">Division and Balance Lesson Plan</a>
Additional Resources	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 1:</p> <p>Questions and Problems pg. 10</p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 4: Critical Thinking Exercises (2-3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine and apply critical thinking skills to Business Law.
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 1:</p> <p>Critical Thinking and Business Law pgs. 11-13.</p>
Additional Resources	<p><a href="#">Collaborative Critical Thinking Exercises</a></p> <p><a href="#">Critical Thinking Workbook</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 5: Ethical Basis for Laws (5 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p>

	<p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	<p>I can examine how ethics are reflected in our laws and the importance of ethics in running a business sustainably.</p> <p>I can distinguish between business ethics and social responsibility of business.</p>
Teacher/Student Materials	<a href="#">Ethical Basis for Laws</a>
Additional Resources	<p>Dynamics of Law, McGraw Hill 2021: Chapter 2: Questions and Problems pgs. 28-29 NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 6: Business Ethics Flashpoints (2-3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine business ethics cases and defend my point of view.
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021: Chapter 2: Business Ethic Flashpoints pgs. 17, 22, 24, 26, and 27. Point/Counterpoint pg. 28 Questions and Problems pgs. 61 to 63</p>
Additional Resources	<p><a href="#">FBLA Business Ethics Scenario</a> <a href="#">Business Ethic Scenarios 2</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 7: Foundations of the U.S. Constitution (5 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p>

	6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can differentiate between the different types of law, courts, and regulations in the judicial system. I can investigate the steps in civil litigation. I can compare the different forms of alternative dispute resolution.
Teacher/Student Materials	<a href="#">Foundations of the US Constitution</a>
Additional Resources	Dynamics of Law, McGraw Hill 2021: Chapter 3: Case Opener pgs. 31 and 59 Point/Counterpoint pg. 60 Questions and Problems pgs. 61 to 63 NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 8: Case Study (2-3 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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. 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	Dynamics of Law, McGraw Hill 2021: Chapter 3: Case Studies pgs. 36, 38, and 49
Additional Resources	<a href="#">Hertz Class Action Lawsuit</a> <a href="#">Atlantic Marine vs. Texas</a> <a href="#">Foster vs. Chatman</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 9: Internet and Constitutional Rights (5 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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.

	6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can research jurisdiction and constitutional issues that arise with Internet usage.
Teacher/Student Materials	<a href="#">Internet and Constitutional Rights</a>
Additional Resources	Dynamics of Law, McGraw Hill 2021: Chapter 3: Case Opener pgs. 64 and 91 Point/Counterpoint pg. 83 Questions and Problems pgs. 83-84 NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 10: Case Study (2-3 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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. 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	Dynamics of Law, McGraw Hill 2021: Chapter 4: Case Studies pgs. 66, 73, 76, and 78
Additional Resources	<a href="#">Wang vs George Valverde</a> <a href="#">Northwestern University and College Athletes Players Association</a> <a href="#">NASA vs Nelson</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 11: Types of Laws and the Legal System (12 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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. 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can be differentiate between different types of laws in business.

Teacher/Student Materials	<a href="#">Types of Laws</a> <a href="#">Laws and Legal System</a>
Additional Resources	Dynamics of Law, McGraw Hill 2021: Chapters 5, 6, and 7: Case Opener pgs. 85, 105, 112, 135, 141, and 166 Point/Counterpoint pg. 167 Questions and Problems pgs. 108 to 111, 138 to 140, and 168 to 170 NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 12: Case Study (2-3 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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. 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	Dynamics of Law, McGraw Hill 2021: Chapter 4: Case Studies pgs. 89, 91, 100, 118, 119, 126, 145, 151, and 158
Additional Resources	<a href="#">Brzonkala vs Morrison</a> <a href="#">Black Star Farms vs Jerry Oliver</a> <a href="#">Riley vs California</a> <a href="#">Salman vs. United States</a> <a href="#">United States vs Thomas Tanke</a> <a href="#">United States vs Park Video</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)

