

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:  
Business Law**

**Curriculum writing committee:**

**Kara Morelli**

**Grade Level: 11-12**

**Date of Board Approval: 2024-2025**

**Course Points: Business Law**

<b>Chapter Tests</b>	<b>40%</b>
<b>Graded Assignments</b>	<b>30%</b>
<b>Quizzes</b>	<b>25%</b>
<b>Participation</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>

**Curriculum Map****Overview:**

This course familiarizes the student with the nature and workings of the law as it affects day-to-day situations for business and personal use. Topics will include but are not limited to sales contracts, frauds, credit obligations, property rights, insurance, renting, consumer protection, and wills/estates. Students will apply theory to real-world case applications. The Entrepreneur and Law component will be an on-going project that allows students to apply the law to a start-up business situation. Mock trials and examples of legal careers will also be incorporated in the class.

**Unit 1: Overview of Law Basics**

Students will review the basic principles and practices of the U.S. legal system. Students will be able to identify the distribution of legal power in the U.S. Government. Students will be able to discuss ethics and apply ethics to their decision-making process

**Unit 2: Criminal and Civil Law**

Students will review the basic terms and concepts related to criminal and civil law. Students will be able to distinguish between the various types of crimes. Students will be able to distinguish among the various types of civil offenses. Students will be able to understand the procedure associated with criminal and civil court cases.

**Unit 3: Contracts**

Students will be able to identify the various elements of contracts. Students will be able to determine the validity, legality, and enforceability of agreements. Students will be able to identify remedies for contract breaches. Students will be able to connect to various types of contracts they encounter daily.

**Unit 4: Consumer and Property Law**

Students will be able to identify the responsibilities that businesses have to consumers and the government. Students will be able to recognize unfair trade practices. Students will be able to understand the purpose of the warranties. Students will be able to identify the basic terms and concepts involved with the exchange and leasing of real property. Students will be able to understand the importance of insurance to people, property, and businesses. Students will understand how probate law works in dealing with wills, estates, and trusts

## **Unit 5: Employment Law**

Students will be able to identify the importance and impact of labor unions on the U.S. economy. Students will be able to identify the importance of anti-discrimination laws in the employment industry. Students will be able to understand the basic labor laws for minors and adults. Students will be able to identify the legal duties and responsibilities of both employers and employees. Students will be able to identify ethical practices used in employment

### **Goals:**

#### **Unit 1:**

- Identify the sources of legal systems and laws
- Review the various branches of the U.S. Government and its agencies.
- Define ethics and the various forms of reasoning

#### **Unit 2:**

- Define the main concepts of criminal and civil law in the United States.
- Identify various types of crimes and the associated consequences.
- Identify various types of civil offenses and the associated consequences.
- Interpret court cases

#### **Unit 3:**

- Identify the 6 elements of enforceable contracts
- Identify how and when contracts are formed
- Identify the legality of agreements
- Identify how contracts are enforced and satisfied

#### **Unit 4:**

- Enable students to become educated consumers of durable goods and services
- Enable students to understand why products and services are regulated
- Enable students to understand the purpose of class action lawsuits
- Enable students to understand the driving factors behind product pricing
- Students will identify the various types of real property and how it is exchanged, as well as how state and local laws impact the transfer of ownership
- Identify the legal duties and responsibilities of landowners and leaders
- Enable students to become educated about the purpose of insurance
- Enable students to understand how the death of an individual impacts property and surviving benefactors

#### **Unit 5:**

- Identify the purpose of labor unions
- Identify the importance of anti-discrimination laws in employment
- Identify the labor laws relating to minors and adults
- Define the legal duties and responsibilities of employers and employees
- Identify accepted ethical behavior in the employment industry and how certain professions enforce ethical conduct codes.

## **Big Ideas:**

### **Unit 1 Big Ideas:**

#### **Big Idea #1: Global Business (from BCIT)**

Global business is the relationship among cultural, political, legal, economic, and ethical systems that drive the decisions regarding what, how, and for whom to produce.

#### **Essential Question:**

What role do political and legal systems play in global economics?

#### **Concepts**

Explain the relationship between law and ethics  
Analyze specific cases by stating the facts, finding legal questions, applying the laws, and resolving the issues.

#### **Competencies:**

Analyze and synthesize current events and their impact on global business

#### **Big Idea #2: Principles and Documents of Governments (from Civics & Government)**

#### **Essential Question:**

How are governments created, structured, maintained, and changed?

#### **Concepts:**

Each level of government has specific operations and duties  
Each level of government has a specific legal process for resolving conflict In a democratic society, the rule of law establishes the foundation for fairness and cooperation

#### **Competencies:**

Exhibit civil discourse through the observance of the rules of debate Recognize the rights of others to advocate for opinions that differ from one's own as measured by peer and adult interactions.

### **Unit 2 Big Ideas:**

#### **Big Idea #1: Civics and Government 12<sup>th</sup> Grade**

Citizens understand their rights and practice their responsibilities in a vibrant society

#### **Essential Question:**

What is the balance between rights and responsibilities?

