



Updated 1.2017

Everett Public Schools District

Course: Business Law		Total Framework Hours: 90
CIP Code: 220001	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: Oct. 1st, 2017
Career Cluster: Law & Public Safety, Corrections & Security		Cluster Pathway: Legal Services
I Unit - COMPONENTS AND ASSESSMENTS		
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Critical Thinking Worksheet Problems Unit Exam Individual Tests and Quizzes Teacher and Student Designed Modified Personal Assessments Socratic Seminar Case Study on Business Law Issue Current Events on Legal Business Issue Individual or Group Presentations Pre-test versus Post-test Student Restatement of Material Covered Student Created Test Questions Oral Review of Prior Day's Notes Project Jeopardy Style Individual/Team Quizzes 		
<p>Leadership Alignment:</p> <p>In a collaborative group, students will <i>work creatively with others</i> while discussing and analyzing the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law. Students will <i>access and evaluate information</i> about a competing social value that can be reasoned and argued ethically from either side. Students will be assessed using a DECA guidelines and performance indicators.</p>		
Standards and Competencies		
UNIT1: - Basics of Law		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 15

Standard A: Ethics and Privacy and the Law

- 1.A.1 Identify and discuss consequences of unethical and illegal conduct.
- 1.A.2 Describe how to develop an ethical and legal life style.
- 1.A.3 List the most common sources of law.
- 1.A.4 Explain the way social forces may sometimes conflict

Standard B: Sources of Law

- 1.B.1 Describe the powers and limitations of the federal government as stated in the Constitution.
- 1.B.2 Identify the basic freedoms guaranteed by the Bill of Rights and describe several key Constitutional amendments beyond the Bill of Rights.

- 1.B.3 Compare and contrast the national constitution with state, territory, and province constitutions.
- 1.B.4 Determine how courts make law and explain the role of precedent in the legal system.
- Standard C: Structure of the Courts**
- 1.C.1 Differentiate among cases that belong within the jurisdiction of the federal and state, territory, and province court systems.
- 1.C.2 Compare the role of juvenile court with the role of the courts within a state, territory, or province.
- 1.C.3 Explain the role of the national and state, territory, and province appellate courts.
- 1.C.4 Differentiate between the roles of the US Supreme Court and state, territory, and province supreme courts.
- 1.C.5 Differentiate between the rules of the International Law Commission, the UN Commission of International Trade Law, and the World Trade Organization.
- Standard D: Classification of Procedural Law**
- 1.D.1 Define litigation.
- 1.D.2 Define Alternate Dispute Resolution (ADR)
- 1.D.3 Explain the advantages and disadvantages of arbitration, mediation, and conciliation.
- 1.D.4 Compare and contrast the steps in a civil law suit with the steps in a criminal prosecution.
- 1.D.5 List and explain the steps in criminal and civil trials.
- 1.D.6 Describe the appellate process in criminal and civil cases.
- 1.D.7 Define the statute of limitations.
- Standard E: Classification of Substantive Law**
- 1.E.1 Define different types of business crime (e.g., arson, forgery, and embezzlement).
- 1.E.2 Determine several defenses to criminal acts (e.g., insanity defense and self-defense).
- 1.E.3 Distinguish between a tort and a crime.
- 1.E.4 Differentiate between and give examples of negligence and intentional torts.
- 1.E.5 Explain the concepts of the reasonable person test and proximate cause.
- 1.E.6 Explain the concept of strict liability and describe circumstances under which it is imposed.
- 1.E.7 Describe the penalties available in criminal law and the remedies available in tort law.

