

04_Family Law

Content Area: **Business**
Course(s):
Time Period: **Semester**
Length: **1 week**
Status: **Published**

General Overview, Course Description or Course Philosophy

The 21st-Century Life and Career Standards, through instruction in life and career skills, intends that all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. These skills include creativity, critical thinking, collaboration, and problem solving skills needed in order for individuals to function successfully as global citizens and workers in diverse ethnic and organizational cultures. 21st Century careers and occupations are those that have been impacted by technological and global forces and are in an ongoing state of reinvention due to technological advances and e-commerce.

In Business Law, students will learn the foundations of Criminal Law, Tort Law, Family Law, law and issues relating to the internet, and Contract Law. Students will develop an understanding of the characteristics of the American legal system, identify the Bill of Rights and analyze our system of checks and balances of the three branches of government, debate the importance of the United States Constitution as it relates to criminal procedures and standards, analyze real legal case studies, and conduct a mock trial based on criminal law facts and evidence and present the criminal case to a mock jury and judge.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understanding:

- The responsibilities of an adult include forming and protecting a family.

Essential Question:

How is an adult responsible to protect a family?

CONTENT AREA STANDARDS

PFL.9.1.12.RM.5	Explain what self-insuring is and determine when it is appropriate.
12.9.3.LW-ENF.9	Evaluate for the signs of domestic violence, child abuse and neglect.
12.9.3.LW-ENF.14	Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ITEC.9-12.9.4.12.C.11	Apply active listening skills to obtain and clarify information.
ITEC.9-12.9.4.12.C.19	Employ technological tools to expedite workflow.
ITEC.9-12.9.4.12.C.21	Operate Internet applications to perform tasks.
ITEC.9-12.9.4.12.C.26	Employ collaborative/groupware applications to facilitate group work.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- How to evaluate the signs of domestic, violence, child abuse and neglect.
- Procedures intended to protect the rights of juvenile victims and offenders.
- Behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.
- The signs of domestic violence, child abuse and neglect.
- What self-insuring is and when it is appropriate.

Procedural Knowledge

Students will be able to:

- Describe the signs of domestic, violence, child abuse and neglect.
- Assess protocols and procedures intended to protect the rights of juvenile victims and offenders.

- Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.
- Diagnose the signs of domestic violence, child abuse and neglect.
- Understand what self-insuring is and when it is appropriate.

EVIDENCE OF LEARNING

Formative Assessments

- Lecture with high-order questioning
- Class participation/discussion
- Group collaborations
- Class assignments
- Case studies
- Observation
- Do Now
- Exit Ticket
- Nearpod
- Canva
- Kahoot
- Proficiency Scale
- Success Criteria

Summative Assessments

- Unit projects
- Case Studies
- Quizzes
- Exams

RESOURCES (Instructional, Supplemental, Intervention Materials)

Text: Brown, Gordon W. and Paul A. Sukys, Business and Personal Law: Real-World Connections, Glencoe-McGraw Hill: New York, NY.

Newsletter: The Legal Eagle (published monthly by the New Jersey State Bar Association specifically for teenage students)

Case Studies

You Tube videos of different cases

[Bills of Rights](#)

[Bills of Rights Institute](#)

[United States Supreme Court](#)

[Supreme Court of the United States](#)

[NJ Courts](#)

[McGraw Hill Legacy](#)

[Street Law](#)

[The Learning Network](#)

[Nearpod](#)

[Canva](#)

[Kahoot](#)

Guest speakers

INTERDISCIPLINARY CONNECTIONS

English/Language Arts:

Speech/debate

Narrative Writing

Informative Writing

Implementation of conventions of Standard English

Language Acquisition

Social Studies

Historical Research

Current Events

Autobiographical Studies

Ethics

Social justice

Public policy

Civic Literacy

Social relationships among people

Science & Health

Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Social Emotional Learning

Sustainability

Visual Performing Arts

Visual Language

Electronic Media

Technology/Multimedia

Researching based writing

Google

Media Literacy

Educational tech applications

Math

Data collection/analysis

Computations

Statistics

Financial/Economic/Business/Entrepreneurial Literacy

Science

Environmental Literacy

Career Readiness

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

Literary responses (critical)

Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations and Modifications document in course folder.

See below for additional accommodations and modifications.

GIFTED AND TALENTED

Extension Activities

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide a presentation of appropriate topics.
- Design surveys to generate and analyze data to be used in a discussion.

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

ENGLISH LANGUAGE LEARNERS

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Repetition and practice
- Model to be mastered Modifications for Homework/Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Beginners:

- Use graphic models and visual examples to connect important ideas
- Pair graphic representations with content vocabulary – math journals, vocabulary cards, and more

● Utilize manipulatives – pattern blocks, paper money, tangrams, etc. Use manipulatives to help students make connections between concrete and abstract concepts

- Use pictures or visuals wherever possible
- Cue students before asking a questions during class discussions
- Help students with background vocabulary
- Use graphic organizer
- Modify the length of reading passages, with extended time to complete them
- Minimize homework to essential content and learning
- Assign simplified homework with extended time to complete it
- Simplify assessments:
 - true/false
 - Multiple choice (only two choices)
 - Matching
 - decreased number of questions

- Use of a bilingual dictionary
- Focus on recognition work (listening, reading), rather than productive work (speaking and writing)

Intermediate:

- Use pictures or visuals wherever possible
- Cue students before asking a questions during class discussions
- Oral and written production expanded
- Focus on main/core vocabulary only
- Help students understand contextual terms
- Extended time for assessments
- Provide an outline of class notes so that students can focus on class discussion
- Ask students to re-phrase key ideas in their own words
- Check comprehension of directions by asking students to restate the information

STUDENTS WITH DISABILITIES

(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 teams)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- A student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home. A student may request book on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases
- Provide the student with clearly stated (written) expectations and grading criteria for assignments
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations / modifications for assessments

STUDENTS AT RISK OF HIGH SCHOOL FAILURE

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- A student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignment
- Extra textbooks for home

Build Students' Strengths and Multiple Intelligences

- Verbal Linguistic
- Logical – reasoning
- Musical/ Rhythmic

- Intrapersonal Intelligence

- Visual Spatial Intelligence
- Bodily Kinesthetic accommodations/modification sent may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases

- Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments

- Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
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