#### **Concepts**

The rights and civil liberties granted by the Constitution of the United States and

the Commonwealth of Pennsylvania are to be safeguarded by both governments and citizens.

Adherence to the rule of law validates an individual's responsibility to society.

**Competencies:**

Follow Rules

Society can only exist and thrive if there is confidence in the rules of law and its authority. Failure to meet the obligations of the rule of law must entail appropriate consequences.

**Unit 3 Big Ideas:**

**Big Idea #1: Business, Computers, and Information Technologies**

Entrepreneurship integrates creativity, motivation, and business principles to establish and maintain a business venture to meet a need.

**Essential Question:**

What influences an entrepreneurial venture?

**Concepts**

Law & Ethics

**Competencies:**

Analyze the different facets of law impacting business operations of an entrepreneur (e.g. contract law, consumer law, law of sales)

**Unit 4 Big Ideas:**

**Big Idea #1: Family & Consumer Science (Financial Resource Management)**

Responsible consumers use resource management effectively to accomplish individual, family, and community goals.

**Essential Question:**

What are the rights and responsibilities of consumers in the United States?

**Concepts**

Wise consumers apply effective strategies when selecting goods and services.

**Competencies:**

Explain and implement strategies for evaluating quality and finding good buys for products or services.

**Essential Question:**

How does insurance protect the family's resources?

**Concepts:**

The practical reasoning process is a useful tool when resolving consumer problems

**Competencies:**

Research state and federal laws providing consumer protection

**Essential Question:**

What is the role of consumer action groups with regard to protecting consumer rights?

**Concept:**

Consumer rights are protected by law

**Competencies:**

Identify products over which the CPSC has jurisdiction

Identify official offices within your state that play a role in consumer protection

Develop a list of skills used in seeking information concerning consumer rights

Analyze the cost effectiveness of extended warranties and paid services

**Essential Question:**

Where would you choose to live and why?

**Concept:**

A variety of factors impact the housing options available to individuals & families

**Competencies**

Compare typical costs for renters and homeowners

Investigate financial considerations and procedures for buying and leasing housing

**Unit 5 Big Ideas:****Big Idea #1: Business, Computers, and Information Technologies Career**

Management

Management

**Essential Question:**

What resources guide a career choice?

How does leadership guide a business in achieving its goals?

How do ethics and social responsibility impact the culture of an organization?

### **Concepts**

**Employment Law  
Law & Ethics**

### **Competencies:**

Identify applicable federal and state labor laws

Research laws that relate to employment conditions, rights, and responsibilities Assess  
the impact of unethical behavior on an organization

Examine ethical responsibilities in the manager/employee relationship

### **Textbook and Supplemental Resources:**

#### **Primary Textbook(s) Used for this Course of Instruction**

Law for Business and Personal Use, 19th Edition

J. Adamson, A. Morrison

Textbook ISBN #: 978-0-538-49690-2

Textbook Publisher & Year of Publication: South-Western/Cengage 2012 Latest available  
edition

#### **Additional Resources:**

PowerPoints and notes relating to chapter material

Various teacher prepared handouts and diagrams

Guest Speaker (if time applicable)

Test/Quizzes

[www.lectlaw.com](http://www.lectlaw.com)

[www.conductcode.com](http://www.conductcode.com)

[www.usa.gov](http://www.usa.gov) (links to all government agencies)

[www.w3c.org](http://www.w3c.org)

[www.lectlaw.com](http://www.lectlaw.com)

[www.conductcode.com](http://www.conductcode.com)

[www.findlaw.com](http://www.findlaw.com)

[www.cornell.edu](http://www.cornell.edu)

PA Department of Revenue

Judge Judy Episode and Video Log

## **Curriculum Plan**

**Time/Credit for the Course: 90 Class periods/ .5 credits**

### **Marking Period 1:**

#### **Unit 1: Understanding of Law Basics (20 days)**

**Standard(s)** PA Academic Standards

##### **PA Academic Standards**

5.1.12.A

5.3.12.A

##### **PACS English/Language Arts**

C.C.1.2.11-12A, G, I, J

C.C.1.4.11-12A, G, W

##### **PACS Reading in History and Social Studies**

C.C.8.5.11-12A, G, i

##### **PACS Writing in History and Social Studies**

C.C.8.6.11-12E, G

##### **Pennsylvania Career Education and Work Standards**

13.1.11 A-C, E, F,G

13.2.11 B

13.4.11 A

##### **National Standards for Business Education**

###### **Basics of the Law**

###### **Ethics and the Law**

**Performance level 2, 3, & 4**

###### **Sources of the Law**

**Performance level 2, 3, & 4.**

##### **Anchors:**

R11.B.3

R11.A.2

### **Objectives:**

- Students will be able to define law and illustrate the four stages in the formation of a legal system (DOK 1-2)
- Distinguish common from positive law (DOK 1, 2, 3)
- Identify origins of the legal systems (DOK 1, 2, 3)
- Define various types of law (DOK 1)
- Determine how conflicts are resolved among these laws (DOK 1, 2, 3)
- Discuss the two basic forms of ethical reasoning, apply the criteria for ethical reasoning to various dilemmas (DOK 1-4)

### **Core Activities:**

- Students will read Chapter 1 and answer a series of questions from the book



- Discuss the questions and key terms and concepts from the entire chapter as a class
- Students will receive and read a case study about ethics that involves Lance Armstrong
- Discuss ethics and their consequences as a class
- Students will view the interview with Oprah Winfrey and answer questions pertaining to the situation
- Students will complete a homework assignment involving ethics at school, particularly the cell phone policy
- Upon completion of the chapter students will be able to identify/define laws and legal systems, types of laws, ethical basis for laws
- Students will complete review sheets pertaining to chapter terms and concepts
- Students will read section 2.2 and answer a series of questions from the book
- Discussion of key terms associated with the concept of how power is divided among federal and state governments
- Students will use the Internet to examine various federal agencies and identify the purpose of each agency.
- Students will read section 2.3 and answer a series of questions from the book
- We will discuss the questions and key terms associated with the concept of how the Internet has no particular authority and the legal aspect of its jurisdiction.
- Students will complete a brief activity about the Internet and free speech, discussing their opinion on what should and should not be censored on the Internet
- Students will complete a review exercise of the terms and concepts of chapter 2
- Students will successfully identify the people involved in a typical trial
- Students will define courtroom terms associated with trials

#### **Career Connection:**

- After reading the information about a career as a trial lawyer, students will use the Internet and successfully identify the skills and education necessary to become a trial lawyer.
- Students will also explore the employment outlook in the US for trial lawyers.
- Students will be able to identify the advantages and disadvantages of the career and form a supported opinion as to why they would or would not want to be a trial lawyer.

#### **Instructional Methods:**

**Direct instruction/lecture** (explanation of terms and concepts)

**Demonstration** (provide examples of terms and concepts)

**Discussion** (discuss concepts as a class, apply concepts to real-world cases)

**Cooperative learning** (group work)

#### **Assessments:**

##### **Diagnostic:**

Participation in class discussions and responses to oral questions.

Daily preparation for class.

Discussion of ethics in school: how students follow the cell phone policy and their opinions.

**Formative:** Completion of activities in various formats: chapter questions, case

analyses, and research activities relating to the unit work.

**Summative:** Exams, projects, homework, activities. Graded assessment of chapter terms/concepts; courts and jurisdictions; and Government agencies.

**Corrections:** Supplemental material (in addition to chapter notes) will be provided to those needing extra practice with concepts and terms. Students can also use the online companion website for practice (term review, concept examples, etc.)

**Extensions:** Various supplemental case examples exist in-chapter and can be used to expand the coverage of chapter concepts. “Global issues”, “Cyberlaw”, “What’s Your Verdict?”, and “Cases for Legal Study” can be used to delve deeper into the key ideas.

## **Unit 2: Criminal and Civil Law (25 class periods)**

### **Standard(s) PA Academic Standards**

#### **PA Academic Standards**

5.1.12.A, B, E  
5.2.12.A  
5.3.12.A, C

#### **PACS English/Language Arts**

C.C.1.2.11-12A, G, I, J  
C.C.1.4.11-12A, G, W

#### **PACS Reading in History and Social Studies**

C.C.8.5.11-12A, G, i

#### **PACS Writing in History and Social Studies**

C.C.8.6.11-12E, G

#### **Pennsylvania Career Education and Work Standards**

13.1.11 A-C, E, F,G  
13.2.11 B  
13.4.11 A

#### **National Standards for Business Education**

##### **Basics of the Law**

Classification of Procedural Law: Performance Level 2, 3

Classification of Substantive Law: Performance Level 2, 3

#### **Anchors:**

R11.B.3  
R11.A.2

**Objectives:**

Students will be able to:

- Identify the three elements of a criminal act (DOK 1)
- Classify crimes according to the severity of the potential sentences (DOK 2) ·  
Identify types of business crimes (DOK 1, 2, 3)
- Identify the rights of an individual when arrested (DOK 1)
- Define the types of defenses to criminal charges (DOK 1, 2, 3)
- Explain the steps on the criminal procedure (DOK 2, 3)
- Explain the difference between a crime and a tort (DOK 2,3,4)
- Identify the elements of torts (DOK 1)
- Explain how one person can be responsible for another's torts (DOK 1,2)
- Identify common torts and the elements of negligence (DOK 1,2,3)

**Core Activities:**

- Students will read Chapter 4 and answer a series of questions from the book.
- Discuss the questions and key terms and concepts from the entire chapter as a class.
- Students will receive and review several court cases about crimes and identify the type of crime committed
- Students will review key dates and facts regarding noteworthy business crimes including, but not limited to Bernie Madoff and Martha Stewart
- Students will view documentaries related to the above business crimes
- Complete activities based on the information about the above crimes
- Identify the rights of the arrested and the level of liability of other parties involved
- Study the types of consequences, as well as key facts/statistics related to the death penalty
- Explain the difference between crimes and torts
- Recognize the various types of intent and liability involved when torts occur
- Identify the various types of torts and their consequences
- Identify the types of damages awarded and other legal remedies in a tort situation
- Study incidents of injury at sporting events and determine the level of liability of both guest and facility owner.
- Group study of various tortious acts and determine liability, assumption of risk, level of negligence. Research the outcome of the incidents using the Internet
- Research the criminal and civil liability levels in PA
- Describe the steps involved in both criminal and civil court proceedings
- Analyze and interpret various tort cases and identify the involved parties, the tortious or criminal act, the law that was violated, and then determine the outcome of the case based on the provided information. Students will research the actual outcome of the case using the Internet.

