

Wilson Area School District Planned Course Guide

Title of Course: – Personal Law

Subject Area: – Business

Grade Level: – 10 - 12

Course Description – This course is designed to introduce students to criminal and civil law. Students will research and explore crimes and torts, and subsequent consequences for each. Students will also learn the details of creating and ending contracts, and how they apply to topics such as borrowing, renting, buying, marriage and divorce. Finally, students will be given the skills to research specific legal information based on their situation and where they live.

Time/Credit for this Course: Half Year / 0.5 Credit

Curriculum Writing Committee: Daniel A. Loudenslager

Curriculum Map

Semester 1

August - Introduction to Law and the Courts

September Introduction to Law and the Courts
Criminal Law
Tort Law

October Tort Law
Creating a Contract
Ending a Contract

November Ending a Contract
Consumer Law
Personal Property

December Renting/Owning a Home
Credit Protection and Bankruptcy
Marriage and Divorce

January Marriage and Divorce

Semester 2

January Introduction to Law and the Courts

February Introduction to Law and the Courts
Criminal Law
Tort Law

March Tort Law
Creating a Contract
Ending a Contract

April Ending a Contract
Consumer Law
Personal Property

May Renting/Owning a Home
Credit Protection and Bankruptcy
Marriage and Divorce

June Marriage and Divorce

Wilson Area School District Planned Course Materials

<u>Course Title:</u>	Personal Law
<u>Textbook:</u>	Glencoe Business and Personal Law McGraw-Hill Education Copyright: 2016 mheducation.com/prek-12
<u>Supplemental Books:</u>	You be the Judge Series No. 1 B.E. Publishing Copyright: 2011
<u>Teacher Resources:</u>	Teacher Edition Textbook, videos, online resources

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Introduction To Law and the Courts

Time Frame: 2 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the evolution from morals to written laws
- Describe the ways in which ethical decisions are made
- Apply ethical rules to situations to determine right from wrong
- Compare/contrast modern law to ancient law
- Explain why laws are needed
- Identify the sources of our laws
- Differentiate between the federal and state court systems
- Identify the elements of the PA state court system
- Differentiate between criminal and civil trial procedures
- Describe the steps in a civil trial
- Explain the pleadings procedure in civil law cases
- Describe the steps in a criminal trial
- Describe the rights that people have when they are arrested
- Understand the juvenile court system
- Understand the importance of jury duty

Core Activities:

- Notes/discussion of related terms and concepts
- Discuss situations that lead to ethical decision making and apply the 3 ethical rules (i.e. Golden Rules, Greatest Good, Real-World Ethics)
- View video clips of different parts from both criminal and civil trials (i.e. Indictment, arraignment, opening/closing statements, presenting evidence, questioning witnesses)
- Research current members of the Supreme Court and current cases
- You Be the Judge Constitutional Law Cases

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Criminal Law

Time Frame: 2-3 Weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the purpose of criminal law
- Identify the parties involved in a crime
- Differentiate the classifications of crimes and consequences
- Describe the elements of a crime
- Explain the 4 defenses to a crime
- Identify various crimes against people, property, business, government, & society
- Identify motor vehicle violations
- Compare/contrast crimes between states

Core Activities:

- Notes/discussion of related terms and concepts
- Given examples of criminal situations, determine the state of mind involved
- Given examples of criminal situations, determine the criminal act that has been committed
- Write examples of the 4 defenses to crimes
- Write a pleadings for a criminal case
- Research past and present criminal cases and share with the class
- You be the Judge Criminal Law Cases
- Stage a mock criminal trial

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Tort Law

Time Frame: 1-2 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the purpose of tort law
- Identify the parties involved in tort law
- Differentiate between intentional torts and negligence
- Define examples of intentional torts against people and property
- Provide examples of intentional tort situations
- Identify the importance of damages in tort law
- Explain how the amount of damages is determined
- Explain the elements of negligence in a tort
- Explain the defenses to negligence
- Identify the concept of strict liability in tort law

Core Activities:

- Notes/discussion of related terms and concepts
- Given examples of tort situations (intentional/negligence), determine the party at fault
- Given examples of tort situations (intentional/negligence), determine the tort that has occurred
- Given a tort, construct an essay explaining the amount of damages requested, supported with proper reasoning
- Research past and present tort cases to share with the class
- Stage a debate among the class given tort situations