Marking Period 2	Business Law	Grade(s)	9-12
Unit Plan Title:	Contracts, Personal, and Intellectual Property		
Unit Overview			
In this unit students will learn how to enter into and dissolve legally enforceable contracts and agreements. Students will gain insight into how to determine consideration and legal capacity by analyzing case studies. Additionally, students will research real, personal, and intellectual property to determine how businesses and individuals can protect their rights through copyrights and trademarks.			
Essential Question(s)			
<ul style="list-style-type: none"><li>• How do businesses enter into contractual agreements?</li><li>• How do you differentiate between formal and informal contracts?</li><li>• How do you establish consideration?</li><li>• How can you determine legal capacity?</li><li>• How do you identify contracts that fall within the statute of frauds?</li><li>• How are real, personal, and intellectual property related?</li></ul>			
Enduring Understandings			
<ul style="list-style-type: none"><li>• A contract is a set of legally enforceable promises with four elements: Agreement, Consideration, Legal Purpose, and Capacity.</li><li>• A formal contract must have a special form or must be created in a specific manner.</li><li>• The elements of an offer are intent, terms, and communication to the offeree.</li><li>• Consideration is what a person will receive in return for fulfilling a contractual obligation.</li><li>• A person who has legal capacity is one who has the mental ability to enter into an agreement.</li><li>• The type of ownership interests a person has in a property determines their rights to the property.</li></ul>			
Assessments			
<p><b>Pre and Formative:</b> Daily —do now/warm-up responses. Ability to demonstrate proficiency in key unit concepts in class discussions. Student Portfolio of key work products. Shared responses to Essential Questions. Student Portfolio of key work products. Written and reading-based homework.</p> <p><b>Summative:</b> Legal Capacity Quiz after Lessons 5 and Types of Consideration Quiz after Lesson 9. Unit Assessment after Lesson 17.</p> <p><b>Authentic:</b> Mock Trial and Trademark and Logo</p>			
Guest Speaker and Field Trips			
<p><b>Guest Speakers:</b></p> <p>Contract Lawyer (Weeks 1 to 17)</p> <p>Judge (Weeks 1 to 17)</p> <p>Jury Selector (Weeks 1 to 17)</p> <p>Jury Participant (Weeks 1 to 17)</p> <p><b>Deca Field Trips:</b> Regional Leadership Conference and NYC Experience (Radio City Music Hall, NBC Studios, and Empire St. Building</p> <p><b>College Field Trips:</b> Fairleigh Dickinson University, Montclair State University, Rutgers University, and William Paterson University</p>			



**Industry Field Trips:** Advertising Agency, Ernst & Young Marketing Department, Johnson & Johnson, and Brooklyn Nets  
**Virtual Field Trips:** Law School Virtual Tour and Courthouse Virtual Tour

<b>Lesson and Learning Goal/Pacing</b>	
<b>Lesson 1</b>	Creation of Offers (4 Day Lesson)
<b>Lesson 2</b>	Case Study (2-3 Day Lesson)
<b>Lesson 3</b>	Duress and Undue Influence (3 Day Lesson)
<b>Lesson 4</b>	Case Study (2-3 Day Lesson)
<b>Lesson 5</b>	Legal Capacity to Contract (3 Day Lesson)
<b>Lesson 6</b>	Case Study (2-3 Day Lesson)
<b>Lesson 7</b>	Mistake, Misrepresentation, and Fraud (3 Day Lesson)
<b>Lesson 8</b>	Case Study (2-3 Day Lesson)
<b>Lesson 9</b>	Types of Consideration (4 Day Lesson)
<b>Lesson 10</b>	Case Study (2-3 Day Lesson)
<b>Lesson 11</b>	Questionable Consideration (3 Day Lesson)
<b>Lesson 12</b>	Case Study (2-3 Day Lesson)
<b>Lesson 13</b>	What is Required for Acceptance (3 Day Lesson)
<b>Lesson 14</b>	Case Study (2-3 Day Lesson)
<b>Lesson 15</b>	Personal and Intellectual Property (3 Day Lesson)
<b>Lesson 16</b>	Case Study (2-3 Day Lesson)
<b>Lesson 17</b>	Mock Trial (10-15 Day Lesson)
	<b>Lesson 1: Creation of Offers (4 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.

	<p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can distinguish between legal and illegal contracts.
Teacher Materials	<a href="#">Creation of Offers</a>
Additional Resources	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 9:</p> <p>Case Opener pgs. 196 and 212</p> <p>Point/Counterpoint pg. 213</p> <p>Questions and Problems pgs. 215-216</p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 2: Case Study (2-3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 9:</p> <p>Case Studies pgs. 199, 201, and 205</p>
Additional Resources	<p><a href="#">Zappos.Com Inc Customer Data Breach</a></p> <p><a href="#">Trapani Const vs. Elliot</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 3: Duress and Undue Influence (3 Day Lesson)</b>

NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	<p>I can distinguish between state and national legal issues.</p> <p>Students will differentiate between sources of law.</p>
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 12:</p> <p>Case Opener pgs. 254 and 267</p> <p>Point/Counterpoint pg. 268</p> <p>Questions and Problems pgs. 269 to 271</p>
Additional Resources	<p><a href="#">Duress and Undue Influence</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 4: Case Study (2-3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 12:</p> <p>Case Study: 258, 261, and 266</p>
Additional Resources	<p><a href="#">Remember the Hot Coffee Lawsuit? It Changed the Way McDonald's Heats Coffee Forever</a></p>

	NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 5: Legal Capacity to Contract (3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	<p>I can examine how ethics are reflected in our laws and the importance of ethics in running a business sustainably.</p> <p>I can distinguish between business ethics and social responsibility of business.</p>
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 11:</p> <p>Case Opener pgs. 233 and 250</p> <p>Point/Counterpoint pg. 251</p> <p>Questions and Problems pgs. 252-253</p>
Additional Resources	<p><a href="#">Legal Capacity to Contract</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 6: Case Study (2-3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	Dynamics of Law, McGraw Hill 2021:

	Chapter 11: Case Studies pgs. 199, 201, and 205
Additional Resources	<a href="#">Lopez vs. KMART Corp</a> <a href="#">King vs. Riedl</a> <a href="#">Riley AND vs. Stone Gate</a> <a href="#">Ikea Class Action Lawsuit</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 7: Mistake, Misrepresentation, and Fraud (3 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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. 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can differentiate between the different types of law, courts, and regulations in the judicial system. I can investigate the steps in civil litigation. Students will compare the different forms of alternative dispute resolution.
Teacher/Student Materials	Dynamics of Law, McGraw Hill 2021: Chapter 12: Case Opener pgs. 254 and 267 Point/Counterpoint pg. 268 Questions and Problems pgs. 269 to 271
Additional Resources	<a href="#">Mistake, Misrepresentation, and Fraud</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 8: Case Study (2-3 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.

