

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Foundations of Law

Course Code: 034321

### **COURSE INTRODUCTION:**

Instruction in this area addresses laws affecting both businesses and families. As laws emanate from different governmental and judicial entities, students must have a basic understanding of the law and the foundation of the legal system. The impact of international business and technology has created an additional demand for students to include this course in their academic preparation.

This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees through a mixture of personal, business, and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, individual rights, wills and estates, family and juvenile justice law, and community property.

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| <p><b>UNIT DESCRIPTION:</b></p> <p>This unit will give students an introduction to law. Understanding of law creation as well as how ethics and morals influence legal decision.</p>  |  | <p><b>SUGGESTED UNIT TIMELINE: 2 WEEKS</b></p> <p><b>CLASS PERIOD (min.): 50 MINUTES</b></p> |    |   |   |          |
|---|--|--|----|---|---|----------|
| <p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do morals and ethics influence one’s legal decisions?</li> <li>2. Why are laws necessary?</li> <li>3. From where does law come?</li> </ol> |  |  |    |   |   |          |
|   |  |  |    |   |   |          |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES  | CCSS LEARNING GOALS<br>(Anchor Standards/Clusters) | CROSSWALK TO STANDARDS   |    |   |   |          |
|   |  | GLEs/CLEs  | PS | CCSS                                    | NBEA  | DOK      |
| 1. Define law as it relates to a person’s rights and responsibilities   |  |  |    | SL11-12.6                               | BLI.A.1.2<br>BLI.A.1.3<br>BLI.A.1.4                           | <b>1</b> |
| 2. Explain the relationship between law, ethics, and morals   |  |  |    | SL11-12.6                               | BLI.A.2.1<br>BLI.A.2.2<br>BLI.A.2.3<br>BLI.A.4.1<br>BLI.A.4.3 | <b>3</b> |
| 3. Identify ethical problems resulting from today’s technological devices   |  |  |    |   | BLI.A.4.6<br>BLI.A.4.7  | <b>1</b> |
| 4. Describe the relationship between historical law and today’s law.  |  |  |    | SL11-12.6<br>WHST11-12.2<br>WHST11-12.9 | BLI.B.3.7   | <b>3</b> |
| 5. Explain the use of the Federal and state constitutions   |  |  |    | SL11-12.4<br>SL11-12.6                  | BLI.B.1.1<br>BLI.B.2.1  | <b>1</b> |

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|  |  |  |  |  | BLI.B.3.2<br>BLI.B.3.3<br>BLI.B.3.4<br>BLI.B.3.5 |          |
| 6.   | Explain how government administrative agencies create regulations                    |  |  | SL11-12.4<br>SL11-12.6                           | BLI.B.2.3  | <b>1</b> |
| 7.   | Explain the role of precedent  |  |  | SL11-12.4<br>SL11-12.6                           | BLI.B.3.7<br>BLI.B.3.8                           | <b>1</b> |
| 8.   | Identify the purpose and process of statutory law                                    |  |  | RH11-12.1<br>RH11-12.2<br>RH11-12.3<br>RH11-12.4 | BLI.B.2.2  | <b>1</b> |
| <p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p><a href="#">Assessment 1</a> – Foundations of Law summative assessment</p> <p><a href="#">Assessment 2</a> – Foundations of Law summative assessment</p> <p><a href="#">Assessment 3</a> – Ethics formative assessment</p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p> |  |  |  |  |  |          |
| <b>Obj. #</b>  | <b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>                  |  |  |  |  |          |
| 2  | 1. Present ethical scenarios to students to consider. Independent learning on ethics |  |  |  |  |          |
| 2  | 2. Cooperative learning on workplace ethics  |  |  |  |  |          |
| 1, 3, 5  | 3. Cooperative learning on the constitution; student research                        |  |  |  |  |          |
| 4, 7   | 4. Independent learning and research on precedent and the supreme court              |  |  |  |  |          |

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| Obj. #  | INSTRUCTIONAL ACTIVITIES: (What Students Do)  |
|---|---|
| 2   | 1. 1. Answer scenarios based on morals and ethics.; <a href="#">Ethics Survey</a>   |
| 2   | 2. 2. Cooperative learning project on <a href="#">Workplace Ethics</a>  |
| 1, 3, 5   | 3. 3. Research and cooperative learning project on the constitution, <a href="#">Constitution project</a>   |
| 4, 7  | 4. 5. Students will conduct independent research on precedent and the supreme court:<br><a href="http://www.pbs.org/wnet/supremecourt/educators/lp4.html">http://www.pbs.org/wnet/supremecourt/educators/lp4.html</a> |
| <p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p><a href="http://www.mcce.org">www.mcce.org</a> – Resources @ MCCE resource library website:</p> <p><b>BE DVD ROM 41 - Business Law and Ethics--If It Is Legal, Is It Ethical?</b><br/>Palomar College<br/>SAN MARCOS, CA, PALOMAR COLLEGE, 2005.<br/>DVD ROM — Enron, MCI, and Tyco have become household words, not because of their products or services, but rather because of their unethical conduct setting new records in the annals of business. A panel of experts help the viewer to understand the ethics of business. High School. 22 minutes.</p> <p><b>BE VIDEO 173 - Business Law, The Basics</b><br/>Cerebellum Corporation<br/>FALLS CHURCH, VA, CEREBELLUM CORPORATION, 2002.<br/>VIDEO — What exactly is a law? Where do laws come from anyway? And how does this all apply to business law? You'll find out as the Standard Deviants let the light of truth shine on common laws, civil laws, contract laws, and maybe even your in-laws. 26 minutes.</p> |   |