**Career Connection:**

- After reading the information about a career as a Border Patrol Agent, students will use the Internet and successfully identify the skills and education necessary to become a border patrol agent
- Students will also explore the employment outlook in the US for border patrol agents and other areas of law enforcement.
- Students will be able to identify the advantages and disadvantages of the career and form a supported opinion as to why they would or would not want to be a border patrol agent or any other form of law enforcement.

### **Instructional Methods:**

**Direct instruction/lecture** (explanation of terms and concepts)

**Demonstration** (provide examples of terms and concepts)

**Discussion** (discuss concepts as a class, apply concepts to real-world cases)

**Cooperative learning** (group work)

### **Assessments:**

**Diagnostic:** Participation in class discussions and responses to oral questions. Daily preparation for class. Discussion of crime in the U.S., as well as local crime rates; students will provide an overall opinion about safety and law enforcement.

**Formative:** Completion of activities in various formats: chapter questions, case analyses, and research activities relating to the unit work.

**Summative:** Exams, projects, homework, activities. Graded assessment of chapter terms/concepts; landmark business crimes, and tort court cases.

**Corrections:** Supplemental material (in addition to chapter notes) will be provided to those needing extra practice with concepts and terms. Students can also use the online companion website for practice (Xtra! Law study tools include crosswords, practice quizzes, flash card games, printable study sheets)

**Extensions:** Various supplemental case examples exist in-chapter and can be used to expand the coverage of chapter concepts. “Global issues,” “Cyberlaw,” “What’s Your Verdict,” and “Cases for Legal Study” can be used to delve deeper into the key ideas.

### **Marking Period 2**

**Unit 3: Contract Law (20 days)**

**Standard(s)** PA Academic Standards

**PA Academic Standards**

5.1.12.A

5.3.12.A

**PACS English/Language Arts**

C.C.1.2.11-12A, G, I, J

C.C.1.4.11-12A, G, W

**PACS Reading in History and Social Studies**

C.C.8.5.11-12A, G, i

**PACS Writing in History and Social Studies**

C.C.8.6.11-12E, G

**Pennsylvania Career Education and Work Standards**

13.1.11 A-C, E, F,G

13.2.11 B

13.4.11 A

## **National Standards for Business Education**

### **Contract Law, Law of Sales, Consumer Law**

Contract Law: Performance Level 1-3

Law of Sales: Performance Level 2-4

#### **Anchors:**

R11.B.3

R11.A.2

#### **Objectives:**

Students will be able to

- Identify the elements required to form a contract (DOK 1,2)
- Determine the requirements of an offer, how to keep an offer open, and how to end an offer (DOK 1,2,3)
- Identify when acceptance of an occurs (DOK 1,2)
- To recognize when genuine assent is not present (DOK 2,3)
- Identify the key elements of undue influence (DOK 1,3)
- Recognize various types of mistakes that void a contract (DOK 2,3)
- Identify the criteria for misrepresentation (DOK 1,3,4)
- Define fraud and describe the remedies for it (DOK 1,2,3)
- Identify the requirements of consideration (DOK 1,3)
- Describe when consideration is not necessary (DOK 1)
- Identify when the doctrine promissory estoppel can be used (DOK 2)
- Identify the parties that lack contractual capacity and their legal rights (DOK 2,3)
- Determine the time frame for disaffirmation of contractual obligations (DOK 2)
- Identify the various types of illegal agreements and how some can be enforceable (DOK 2,3)
- Define the statute of fraud and the rules governing it (in PA) (DOK 1,2)
- Determine when contractual obligations have been fulfilled (DOK 3,4)
- Identify the remedies available for breach of contract (DOK 2,3,4)

#### **Core Activities:**

- Read each chapter, define key terms, and answer various questions within each chapter (6-11, 13)
- Discuss the terms and concepts associated with each chapter
- Connect the concepts to everyday activities (forming contracts in retail stores, employment, driving, etc.)
- Determine what creates a binding offer and practice negotiation skills (group activity involving negotiating a sports product endorsement contract)
- Determine how and when offers can be revoked and terminated
- Discuss obligations created when contracts are formed
- Discuss the need for genuine assent in contracts and the role of undue influence and duress

- Determine if and when misrepresentation has occurred and define the remedies
- Discuss the requirements and adequacy of consideration in contracts
- Determine how gifts are given and exchanged and when the transaction is binding
- Interpret various court cases and determine the consideration, as well as the issue at hand and the outcome of the case
- Research the statute of limitations in PA
- Determine rights and levels of capacity among minors and mentally impaired
- Discuss the event of intoxication and how it affects contractual capacity
- Analyze various scenarios and determine if the parties possessed contractual capacity and determine the outcome of the scenarios
- Research landmark court cases involving the insanity plea and the outcome of the cases
- Research the laws regarding illegal contracts in PA, including the statute of frauds
- Analyze the various types of illegal contracts and how in certain situations they can still be legally enforced
- Determine when contractual obligations can be discharged and when they can be transferred to another party
- Define the various remedies for breach of contract
- Analyze various court cases regarding contract breaches and liability
- Participate in a mock negotiation of a performance sponsor contract in relation to endorsement of a product.

#### **Career Connection:**

- Students will research information regarding a business lawyer/abstract attorney
- Students will view various short videos via the PBS Learning Library about a day in the life of a business lawyer
- Students will also research the duties of an agent, as in legal representation for an athlete or performer

#### **Instructional Methods:**

**Direct instruction/lecture** (explanation of terms and concepts)

**Demonstration** (provide examples of terms and concepts)

**Discussion** (discuss concepts as a class, apply concepts to real-world cases)

**Cooperative learning** (group work)

#### **Assessments:**

**Diagnostic:** Participation in class discussions and responses to oral questions. Daily preparation for class.

**Formative:** Completion of activities in various formats: chapter questions, case analyses, and research activities relating to the unit work.

**Summative:** Exams, projects, homework, activities. Graded assessment of chapter terms/concepts; negotiating activity.

**Corrections:** Supplemental material (in addition to chapter notes) will be provided to those needing extra practice with concepts and terms. Students can also use the online companion website for practice (term and concept review, case connections)

**Extensions:** Students will participate in a mock endorsement contract negotiations activity.

Various supplemental case examples exist in-chapter and can be used to expand the coverage of chapter concepts. “Global issues,” “Cyberlaw,” “What’s Your Verdict,” and “Cases for Legal Study” can be used to delve deeper into the key ideas.

#### **Unit 4: Consumer and Property Law (10 class periods)**

##### **Standard(s) PA Academic Standards**

##### **PA Academic Standards**

5.1.12.A

5.3.12.A

5.3.12.C

5.3.12.G

##### **PACS English/Language Arts**

C.C.1.2.11-12A, G, I, J

C.C.1.4.11-12A, G, W

**PACS Reading in History and Social Studies** C.C.8.5.11-12A, G, i

**PACS Writing in History and Social Studies** C.C.8.6.11-12E, G

##### **Pennsylvania Career Education and Work Standards 13.1.11 A-G**

13.2.11 B

13.4.11 A

6.2.12.B

6.3.12.A

11.1.12.C

11.1.1

##### **PA Business, Computer, and Information Technology Standards 15.3.12N**

15.5.12K

15.6.12N

##### **National Standards for Business Education**

###### **Contract Law, Law of Sale, and Consumer Law**

Law of Sales: Performance Level 2, 3, 4

Consumer Law: Performance Level 3

###### **Property Law**

Personal Property: Performance Level 2, 3

Real Property: Performance Level 3, 4

###### **Wills and Trusts**

Wills: Performance Level 3

Trusts: Performance Level 3, 4

##### **Anchors:**

R11.B.3

R11.A.2

**Objectives:**

- Explain the need for government involvement in the marketplace (DOK 1)
- Identify protections against substandard goods and services (DOK 1,2)
- Recognize unfair methods of competition (DOK 2,3)
- Describe the protection afforded consumers by the law of product liability (DOK 2,3)
- Identify the various warranties that may apply to a sales transaction (DOK 1,2)
- Define what is meant by real property and its classifications (DOK 2,3)
- Identify the various ways of acquiring real property (DOK 2,3)
- **Identify the rights and responsibilities of property owners/lessees (DOK 2,3,4) · Determine the state of real property upon the death of the property owner (DOK 2,3,4)**

**Core Activities:**

- Read each chapter, define key terms, and answer various questions within each chapter (15, 18, 19, 20, and 33)
- Discuss the terms and concepts associated with each chapter
- Discuss how the government regulates various sectors of trade including durable and consumable goods through labeling, manufacturing codes, and selling practices
- Discuss how the enforcement of such regulations affects the prices of goods in the U.S. versus other countries
- Determine what remedies are available when duties to consumers are breached (via product recalls, negligence, and class action lawsuits)
- Interpret large class action lawsuits and the damages awarded in each case
- Discuss the purpose of warranties and their inclusions and exclusions
- Students will research and organize examples of above topics in project format
- Discuss advantages and disadvantages of buying versus leasing of property
- Define the legal rights and responsibilities of landowners and lessees
- Necessary legal documents in reference to property, the enforcement of the documents, and the remedies available for breach of agreements
- Discuss how insurance works in reference to goods, property, health and life protection
- Define the various classes of insurance and the advantages, disadvantages, costs, and coverage of each class of insurance
- Discuss how health insurance in the United States differs than other countries
- Determine what happens to property and possessions in the event of death of an individual and the scenario of “probate”
- Determine the probate codes in PA
- Identify the options available when creating wills and living wills
- Define the value of a security interest in relation to mortgages
- Identify and define the various areas of debtor protection and credit card user protection available under the law.
- Differentiate between the various types of bankruptcy filing
- Identify the stages of a bankruptcy procedure
- Analyze the effect of student loans on bankruptcy and credit

**Career Connection:**

- After reading the information about a career as a real estate agent, students will use the Internet and successfully identify the skills and education necessary to become a real



- estate agent.
- Students will also explore the employment outlook in the US for real estate agents
- Students will be able to identify the advantages and disadvantages of the career and form a supported opinion as to why they would or would not want to be a real estate agent.

### **Instructional Methods:**

**Direct instruction/lecture** (explanation of terms and concepts)

**Demonstration** (provide examples of terms and concepts)

**Discussion** (discuss concepts as a class, apply concepts to real-world cases)

**Cooperative learning** (group work)

### **Assessments:**

**Diagnostic:** Participation in class discussions and responses to oral questions. Daily preparation for class. Discussion of product/food labels.

**Formative:** Completion of activities in various formats: chapter questions, case analyses, and research activities relating to the unit work.

**Summative:** Exams, projects, homework, activities. Graded assessment of chapter terms/concepts; cumulative project on product labels, warranties, product recalls, and class action lawsuits.

**Corrections:** Supplemental material (in addition to chapter notes) will be provided to those needing extra practice with concepts and terms. Students can also use the online companion website for practice (Xtra! Law study tools include crosswords, practice quizzes, flash card games, printable study sheets)

**Extensions:** Various supplemental case examples exist in-chapter and can be used to expand the coverage of chapter concepts. “Global issues,” “Cyberlaw,” “What’s Your Verdict,” and “Cases for Legal Study” can be used to delve deeper into the key ideas.

## **Unit 5: Employment Law**

**Standard(s)** PA Academic Standards (15 class periods)

### **PA Academic Standards**

5.1.12.A

5.3.12.A

### **PACS English/Language Arts**

C.C.1.2.11-12A, G, I, J

C.C.1.4.11-12A, G, W

### **PACS Reading in History and Social Studies**

C.C.8.5.11-12A, G, i

### **PACS Writing in History and Social Studies**

C.C.8.6.11-12E, G

**Pennsylvania Career Education and Work Standards 13.1.11 A-G**

13.2.11 B, E

13.4.11 A

**Business, Computers, and Information Technology**

15.2.12.I

15.3.12N

15.8.12.O

**National Standards for Business Education**

**Agency & Employment Law**

Agency Law: Performance Level 2

Employment Law: Performance Level 1,2, 3, 4

**Management**

Organized Labor: Performance Level 3, 4

**Anchors:**

R11.B.3

R11.A.2

**Objectives:**

Describe how employment contracts are made and terminated

Identify both employer and employee's duties and responsibilities

Discuss the development of labor law and labor unions

Describe how a collective bargaining agreement is negotiated

Recognize unfair labor practices

Identify examples of current labor unions

Compare the benefits and disadvantages of being part of a labor union

**Core Activities:**

- Read each chapter, define key terms, and answer various questions within each chapter (22 and 23)
- Discuss the terms and concepts associated with each chapter
- Analyze examples of employment contracts and labor union contracts
- Research famous work stoppages in U.S. history (union type, reason for strike, outcome of strike)
- Practice negotiating skills between an employer and a labor union (group activity; each will be assigned a side and bargaining issues)
- Discuss duties among employers and employees; rights of workers w/ out contracts, and the laws of PA regarding employment
- Discussion of ethical behavior in the workplace.
- Discuss child labor laws in PA
- Research safety on the job (OSHA regulations)
- Discuss employer liability for injury

**Career Connection:**

- After reading the information about a career as a union labor worker (electrician), students will use the Internet and successfully identify the skills and education necessary to become a union labor worker

- Students will also explore the employment outlook in the US for union laborers.
- Students will be able to identify the advantages and disadvantages of the career and form a supported opinion as to why they would or would not want to be a union laborer

### **Instructional Methods:**

**Direct instruction/lecture** (explanation of terms and concepts)

**Demonstration** (provide examples of terms and concepts)

**Discussion** (discuss concepts as a class, apply concepts to real-world cases)

**Cooperative learning** (group work)

### **Assessments:**

**Diagnostic:** Participation in class discussions and responses to oral questions. Daily preparation for class. Discussion of current work situations; identifying fairness in the workplace.

**Formative:** Completion of activities in various formats: chapter questions, case analyses, and research activities relating to the unit work.

**Summative:** Exams, projects, homework, activities. Graded assessment of chapter terms/concepts; research of famous work stoppages; group negotiating activity

**Corrections:** Supplemental material (in addition to chapter notes) will be provided to those needing extra practice with concepts and terms. Students can also use the online companion website for practice (Xtra! Law study tools include crosswords, practice quizzes, flash card games, printable study sheets)

**Extensions:** Various supplemental case examples exist in-chapter and can be used to expand the coverage of chapter concepts. “Global issues,” “Cyber law,” “What’s Your Verdict,” and “Cases for Legal Study” can be used to delve deeper into the key ideas.

## **APPENDIX**

### **PA Academic Standards**

#### **Subject Area:**

#### **Civics and Government, Grade Level 12**

##### **Principles and Documents of Government**

**5.1.12.A:** Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

**5.1.12.B:** Employ historical examples and political philosophies to evaluate major arguments advances for the necessity of government

**5.1.12.E:** Analyze and assess the rights of people as written in the PA Constitution and the US Constitution

##### **Rights and Responsibilities of Citizenship**

**5.2.12.A:** Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.

##### **How Government Works**

**5.3.12.A:** Analyze the changes in power and authority among the three branches of government over time.

**5.3.12.C:** Evaluate how government agencies create, amend, and enforce regulations

**5.3.12.G:** Analyze the impact of interest groups in developing public policy

#### **Economics, Grade Level 12**

##### **Markets and Economic Systems**

**6.2.12.B:** Analyze the effect of changes in the level of competition in different markets

##### **Functions of Government**

**6.3.12.A:** Evaluate the costs and benefits of government decisions to provide public goods and services

#### **Family and Consumer Sciences, Grade Level 12**

##### **Financial and Resource Management**

**11.1.12.C:** Analyze the relationship among factors affecting consumer housing decisions (e.g. human needs, financial resources, location, legal agreements, maintenance responsibilities)

**11.1.12.D:** Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process

#### **Business, Computers, and Information Technology**

##### **Career Management**

**15.2.12.i:** Compare and contrast employment laws including, but not limited to, American with Disabilities Act, Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act, and Family Medical Leave Act

##### **Communication**

**15.3.12.N:** Demonstrate appropriate work ethic in workplace, community, and classroom

**Entrepreneurship**

**15.5.12.K:** Analyze issues and cases associated with government regulation

**Finance and Economics**

**15.6.12.N:** Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.

**Management**

**15.8.12.O:** Explain collective bargaining process and its impact on the legal requirements of management

**PA Core Standards English/Language Arts**

**C.C.1.2.11-12:** Reading informational text: Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas, and between texts with a focus on textual evidence

**C.C.1.2.11-12A:** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text

**C.C.1.2.11-12G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**C.C.1.2.11-12i:** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features

**C.C.1.2.11-12J:** Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**C.C.1.4.11-12:** Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content

**C.C.1.4.11-12A:** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately

**C.C.1.4.11-12G:** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately

**C.C.1.4.11-12W:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**PA Common Core Standards Reading in History & Social Studies (Grades 11-12)**

**C.C.8.5.11-12: Reading Informational text:** Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas, and between texts with a focus on textual evidence

**C.C.8.5.11-12A:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**C.C.8.5.11-12G:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**C.C.8.5.11-12i:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**PA Common Core Standards Writing in History and Social Studies (Grade 11-12)**

**C.C.8.6.11-12:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**C.C.8.6.11-12A:** Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows or supports the argument presented.

**C.C.8.6.11-12B:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**C.C.8.6.11-12E:** Use technology, including the Internet, to produce, publish, and update

individual or shared writing products in response to ongoing feedback, including new arguments or information.

**C.C.8.6.11-12G:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## **Pennsylvania Career Education and Work Standards**

### **13.1.11 Career Awareness and Preparation (Grade 11)**

**13.1.11.A:** Related careers to individual interests, abilities, and aptitudes

**13.1.11.B:** Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

**13.1.11.C:** Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

**13.1.11.E:** Justify the selection of a career.

**13.1.11.F:** Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:

- Associate degree
- Baccalaureate degree
- Certificate/licensure
- Entrepreneurship
- Immediate part/full time employment
- Industry training
- Military training
- Professional degree
- Registered apprenticeship
- Tech Prep
- Vocational rehabilitation centers

**13.1.11.G:** Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

### **13.2.11: Career Acquisition (Grade 11)**

**13.2.11 B:** Apply research skills in searching for a job.

- CareerLinks
- Internet (i.e. O\*NET)
- Networking
- Newspapers
- Professional associations
- Resource books (that is Occupational Outlook Handbook, PA Career Guide)

### **13.4.11: Entrepreneurship (Grade 11)**

**13.4.11 A:** Analyze entrepreneurship as it relates to personal career goals and corporate opportunities

**13.4.11.B:** Analyze entrepreneurship as it relates to personal character traits.

**Anchors: Reading, Writing, Speaking, Listening**

**R11.A.2:** Understand nonfiction appropriate to grade level

**R11.B.3:** Understand concepts and organization of nonfiction text

## **National Standards for Business Education**

### **I. Basics of the Law**

#### **a. Ethics and the Law**

##### **i. Performance level 2**

1. Explain the relationship between law and ethics
2. Explain a person's responsibility under the law

##### **ii. Performance level 3**

1. List the most common sources of the law
2. Identify consequences of unethical and illegal conduct

##### **iii. Performance level 4**

1. Analyze and solve difficult ethical and legal problems

#### **b. Sources of the Law**

##### **i. Performance level 2**

1. Define regulations and explain how administrative agencies create regulations

##### **ii. Performance level 3**

1. Describe the powers and limitations of the federal government as stated in the Constitution
2. Determine how courts make law and explain the role of precedent in the legal system

##### **iii. Performance level 4**

1. Locate, interpret, and apply specific statutes and administrative regulations
2. Analyze specific cases by stating the facts, finding legal questions, applying the laws, and resolving the issues.