	<p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 12:</p> <p>Case Study: 258, 261, and 266</p>
Additional Resources	<p><a href="#">Simkin vs. Blank</a></p> <p><a href="#">Fantastic Sams Salon Corp. vs. PSTIVO, LLC</a></p> <p><a href="#">Garage Solutions vs. Monty Pearson</a></p> <p><a href="#">Valentine's Day Lawsuit</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 9: Types of Consideration (4 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	<p>I can research jurisdiction and constitutional issues that arise with Internet usage.</p> <p>I can present my findings on jurisdiction and constitutional issues that arise with Internet usage.</p>
Teacher/Student Materials	<a href="#">Types of Consideration</a>
Additional Resources	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 10:</p> <p>Case Opener pgs. 216 and 228</p> <p>Point/Counterpoint pg. 229</p> <p>Questions and Problems pgs. 230-232</p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 10: Case Study (2-3 Day Lesson)</b>

NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 10:</p> <p>Case Studies pgs. 217, 220</p>
Additional Resources	<p><a href="#">Prosecuting Martha Stewart</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
<b>Lesson 11: Questionable Consideration (3 Day Lesson)</b>	
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can differentiate between different types of laws in business.
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 10:</p> <p>Case Opener pgs. 216 and 228</p> <p>Point/Counterpoint pg. 229</p> <p>Questions and Problems pgs. 230-232</p>
Additional Resources	<p><a href="#">Questionable Consideration</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>

	<b>Lesson 12: Case Study (2-3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher/Student Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 10:</p> <p>Case Studies pgs. 217, 220</p>
Additional Resources	<p><a href="#">Hamer vs. Sidway</a></p> <p><a href="#">Apple vs Qualcomm</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 13: What is Considered for Acceptance (2 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine the requirements for acceptance and compare bilateral and unilateral contracts.
Teacher Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 9:</p> <p>Case Opener pgs. 196 and 212</p> <p>Point/Counterpoint pg. 213</p>



	Questions and Problems pgs. 215-216
Additional Resources	<a href="#">What is Considered Acceptance</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 14: Case Study (2-3 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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. 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher Materials	Dynamics of Law, McGraw Hill 2021: Chapter 9: Case Studies pgs. 199, 201, and 205
Additional Resources	<a href="#">Lucy vs. Zehmer</a> <a href="#">Snapchat Lawsuit</a> NJ State Bar Foundation Speaker Bureau (njsbf.org)
	<b>Lesson 15: Personal and Intellectual Property (3 Day Lesson)</b>
NJSLS	9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-BIM.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. 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	I can differentiate between personal and intellectual property.
Teacher Materials	Dynamics of Law, McGraw Hill 2021:

	<p>Chapter 8:</p> <p>Case Opener pgs. 171 and 191</p> <p>Point/Counterpoint pg. 192</p> <p>Questions and Problems pgs. 193-195</p>
Additional Resources	<p><a href="#">Property Rights</a></p> <p><a href="#">US Patent and Trademark</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 16: Case Study (2-3 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.</p>
Learning Objective	I can examine critical facts of case law and defend my decisions.
Teacher Materials	<p>Dynamics of Law, McGraw Hill 2021:</p> <p>Chapter 8:</p> <p>Case Study pgs. 177</p>
Additional Resources	<p><a href="#">Kelo vs. New London</a></p> <p><a href="#">Matal vs. TAM</a></p> <p><a href="#">Toys R Us vs. Canarsie Kiddie Shop</a></p> <p><a href="#">Starbucks vs Sambucks</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>
	<b>Lesson 17: Mock Trial (10 to 15 Day Lesson)</b>
NJSLS	<p>9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.</p> <p>9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.</p>

	6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
Learning Objective	<p>I can conduct a mock business trial.</p> <p>I can prepare for direct and cross examination.</p> <p>I can analyze and learn about opening statements and closing arguments.</p> <p>I can identify all the possible objections that could be made regardless of their strength.</p> <p>I can create a master objection log for use in the competition.</p>
Teacher Materials	<a href="#">Mock Trial Lesson Plan</a>
Additional Resources	<p><a href="#">Mock Trial Topics</a></p> <p><a href="#">Elements of a Good Story</a></p> <p><a href="#">Mock Trial in the Classroom</a></p> <p>NJ State Bar Foundation Speaker Bureau (njsbf.org)</p>