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Contract Law

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Describe the importance of contracts
- List situations that involve the use of contracts
- Identify the 6 elements of a contract
- Explain different types of contracts
- Identify the requirements of a proper offer and acceptance
- Determine the circumstances that can terminate an offer
- Explain the elements of capacity
- Identify examples of contracts in which minors can enter
- Explain the elements of legality
- Identify circumstances that go against capacity and legality
- Identify the requirements for and types of valid consideration
- Describe the ways in which a contract can come to an end
- Explain the purpose of transferring rights and duties in a contract
- Describe what may cause a defective contract
- Explain the difference between remedies and damages involved in contract law

Core Activities:

- Notes/discussion of related terms and concepts
- Given contract situations, determine its effectiveness based on the 6 elements
- Write down examples of when different types of contract may be used
- Create examples of contract situations going against or missing 1 or more of the 6 elements
- Present examples of defective contracts to the class
- Negotiate/Create the terms in a contract
- You be the Judge Contract Law Cases

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Consumer Law

Time Frame: 1-2 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Describe the purpose of consumer law
- Explain the role of the consumer in consumer law
- Explain the role of the Uniform Commercial Code
- Identify the rights and responsibilities of the buyer and seller in consumer law
- List the remedies for both buyers and seller in the breach of a sales contract
- Explain federal, state, and local protections for consumers
- Differentiate between the different types of warranties

Core Activities:

- Notes/discussion of related terms and concepts
- Watch a crash test video and explain how it relates to consumer protection
- Analyze a car lease contract and explain how it relates to consumer protection
- Research and share news articles related to consumer law
- Write down an example of fraudulent misrepresentation and bait and switch advertising
- Create a list of terms that would appear in a warranty
- You be the Judge Consumer Law Cases

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Personal Property

Time Frame: 1-2 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Identify the concepts of personal property, real property, and fixtures
- Highlight the law of patents, copyrights, and trademarks
- Recognize the principal types of bailments
- Differentiate between bailors and bailees
- Distinguish among common, contract and private carriers
- Identify the rights and duties in transporting passengers and handling goods
- Identify the rights and duties of hotelkeepers

Core Activities:

- Notes/discussion of related terms and concepts
- Research and share examples of patents, copyrighted works, and trademarks
- Create a list of examples of acceptable use of copyrighted works
- Write down examples of different bailments
- Participate in a role playing discussion related to special bailments (i.e. Hotel Keepers, Transporters, Airlines)
- You be the Judge Trademark Law Cases

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Renting or Owning a Home

Time Frame: 1-2 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Identify the parties involved in a rental agreement
- List the different kinds of rental relationships
- Identify the purpose and elements of a lease agreements
- Explain the rights and obligations of landlords and tenants
- Identify the conditions in which an eviction can occur
- Determine the liability for landlords and tenants
- Explain the way real property can be co-owned
- Describe how title to real property can be transferred
- Define and compare zoning laws, eminent domain, permits, liens, licenses, and easements

Core Activities:

- Notes/discussion of related terms and concepts
- Analyze provided lease agreements
- Create the basic outline and terms of a lease agreement
- Research and explain the Pennsylvania eviction laws
- Write examples of proper and improper use of real property

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Credit Protection and Bankruptcy

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the importance and use of credit
- Describe examples of credit
- Provide advantages and disadvantages for the use of credit
- Describe laws protecting creditors and debtors
- Discuss your rights under the federal credit protection laws
- Explain the purpose of the federal credit protection laws
- Identify and discuss alternatives to bankruptcy
- Distinguish between the different types of bankruptcy
- Explain the difference between voluntary and involuntary bankruptcy
- Identify debts which cannot be discharged by bankruptcy
- Explain the advantages and disadvantages of bankruptcy

Core Activities:

- Notes/discussion of related terms and concepts
- Match federal credit protection laws with definitions
- Research the Consumer Credit Counseling Service on www.credit.org
- Celebrity Bankruptcy Activity
- Educational Video: In Debt we Trust

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Personal Law

Unit: Marriage and Divorce

Time Frame: 1-2 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Define marriage and divorce
- Describe the rights and duties involved in marriage
- Describe the different types of marriages
- Explain the types of marriages that are prohibited by law
- List the requirements of a legal marriage
- Describe the differences between an annulment, a legal separation, and a divorce
- Identify the common grounds for divorce
- Explain the issues involved in a divorce settlement

Core Activities:

- Notes/discussion of related terms and concepts
- Research the requirements/process for a legal marriage in Pennsylvania
- Reference charts of affinity and consanguinity

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
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- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays