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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Business Law |
| **Lesson/Unit Title** | Types of Laws |
| **TEKS Student Expectations** | **130.134. (c) Knowledge and Skills**  (3) The student identifies the different types of law, courts, and regulations in the judicial system:  (A) The student is expected to identify the concepts of civil and criminal law;  (B) The student is expected to explain the differenttypes of courts and traditional court procedures; and  (D) The student is expected to comprehend the rationale for governmental regulations of business activities. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Identify the four sources of law. * Discuss how conflicts between laws are resolved. * Compare and contrast criminal and civil law, and substantive and procedural law. |
| **Rationale** | Student in business need to understand sources of laws and the different types of laws. |
| **Duration of Lesson** | 2 to 3 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Constitution ‐ document that sets forth the framework of a government and its relationship to the people it governs. * Statutes ‐ laws enacted by state or federal legislatures. * Ordinances ‐ pieces of legislation created by a town or city council or by a county board or commission. * Case law ‐ made when an appellate court endorses a rule to be used in deciding court cases. * Stare Decisis ‐ doctrine that requires lower courts to follow existing case law in deciding similar cases * Administrative Agencies ‐ governmental bodies formed to carry out particular laws * Civil Law ‐ group of laws used to provide remedy for wrongs against individuals * Criminal Law ‐ group of laws that defines and sets punishments for offenses against society * Crime ‐ an offense against society * Procedural Law ‐ group of laws that define the methods for enforcing legal rights and duties * Substantive Law ‐ group of laws that define rights and duties |
| **Materials/Specialized Equipment Needed** | **Materials Needed:**   * Construction paper * Scissors and glue * Poster board   **Equipment Needed:**   * Computers for students to complete projects * Projector for presentation   **Instructional Aids**   * “UCC Presentation” * Internet * “UCC Presentation” Assignment * Rubric for the “UCC Presentation” Assignment * “Civil vs. Criminal Law Poster” Assignment   Rubric for the “Civil vs. Criminal Law Poster” Assignment |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Preparation**  Ask students to make a list of rules the school enforces. Make a second list of rules they are expected to follow at home. Discuss how each of these lists of rules affects their lives. Ask students which rules they would change, why and how the change would affect them and their family or school. |
| **Direct Instruction \*** | Using the lesson presentation**,** the teacher will explain the sources of law, the difference between civil and criminal laws, and the Uniform Commercial Code (UCC). Split the class into teams with two students. Each team must use the Internet and local news to get more details about a current civil case and criminal case. Each team will report their findings to class and explain why each case is categorized as civil or criminal.   1. Sources of the Law    1. Constitution ‐ document that sets forth the framework of a government and its relationship to the people it governs       1. Highest source of law       2. Federal Constitution ‐ supreme law       3. All federal, state, and local laws cannot conflict with the federal Constitution    2. Allocation of Power       1. federal Constitution allocates powers between people and their governments‐Bill of Rights (first ten amendments to the Constitution       2. Allocation of Power Between Federal and State Governments          1. intrastate commerce is regulated by the state          2. Constitution gives the federal government power to regulate interstate commerce    3. Allocation of Power Among the Branches of Government       1. executive, legislative, and judicial       2. U.S. Constitution gives the federal courts the authority to determine which laws passed by Congress are constitutional       3. U.S. Constitution gives Congress the power to ordain and establish the courts in the first place 2. Legal Regulation    1. Statutes ‐ laws enacted by state or federal legislatures    2. Ordinances ‐ legislation enacted by a town, city, or county board or commission    3. Case law ‐ made when an appellate court endorses a rule to be used in deciding court cases    4. Stare decisis ‐ doctrine that requires lower courts to follow existing case law in deciding similar cases    5. Administrative Agencies ‐ governmental bodies formed to carry out particular laws       1. Social Security Administration       2. State Division of Motor Vehicles       3. County Zoning Commission    6. Constitutions and Validity       1. constitutions are the highest sources of law       2. federal Constitution is “the supreme law of the land”    7. Statutes and Validity‐Statutes must be constitutional to be valid    8. Case Law and Validity       1. when a court holds a statute, invalid is not always the end of the issue       2. legislative body has the power to nullify a court’s interpretation of a statute or ordinance by rewriting the statute 3. Main Types of Laws    1. Civil Law ‐ group of laws used to provide remedy for wrongs against individuals    2. Criminal Law ‐ group of laws that defines and sets punishments for offenses against society    3. Procedural Law ‐ group of laws that define the methods for enforcing legal rights and duties    4. Substantive Law ‐ group of laws that define rights and duties    5. Business Law ‐ group of laws that governs business situations and transactions    6. Uniform Business Laws (Uniform Commercial Code ‐ widely adopted uniform business law |
| **Guided Practice \*** | **Divide** the class into four groups. Each group must give an oral presentation about one type of law(constitutional, statutory, case, and administrative).  **SPUD**‐Split the class into four teams. Each team must have a member draw a term from the hat(Constitutions, Statutes, Case Law, and Administrative Law). The individual who draws the word from the hat must pronounce the term correctly. Then a second member of the team must spell the term correctly. A third member of the team must give the definition of the term and a fourth member of the team must use the term correctly in a sentence. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * UCC Assignment * Civil vs. Criminal Law Poster |
| **Lesson Closure** | **Review**   1. What are the four sources of law? 2. The four sources are constitutions, statutes, case law, and administrative law. 3. Which source of law in the United States is the highest authority? 4. The U.S. Constitution is the highest source of law in the country. 5. Explain the differences between civil and criminal law. 6. Civil law deals with wrongs against individuals and criminal law deals with offenses against society. 7. Explain the difference between substantive and procedural law. 8. Substantive law defines legal rights and duties, and procedural law deals with methods of exercising and enforcing legal rights and duties.   **BILL OF RIGHTS**  Student teams design a “Bill of Rights” poster that lists the ten amendments to the Constitution and gives an example for each amendment. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment**   * Observe students during Independent Practice   **Formal Assessment**   * Independent Practice Rubric   **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | **References**   * Local newspapers * Television Network Newscasts and the Internet |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Ask students to conduct research to learn about one existing city ordinance. Each student will share their ordinance with the class. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)