#### **c. Classification of Procedural Law**

##### **i. Performance level 2**

1. Distinguish between procedural law and substantive law

##### **ii. Performance level 3**

1. Compare and contrast the steps in a civil lawsuit with the steps in a criminal prosecution
2. List and explain the steps in criminal and civil trials
3. Define the statute of limitations

#### **d. Classification of Substantive Law**

##### **i. Performance level 2**

1. Differentiate between categories of crime
2. Identify different areas of civil law that impact business

##### **ii. Performance level 3**

1. Define different types of business crime
2. Distinguish between a tort and a crime
3. Differentiate between and give examples of negligence and intentional torts
4. Explain the concept of strict liability describe circumstances under which it is imposed



5. Describe the penalties available in criminal law and the remedies available in tort law

## **II. Contract Law, Law of Sales, and Consumer Law**

### **a. Contract Law**

#### **i. Level 1 performance**

1. Demonstrate the understanding of the nature of a contractual relationship

#### **ii. Level 2 performance**

1. List the elements required to create a contract

#### **iii. Level 3 performance**

1. Differentiate between classes of contracts
2. Explain how offer and acceptance can create contractual rights and duties
3. Determine whether or not an agreement is definite enough to be enforced as a contract
4. Differentiate between the ways that assent can be undermined
5. Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration
6. Explain a minor's rights to avoid a contract
7. Identify categories of people who lack contractual capacity
8. Describe the concept of unconscionability and compare it to illegality
9. List the ways a contract can be discharged
10. Describe breach of contract and the remedies available when a contract is breached

### **b. Law of Sales**

#### **i. Level 2 performance**

1. Differentiate between goods, service, and real property

#### **ii. Level 3 performance**

1. Distinguish between a sale of goods and other transactions relating to goods

#### **iii. Level 4 performance**

1. Explain when title and risk of loss pass in a sale of goods
2. identify various types of warranties and describe how each may be excluded or modified
3. List and explain the remedies of the seller when the buyer breaches the sales contract
4. List and explain the remedies of the buyer when the seller breaches the contract
5. Describe when the statute of limitations usually begins and ends in a sales transaction
6. State when a contract for the sale of goods must be evidenced in writing

### **c. Consumer Law**

#### **i. Performance level 3**

1. Identify legislation that regulates consumer credit and electronic credit transactions
2. Discuss consumer protection legislation

### **III. Agency and Employment**

#### **a. Agency**

##### **i. Level 2 performance**

1. Demonstrate an understanding of the nature of an agency relationship and list the ways agency relationships may be created

#### **b. Employment**

##### **i. Level 1 performance**

1. Demonstrate an understanding of the nature of the employer-employee relationship

##### **ii. Level 2 performance**

1. Explain the doctrine of employment-at-will
2. Describe the wrongful discharge exceptions to employment at-will, including implied contract, promissory estoppel, and public policy tort

##### **iii. Level 3 performance**

1. Identify legislation that regulates employee rights
2. Identify legislation that regulates employment conditions
3. Identify legislation that guarantees worker benefits
4. Describe the collective bargaining process
5. Identify legislation that regulates union activities

### **V. Property Law**

#### **a. Personal Property**

##### **i. Level 2 performance**

1. Define real property, personal property, and fixtures, and explain why property distinctions are important

##### **ii. Level 3 performance**

1. List different methods by which property is acquired
2. Identify the forms of co-ownership of personal property
3. Define intellectual property and list the types
4. Identify a common carrier's liability for loss of damage to goods

#### **b. Real Property**

##### **i. Level 3 performance**

1. List the major estates in land and describe the features of each
2. Illustrate the method of transferring title to real property
3. Describe the kinds of rental relationships that landlords and tenants may create

##### **ii. Level 4 performance**

1. Determine methods of transferring real property other than by sale
2. Distinguish between a lease and a deed
3. Explain the rights of landlords and tenants on termination of a lease

### **X. Wills and Trusts**

#### **a. Wills**

##### **i. Level 3 performance**

1. Define testamentary capacity and testamentary intent
2. Identify the requirements necessary for a will
3. Explain how a will may be modified or revoked
4. Explain what happens to a decedent's estate when a person dies without a will

**b. Trusts**

**i. Level 3 performance**

1. Identify the key characteristics of trusts
2. Explain the advantages and disadvantages of establishing a trust

**ii. Level 4 performances**

1. Identify the powers and duties of trustees
2. Identify the rights and duties of beneficiaries