Aligned Washington State Standards	
Educational Technology	<p>EALR 1 – Integration</p> <p>Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.</p> <p>Components</p> <p>1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3: Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>EALR 2 – Digital Citizenship</p> <p>Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>Components</p> <p>2.1: Practice Safety: Practice safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2: Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.3: Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p>
English Language Arts	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing process) • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary and information texts to support analysis, reflection, and research.
Social Studies	<p>1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.</p> <p>1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.</p> <p>1.1.2a Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.</p> <p>1.1.2b Evaluates relationships between key ideals and historical and current realities.</p> <p>1.2 Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.2.2a Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.</p> <p>1.2.2b Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.</p> <p>1.2.4 Understands and evaluates how political systems in the United States operate.</p> <p>1.4 Understands civic involvement.</p> <p>1.4.1a Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p> <p>4.3 Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.3.1a Analyzes differing interpretations of events in U.S. history (1890—present).</p> <p>4.3.1b Analyzes the motives and interests behind an interpretation of a recent</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: Analyze the relationship among contract, law of sales and consumer law. The objective test may consist of both objective questions and case problems. Questions may address commonly recognized areas of business law including contracts, sales, business organization, bailments, agency, bankruptcy, insurance, trade regulation, product/personal liability, wills, consumer protection, negotiable instruments, and torts

Leadership Alignment: Students will *work creatively with others* and use critical thinking to determine a way to group objects and create a flowchart to classify the three different types of contracts. Students will also *Work Independently* to examine person contracts such as, cell phone contracts, as outlined by DECA's Personal Financial Literacy challenge.

Embedded Leadership Activities - Case study, Guest speakers, Field trips

Standards and Competencies

UNIT 2: Contract Law, Law of Sales, and Consumer Law

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

A. Contract Law

- II.A.1 Differentiate between classes of contracts (express and implied, unilateral and bilateral, and oral and written).
- II.A.2. Explain how offer and acceptance can create contractual rights and duties.
- II.A.3 Determine whether or not an agreement is definite enough to be enforced as a contract.
- II.A.4 Differentiate between the ways that assent can be undermined (e.g., fraud, nondisclosure, misrepresentation, mistake, duress, and undue influence)
- II.A.5 Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration
- II.A.6 Explain a minor's right to avoid a contract.
- II.A.7 Identify categories of people who lack contractual capacity
- II.A.8 Describe the concept of unconscionability and compare it to legality
- II.A.9 List the essential information that should be included in writing under the statute of frauds.
- II.A.10 Explain the parole evidence rule
- II.A.11 Describe the various rules applied to the interpretation of contracts.
- II.A.12 Explain the various rules applied to contracts involving third parties
- II.A.13 List the ways a contract can be discharged.
- II.A.14 Describe breach of contract and the remedies available when a contract is breached
- II.A.15 Discuss the impact of the laws of different countries on contractual transactions.

B. Law of Sales

- II.B.1 Distinguish between a sale of goods and other transactions relating to goods
- II.B.2 Describe the Uniform Commercial Code (UCC)
- II.B.3 Explain why the UCC has been adopted by individual states
- II.B.4 Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act, and the Millennium Digital Commerce Act.
- II.B.5 Discuss the issue of taxation and e-commerce.

C. Consumer Law

- II.C.1 Identify legislation that regulates consumer credit and electronic credit transactions (e.g., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act).
- II.C.2 Discuss consumer protection legislation (e.g., Federal Trade Commission Act, Consumer Product Safety Act, and Consumer Leasing Act)

Aligned Washington State Standards

<p>Educational Technology</p>	<p>EALR 1 – Integration Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.</p> <p>Components</p> <p>1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3: Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>EALR 2 – Digital Citizenship Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>Components</p> <p>2.1: Practice Safety: Practice safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2: Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.3: Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p>
<p>English Language Arts</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing process) • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source,

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COMPONENTS AND ASSESSMENTS	
Performance Assessments: <i>Critical Thinking Worksheet Problems</i> <i>Unit Exam</i> <i>Case Study on Business Law Issue</i> <i>Pre-test versus Post-test</i> <i>Student Restatement of Material Covered</i> <i>Student Created Test Questions</i> <i>Oral Review of Prior Day's Notes</i>	

Leadership Alignment: Student's will be presented with a business legal and ethical situation outlined by DECA's Principles of Business Management and Administrative competitive event. Students will *think creatively, communicate clearly and collaborate with others* to solve the problem. Students will *produce results* that will be communicated by *creating media products*.

Embedded Leadership Activities: Guest speakers from the BBB and OSHA. Field trips to the courthouse.

