# Unit 4: The Court System

Content Area: **CTE/Business**
Course(s): **Business Law 1**
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Status: **Published**

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Business Law I

# Grades 10-12

# The Court System

**Belleville Board of Education**

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## Unit Overview

Students will explore various dispute resolution options. Students will analyze the federal and state court systems and learn to navigate the different levels of the court system. Students will learn about different types of courts and how the court system operates. Students will specifically analyze the Court System of the State of New Jersey. Students will discover the power of the U.S. Supreme Court.

## Enduring Understanding

Students will comprehend the differences between arbitration and mediation and when each may apply. Students will realize that all legal disputes do not have to be resolved in a court of law. Students will apply the concepts of arbitration and mediation to resolve disputes. The court system will be accessible and not intimidating. students will examine the different levels of the court system and understand the power of each type of court. Students will distinguish between trial courts and courts of appeal and comprehend the concept of precedent.

## Essential Questions

- What is alternate dispute resolution?
- What is the the differences between arbitration and mediation and when does each may apply?
- When can a legal dispute resolved out of court?
- What is the difference between the federal court system and the state court systems?
- What are the different levels of the court system and what is the power of each type of court?
- What is the difference between trial courts and courts of appeal?
- What powers do the U.S. Supreme Court have?
- What is the Legal Doctrine of Precedent?

## Exit Skills

Upon completion of Unit 4 students will be able to;

- Define alternate dispute resolution.
- Explain the the differences between arbitration and mediation and identify when either may apply.
- Explain when a legal dispute resolved out of court.
- Identify the differences between the federal court system and the state court systems.
- Differentiate between the different levels of the court system and identify the power of each type of court.
- Explain the difference between trial courts and courts of appeal.
- Define the powers of the U.S. Supreme Court.
- Define the Legal Doctrine of Precedent.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 9.3.LW.2 | Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services. |
| 9.3.LW-LEG | Legal Services |
| 9.3.LW-LEG.1 | Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment. |
| 9.3.LW-LEG.2 | Interpret nonverbal communication cues in order to discern facts from fabrication. |
| 9.3.LW-LEG.3 | Produce written legal materials using writing strategies applicable to the legal services |

| | |
|---|---|
| | environment. |
| 9.3.LW-LEG.4 | Apply information technology tools to perform daily tasks assigned to legal services professionals. |
| 9.3.LW-LEG.7 | Compare and contrast different career fields in the legal services. |
| 9.3.LW-LEG.8 | Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services. |
| 9.3.LW-LEG.9 | Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RH.9-10.1 | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LA.RH.9-10.3 | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. |
| LA.RH.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| LA.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.WHST.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. |
| LA.WHST.9-10.1.B | Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |
| LA.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| SOC.6.1.12.A.2.d | Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. |
| SOC.6.1.12.A.14.b | Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. |

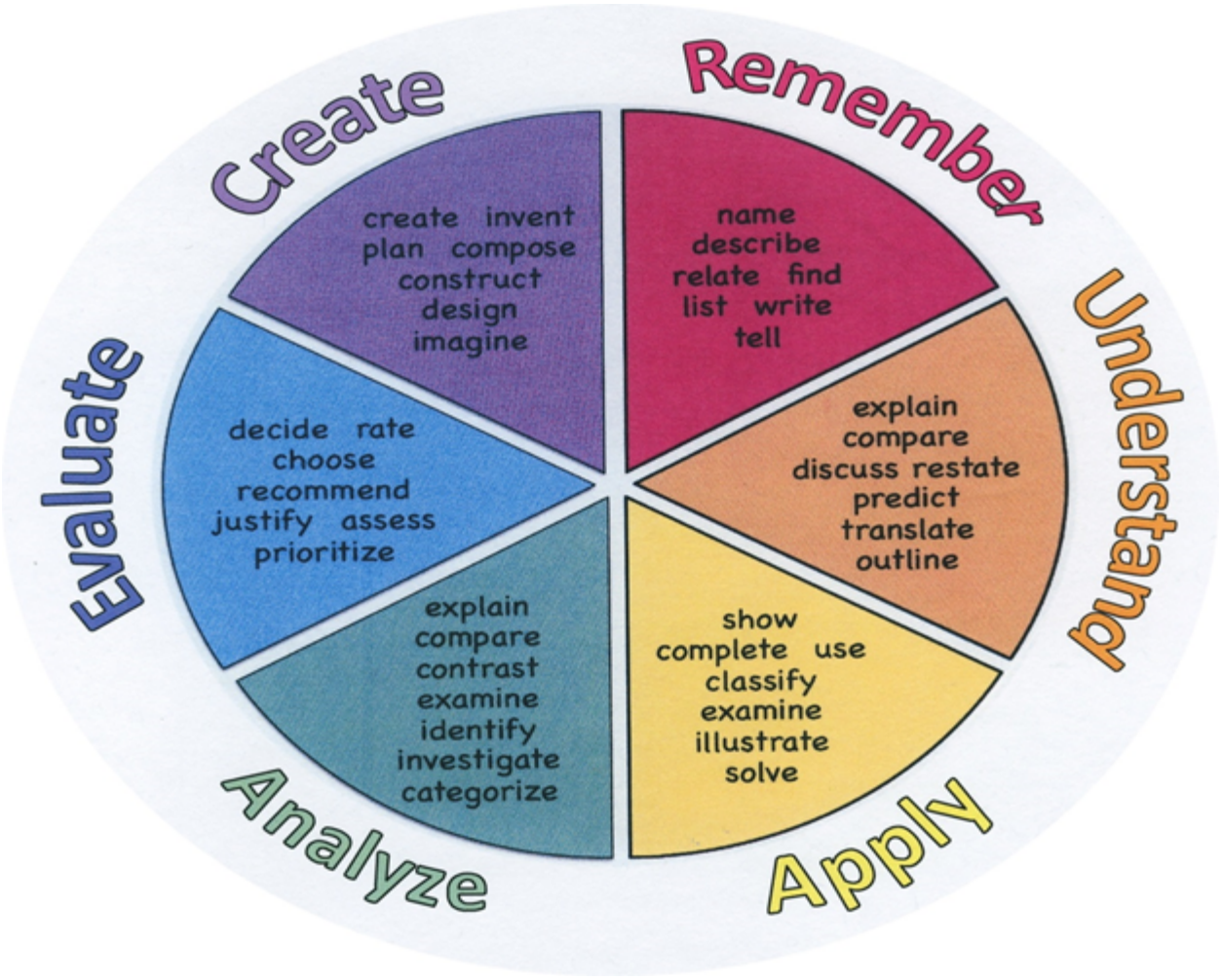
## Learning Objectives

- Define alternate dispute resolution.

- Explain the the differences between arbitration and mediation and identify when either may apply.
- Explain when a legal dispute resolved out of court.
- Identify the differences between the federal court system and the state court systems.
- Diagram the federal court system and the Court System of the State of New Jersey.
- Identify the Chief Justice of the U.S. Supreme Court and the Chief Justice of the Supreme Court of New Jersey and how each is appointed.
- Differentiate between the different levels of the court system and identify the power of each type of court.
- Explain the difference between trial courts and courts of appeal.
- Define the powers of the U.S. Supreme Court.
- Define the Legal Doctrine of Precedent.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- Reading and outlining text
- Teacher oriented class discussion
- Use of PowerPoint to reinforce outlines
- Reaction Papers
- Diagram of court systems
- Answering questions
- Vocabulary
- Analyze Real Cases

## Assessment Evidence - Checking for Understanding (CFU)

- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussion- alternate assessment
- Checklists and Google Classroom will be used to review student work for comprehension and understanding
- Reviewing Reaction Papers and observation during ensuing class discussion
- Unit test-summative assessment
- Explaining-formative assessment
- -benchnmark assessments
- Diagram of court systems
- Answering questions

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Textbook
- internet
- PowerPoint software
- E-Learning platform (Google Classroom)
- Smart T.V.

## Ancillary Resources

BHS Courtroom

BHS Law Library

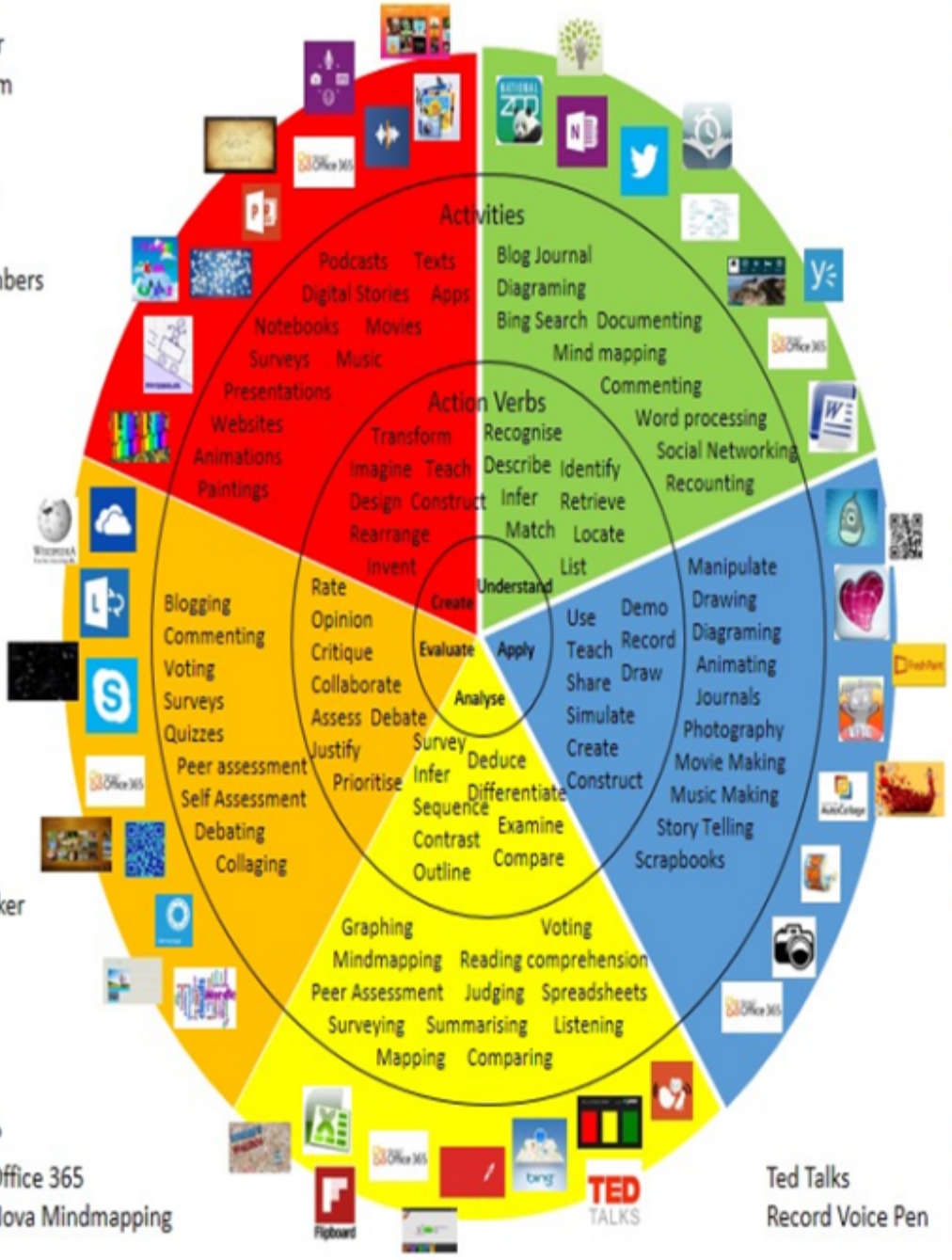
## Technology Infusion

- Internet research to navigate Federal Court System and Court System of the State of New Jersey
- PowerPoint presentations used for lesson delivery
- Chromebooks
- E-Learning Platform (Google Classroom)
- Video/Audio equipment for recording and reviewing courtroom presentationsInternet
- Smart T.V.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

- Internet research on ethical questions in the law using Rule Based and Conequence Based Reasoning
- PowerPoint presentations used for lesson delivery
- E-Learning Platform (Google Classroom)
- Video/Audio equipment for recording and reviewing courtroom presentations

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## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation

- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- Students will be given additional time for completion of assignments or assessments.
- Cooperative grouping to enhance and elevate student productivity.
- Use of visual and auditory presentations (i.e. PowerPoint, video clips, pictures) to introduce and support lesson delivery

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner

- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Students will work in cooperative groups to prepare Unit outline
- Students will use Unit outline to complete Unit assignments and assessments
- Students will be given diagrams of Federal Court system the court system of the State of New Jersey to enhance their ability to navigate the court system

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Students will work with a peer tutor on Unit assignments and assessments
- Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary

- Students and teacher will use translation apps to enable students to focus on selected objectives such as legal vocabulary

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Students will be provided with Unit PowerPoint study guide
- Students will be allowed to use study guide/outline on Unit assessments
- Alternate assessments will be used such as fill in the blank diagrams of the Federal Court system the court system of the State of New Jersey

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Students will create multi-media diagrams of Federal Court system the court system of the State of New Jersey and present them to the class
- Students will compare and contrast court system of the State of New Jersey to other state court systems

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

**Unit Name:**
Unit 4 The Court System

**NJSLS:**
See Link Below

**Interdisciplinary Connection:**

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

**Statement of Objective:**
SWDAT employ critical thinking and interpersonal skills to resolve legal conflicts using alternate dispute resolution methods **by** reading and outlining Ch. 4-1. Students will complete the outiline with 100% accuracy.

**Anticipatory Set/Do Now:**
Read Ch. 4 Hot Debate

**Learning Activity:**
T/O class discussion/PPT; Read and outline for Ch. 4-1.

**Student Assessment/CFU's:**
See Link Below

**Materials:**
Textbook
Internet
PowerPoint
Lap-Tops

**21st Century Themes and Skills:**
See Link Below

**Differentiation:**
See Link Below

**Integration of Technology:**
PowerPoint
Internet
Class Webpage