Standards and Competencies		
UNIT 3: Law and the Workplace		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 10
<p>Agency Law</p> <p>III.A.1 Distinguish between an agent and individuals such as independent contractor, real estate brokers, bailees, and trustees</p> <p>III.A.2 Distinguish between a general power of attorney, a durable power of attorney, and a limited power of attorney</p> <p>III.A.3 Explain the different types of agents</p> <p>III.A.4 Define ratification and its elements</p> <p>III.A.5. Explain the concept of vicarious liability</p> <p>Employment</p> <p>III.B.1 Explain the relationship of Title VII of the Civil Rights Act to employment.</p> <p>III.B.2 Explain the difference between disparate treatment and disparate impact in discrimination cases.</p> <p>III.B.3 Explain the Civil Rights Act of 1991.</p> <p>III.B.4 Determine what questions can and cannot be asked during an employment interview.</p> <p>III.B.5 Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests (e.g., aptitude, psychological, polygraph, and drug tests).</p> <p>III.B.6 Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act).</p> <p>III.B.7 Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, and Occupational Safety and Health Act).</p> <p>III.B.8 Identify legislation that guarantees worker benefits (e.g., unemployment insurance, pension protection, workers' compensation, and Social Security legislation).</p> <p>III.B.9 Describe the collective-bargaining process.</p> <p>III.B.10 Identify legislation that regulates union activities (e.g., National Labor Relations Act, Taft-Hartley Act, and Landrum-Griffin Act).</p>		
Aligned Washington State Standards		
Educational Technology	1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital	
English Language Arts	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in 	

	<p>words. * See “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening</p> <ul style="list-style-type: none"> • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing process) • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary and information texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Social Studies	<p>1.2 Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>2.2 Understands how economic systems function.</p> <p>4.1 Understands historical chronology</p> <p>4.2.1 Evaluates how individuals and movements have shaped the United States (1890-Present)</p> <p>4.3 Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.3.1a Analyzes differing interpretations of events in U.S. history (1890—present).</p> <p>4.3.1b Analyzes the motives and interests behind an interpretation of a recent event.</p>
COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments: <i>Individual or Group Presentations,</i> <i>One-minute Essays</i> <i>Quiz</i></p>	
<p>Leadership Alignment: Students will participate in a DECA Human Resources Series scenario where they will <i>work effectively in diverse teams</i> to <i>analyze media</i> to determine the type of business liability and responsibility to employees. Student will be asked to <i>create media products</i> that demonstrates how they have <i>made judgements and decisions</i> about the scenario.</p>	
Standards and Competencies	
Unit:4 Business Organizations	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
<p>Standard A: Sole Proprietorships and Partnerships</p> <p>IV.A.1 Outline the legal procedures for forming and running a sole proprietorship.</p> <p>IV.A.2 Describe legislation that affects partnerships (Uniform Partnership Act and Revised Uniform Partnership Act)</p> <p>IV.A.3 Explain the property rights involved in partnerships (tenancy in partnership and sharing of profits).</p> <p>IV.A.4 Discuss other partnership rights (right to manage, right to an account).</p> <p>IV.A.5 Identify how a partnership may be dissolved by the acts of the partners, operation of the law, and order of the court.</p> <p>IV.A.6 Determine after a dissolution, whether a partnership would continue or terminate through a winding up.</p> <p>IV.A.7 Explain the winding up of partnership affairs and distribution of partnership assets after dissolution.</p> <p>IV.A.8 Distinguish between a limited partnership and a general partnership the roles of corporate directors and corporate officers.</p> <p>IV A.9 Describe how the Revised Uniform Limited Partnership Act affects limited partnerships.</p> <p>IV.A.10 Explain the rights and duties of limited partners and general partners in a limited partnership</p> <p>IV.A.11 Explain the distribution of assets after the dissolution of a limited partnership.</p> <p>IV.A.12 Differentiate between other partnership-type business organizations (joint ventures, limited partnership associations, and registered partnerships having limited liability)</p> <p>Standard B: Corporations</p> <p>IV.B.1 Differentiate between types of corporations (profit, nonprofits, domestic, foreign, and alien corporations)</p> <p>IV.B.2 Explain the steps involved in forming a corporation</p> <p>IV.B.3 Explain the circumstances under which courts may disregard the corporate entity and pierce the corporate veil</p> <p>IV B.4 Describe the functions of the board of directors and officers of a corporation with regard to control of corporate affairs</p> <p>IV B.5 Differentiate between common and preferred stock</p> <p>IV B.6 Identify shareholder rights (right to receive dividends, right to vote, right to inspect the books and preemptive rights.</p> <p>IV.B.7 Explain the nature of the shareholders' liabilities</p> <p>IV.B.8 Describe when promoters, directors, and officers ae liable to the corporation, shareholders, and third persons.</p> <p>IV.B.9 Differentiate between types of corporate expansion (mergers, consolidations, and conglomerates)</p>	

IV.B.10 Identify federal, state, territory, and province statutes that regulate corporations

IV.B.11 Describe the ways corporate existence may be terminated

Standard C: Limited Liability Companies

IV.C.1 Define a limited liability company

IV.C.2 Explain the steps in forming a limited liability company

IV.C.3 Explain the advantages and disadvantages of doing business as a limited liability company

IV.C.4 Explain the nature of management responsibilities in a limited liability company

IV.C.5 Describe the effect of the tax code on limited liability companies

Aligned Washington State Standards

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Social Studies	<p>Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.4 Understands civic involvement.</p> <p>2.2 Understands how economic systems function.</p>

5 -Unit COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments: Think-Write-Pair-Share Presentation Students think individually, write down their thinking, pair and discuss with partner, then share with the class.</p>	
<p>Leadership Alignment: Students will participate in a Travel and Tourism scenario outlined by DECA where they look rental car agreements and the complimentary, optional insurance agreement. Students will <i>use and manage information to reason effectively</i> about the need for purchasing rental car insurance. Embedded Activities: Look at rental agreements and look at car insurance. Specialist comes in talks about the car agreement. Individual's look at insurance for apartments and other agreements</p>	
Standards and Competencies	
Unit:5 Property Law	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 5

A. Personal Property

V.A.1 List different methods by which property is acquired

V.A.2 Identify the forms of co-ownership of personal property

V.A.3 Explain how a bailment created and describe the standard of care different bailees are required to exercise over bailed property

V.A.4 Distinguish between an ordinary bailment and a special bailment

V.A.5 Define intellectual property and list types of intellectual property

V.A.6 Identify a common carrier liability **for loss or damage to goods**

B. Real Property

V.B.1 Distinguish among liens, licenses and easement and explain the differences

V.B.2 List the major estate in land and describe the major features of each

V.B.3 List and describe the forms of co-ownership of real property

V.B.4 Describe the kinds of rental relationships that landlords and tenants may create

Educational Technology	<p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources</p>
English Language Arts	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. See “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric <p>Presentation of Knowledge and Ideas</p>

	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate <p>Writing Text Types and Purposes</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing process) • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary and information texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Social Studies	<p>Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>2.2 Understands how economic systems function.</p> <p>4.1 Understands historical chronology</p> <p>4.2.1 Evaluates how individuals and movements have shaped the United States (1890-Present)</p> <p>4.3 Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.3.1a Analyzes differing interpretations of events in U.S. history (1890—present).</p> <p>4.3.1b Analyzes the motives and interests behind an interpretation of a recent event.</p>
Unit 6: COMPONENTS AND ASSESSMENTS	
Performance Assessments Unit Exam Exit card – Exit cards are reflection of written student responses to questions posed at the end of a class lesson, learning activity, or end of unit.	
Leadership Alignment: Students will participate in the DECA unit called financial services where they look at the impact of management decisions on finances. Students will <i>apply technology effectively to guide and lead others</i> to create a business plan for avoiding customer identity theft. Students will also use <i>analyze media</i> to review credit reports. Embedded Leadership Activities: Guest Speakers: Banker and insurance agent to talk about the type of debt and bonds. Focus on how to avoid identity theft in commerce.	

<i>Standards and Competencies</i>	
Unit 6. Commercial Paper, Insurance, Secured Transaction, Bankruptcy	Total Learning Hours for Unit: 10
<p>Commercial Paper VI.A.1 Explain the importance and function of commercial paper. VI.A.2 Demonstrate an understanding of the concept of negotiability and distinguish it from assign ability Base owner's, and marine) VI.B 4 Explain some of the differences in health insurance coverages. C. Secured Transactions VI.C 1 Describe a secured transaction and explain the requirements for creating a valid security interest. VI.C 2 Define the major types of collateral. D. Bankruptcy VI.D 1 Describe and discuss the various aspects of bankruptcy (Liquidation, Reorganization, and Reorganization of Debts) VI.D 2 Compare the differences between voluntary bankruptcy and involuntary bankruptcy cases. VI.D 3 Explain the procedure for the administration of the debtor's estate. VI.D 4 Identify and discuss alternatives to bankruptcy. VI.D 5 Discuss your rights under the Consumer Credit Protection Act, the Fair Credit Reporting Act, and the Fair Credit Billing Act. VI.D 6 Explain the purpose of the Equal Credit Opportunity Act and the Fair Credit Collection Practices Act VI.D 7 Explain how you can avoid Identify theft</p>	
<i>Aligned Washington State Standards</i>	
Educational Technology	1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
English Language Arts	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. See "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take <p>Range of Reading and Level of Text Complexity</p>

	<ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing process) • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary and information texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Financial Education	<p>Use reliable resources when making financial decisions.</p> <p>4. List sources of financial information that are objective, accurate, and current.</p> <p>Summarize major consumer protection laws.</p> <p>Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>5. Identify elements of a contingency plan to handle events (e.g., car breakdown or phone loss) that might affect personal finances on short notice.</p> <p>Apply communication strategies when discussing financial issues.</p> <p>Analyze the requirements of contractual obligations.</p> <p>Control personal information.</p> <p>6. Understand identity theft prevention strategies.</p>

	<p>Use a personal financial plan or budget.</p> <p>7. List the main components of a simple will.</p> <p>8. Explain the purpose of a durable power of attorney for health care (living will).</p>
Social Studies	<p>Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.</p> <p>1.1.2b Evaluates relationships between key ideals and historical and current realities.</p> <p>1.2 Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.2.2a Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.</p> <p>1.2.2b Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.</p> <p>1.4.1a Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p> <p>4.3 Understands that there are multiple perspectives and interpretations of historical events.</p>
7-Unit COMPONENTS AND ASSESSMENTS	
Performance Assessments: Quiz – (Multiple Choice, True/False, Short Answer, Matching, or Extended Response)	
<p>Leadership Alignment: In this unit students will look at contract issues with digital signatures, patent law with music/art on the internet. Students will <i>interact effectively with others</i> while analyzing the district computer policies for their district and personal devices used at school. Students will <i>be flexible</i> when considering the liability schools have to students and their computer use.</p>	
UNIT 7: Computer Law	
Standards and Competencies	
Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act (the E-Sign Act), and the Millennium Digital Commerce Act.	
Standard D: Social Media Policies	
Standard E: Online Terms of Use and In-App Purchases	
<p>Industry Standards and/or Competencies</p> <p>Total Learning Hours for Unit: 7</p> <p>A. Basics of Computer Law</p> <p>Define the key terms involved in computer law</p> <p>B. Ownership Issues</p> <p>Cybersecurity Law and Policy</p> <p>Determine when a computer program can be protected by a patent and explain the steps in applying for the patent.</p> <p>Determine when a computer program can be protected by a copyright and explain the steps in applying for the copyright.</p> <p>Explain the Anti-Cyber Squatting Consumer Protections Act as it deals with trademark remedies.</p> <p>C. Contract Issues</p> <p>Determine when computer-related contracts are service contracts and when they are sale-of-goods contracts.</p> <p>Explain the need for source code escrow agreements.</p> <p>Outline the various claims and defenses that are available in civil suits involving computer contracts</p> <p>D. Criminal Law and Privacy Issues</p>	

Analyze how technological advances have created business practices that may be in conflict with the laws governing invasion of privacy
Explain how common law, constitutional law, statutory law, and administrative regulations can be used to prevent the use of computers to invade privacy.

Outline the various types of federal, state, territory, and province statutes designed to combat computer crime.
 Explain the European Data Protection Directive and the rules of the Federal Trade Commission in relation to privacy and the computer.

E. E-Commerce

Explain the impact of existing law on e-commerce
 Discuss problems of jurisdiction in relation to e-commerce.
 Discuss the nature of authentication problems, digital signatures, and domain name disputes

F. International Issues

Discuss the impact of the laws of different countries on computer law.
 Analyze the impact of international law on computer law.

Standard D: Online Business and APPS Regulations)

Standard E: Cyberlaw and Ecommerce

- Explain the nature of a cybercrime.
- List different types of cybercrimes.
- Describe the nature of a cybertort.
- Distinguish between cyberdefamation and cyberinvasion of privacy
- Explain intellectual property and copyright for digital products.
- Explain the importance of trademarks.
- Identify the characteristics of a patentable invention.
- Recognize two unsettled issues in ecommerce law.
- Explain new laws regarding digital signatures and documents

Aligned Washington State Standards

Computer Science	<p>3A-I-7-23 Compare and contrast information access and distribution rights.</p> <p>3A-I-7-24 Discuss implications of the collection and large-scale analysis of information about individuals (e.g., how businesses, social media, and government collect and use personal data).</p>
Educational Technology	<p>INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.</p> <p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer</p>

English Language Arts

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. See “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing Process)
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

	<ul style="list-style-type: none"> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary and information texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Social Studies	<p>Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.</p> <p>1.1.2b Evaluates relationships between key ideals and historical and current realities.</p> <p>1.2 Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.2.2a Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.</p> <p>1.2.2b Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.</p> <p>1.4.1a Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p> <p>4.3 Understands that there are multiple perspectives and interpretations of historical</p>

Unit 8-COMPONENTS AND ASSESSMENTS

Performance Assessments: Performance Assessments: Quiz – (Multiple Choice, True/False, Short Answer, Matching, or Extended Response)

Leadership Alignment:

Students will participate in the DECA Ethics Team Decision Making scenario where they will need to *be flexible* and *adapt to change* while determining their ethical position of a scenario. Student teams will need to *manage goals and time* and *apply technology effectively* to present their side of the ethical line in their scenario. Students will need to *access and evaluate information* to *create a media product* that will be used to *guide and lead others* in their decision making.

Standards and Competencies

UNIT 8: Environmental Law and Energy Regulation

Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
<p>Environmental Law</p> <p>VIII.A 1 Describe the various federal statutes (e.g., National Environmental Policy Act, Clean Air Act, Clean Water Act, and Toxic Substance Control Act) that impact the environment</p> <p>VIII.A 2 Identify the federal and state statutes that impact the environment.</p> <p>VIII.A 3 Describe the various international initiatives that influence environmental regulations.</p> <p>VIII.A 4 Describe the impact of international law on energy regulation and conservation.</p> <p>environmental law such as the law and science of climate change with a focus on domestic efforts to reduce carbon emissions using existing laws</p>	
B. Energy Regulation	

VIII.B 1 Describe the various federal agencies

Department of Energy, Energy Regulatory Commission, and Nuclear Regulatory Commission) that impact energy regulation and conservation Administrative Law & Government Regulation - Economic and Consumer Regulation;
 VIII.B 2 Describe the various state statutes that impact energy regulation and conservation
 VIII.B 3 Identify policies that regulate the environment, including common law doctrines such as major U.S. federal statutes such as NEPA, the Clean Air Act, the Clean Water Act, and the Endangered Species Act.

Aligned Washington State Standards

Computer Science	<p>INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.</p> <p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer http://k12.wa.us/ComputerScience/LearningStandards.aspx</p>
Educational Technology	<p>.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p>
English Language Arts	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. See “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

	<p>approaches the authors take</p> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing process) • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary and information texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Environment and Sustainability	<p>Standard 2: The Natural and Built Environment</p> <ul style="list-style-type: none"> •Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments. <p>Standard 3: Sustainability and Civic Responsibility</p> <ul style="list-style-type: none"> •Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.
Mathematics	<p>A1.8. A Analyze a problem situation and represent it mathematically.</p> <p>7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations.</p>

	<p>A1.3. B Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations.</p> <p>A1.2. B Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables.</p> <p>*b A1.6. B Make valid inferences and draw conclusions based on data.</p> <p>A1.7. D Solve an equation involving several variables by expressing one variable in terms of the others.</p> <p>*c A1.3. B Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations.</p> <p>A1.6. B Make valid inferences and draw conclusions based on data.</p>
Science	<p>9-11 LS2F The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources.</p> <p>Explain how scientific concepts and findings relate to a resource issue currently under discussion in the state of Washington (e.g., removal of dams to facilitate salmon spawning in rivers; construction of wind farms)</p> <p>Explain how the concept of sustainable development may be applied to a current resource issue in the state of Washington.</p>
Social Studies	<p>Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.</p> <p>1.1.2b Evaluates relationships between key ideals and historical and current realities.</p> <p>1.2 Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.2.2a Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.</p> <p>1.2.2b Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.</p> <p>1.4.1a Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p>

Unit 9: COMPONENTS AND ASSESSMENTS

Performance Assessments:

Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, and the Internet) in the career exploration process.

Compare personal skills and aptitudes with various career options.

Complete Job applications, interviews and cover letters.

Complete resume

Leadership Alignment: Law, Public Safety and Security Cluster Career Research

Students will participate in the Human Resources Management series that focuses on staffing as determined by a DECA scenario. Students will *work independently* to create and *manage a product* which is ultimately a resume that fits the posted position. Students will be asked to *be self-directed learners* that applies their culminating knowledge of business to apply for a mock job posting in an interview setting.

Unit: 9 Careers in Law**Standards and Competencies**

- Assess and analyze personal talents, values, and interests as they may relate to a future career, based on the completion of standardized career interest survey and personality indicator assessments.
- Identify the knowledge, skills and attitudes required to succeed in the ideal job/career.
- Compare personal skills and aptitudes with various career options.
- Discuss the importance of flexible career planning and career self-management.
- Correlate personal characteristics with the requirements of specific jobs within career clusters.
- Identify transferable competencies and job-specific skills related to career and job options.
- Identify personal strengths and weaknesses.

Industry Standards and/or Competencies**Total Learning Hours for Unit: 10**

- **Achievement Standard:** Relate the importance of lifelong learning to career success

Achievement Standard: Self-Awareness Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

Achievement Standard: Career Research Utilize career resources to develop a career information database that includes international career opportunities.

Achievement Standard: Workplace Expectations Relate the importance of workplace expectations to career development.

Achievement Standard: Career Strategy Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan

Aligned Washington State Standards

INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

DIGITAL CITIZENSHIP: Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.

2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.

2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

2.4 Adapt to Change (Technology Fluency): Transfer

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

Computer Science**Educational Technology**

English Language Arts

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* See “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Writing process)

	<ul style="list-style-type: none"> • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary and information texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Financial Education	<p>Use reliable resources when making financial decisions.</p> <p>4. List sources of financial information that are objective, accurate, and current.</p> <p>Summarize major consumer protection laws.</p> <p>Not applicable at this grade level.</p> <p>Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>5. Identify elements of a contingency plan to handle events (e.g., car breakdown or phone loss) that might affect personal finances on short notice.</p>
Mathematics	<p>A1.8. A Analyze a problem situation and represent it mathematically.</p> <p>7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations.</p> <p>A1.3. B Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations.</p> <p>A1.2. B Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables.</p> <p>*b A1.6. B Make valid inferences and draw conclusions based on data.</p> <p>A1.7. D Solve an equation involving several variables by expressing one variable in terms of the others.</p> <p>*c A1.3. B Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations.</p> <p>A1.6. B Make valid inferences and draw conclusions based on data.</p>
Social Studies	<p>Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.</p> <p>1.1.2b Evaluates relationships between key ideals and historical and current realities.</p> <p>1.2 Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.2.2a Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.</p> <p>1.2.2b Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.</p> <p>1.4.1a Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p>
21st Century Skills	
Check those that students will demonstrate in this course:	

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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