



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Business COURSE Business and Personal Law

## **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** Business and Personal Law

**Department:** Business

Board Approval	Supervisor	Notes
September 2016	Amanda Maltese	Born Date
August 2017	Nichole Kerney	Revisions
August 2019	Nichole Kerney	Review
August 2022	Gerard Marrone	Alignment to Standards





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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Ethics and the Law	11	How Contracts Come to an End
2	The Court System	12	Transfer of Contractual Rights and Duties
3	Criminal Law	13	Owning of a Vehicle
4	The Law of Torts	14	Employment Law, Protection, and Equal Opportunity
5	The Law of Torts	15	Employment Law, Protection, and Equal Opportunity
Week	Marking Period 2	Week	Marking Period 4
6	How Contracts Arise	16	Borrowing Money and Buying on Credit
7	How Contracts Arise	17	Negotiable Instrument
8	Capacity to Contract	18	Renting a Place to Live/Buying a Home
9	Consideration	19	Renting a Place to Live/Buying a Home
10	Legality/Form of a Contract	20	Retirement and Wills

### Core Instructional & Supplemental Materials including various levels of Texts

Textbook: Law for Business and Personal Use, Cengage  
Supplemental: Mindtap online resources through Cengage

Time Frame	1 Week (5 blocks)
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Topic





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### Ethics and Law

#### Alignment to Standards

9.3.LW-ENF.4: Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.

Social Studies: 6.3.8.CivicsPR.5

#### Learning Objectives and Activities

SWBAT answer the following questions:

- How are ethical decisions made?
- How do ethics and law differ?
- What is the relationship between ethics and the law?
- What are the primary sources of American Law?

SWBAT demonstrate understanding of the following

- Why laws are needed
- Five major sources of law in the United States today

#### Learning Activities

- How ethical decisions are made
- When to apply the greatest good principle
- When to apply the Golden Rule principle
- When law relates to ethics
- How ethics and the law conflict
- How to recognize the various parts of the U.S. constitution
- How to explain the components of common law
- How to identify the various ways that courts make law
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

#### Assessments

##### **Formative:**

- Classwork and Groupwork
- Teacher Observation
- Practical Demonstration

##### **Summative:**





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- Quizzes
- Topic Tests

### **Alternative:**

- Presentations and essays
- Kahoot/Quizizz

## Interdisciplinary Connections

ELA:

RH.11-12.7: 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.

WHST.11-12.1.b: 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.

Math:

S.IC.6: Evaluate reports based on data.

S.MD.5.b: Evaluate and compare strategies on the basis of expected value.

## Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

## Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.





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Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Cengage Mindtap, Google Slides and Docs in order to present new ideas and reflect on learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP9. Model integrity, ethical leadership and effective management.

Time Frame	1 Week (5 blocks)
Topic	
The Court System	
Alignment to Standards	
<p>9.2.12.CAP.16: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice..</p> <p>9.3.LW-LEG.1: Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.</p> <p>Social Studies: 6.1.12.CivicsPR.2.a, 6.3.8.CivicsPR.5</p>	





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### Learning Objectives and Activities

SWBAT answer the following questions:

- What is the structure of the federal and state court system?
- What is the structure of their jurisdictions?
- What are the differences between civil and criminal trials and alternatives to litigation?

SWBAT demonstrate understanding of the following:

- The jurisdictions and structures of federal and state courts
- How juvenile offenders are treated by the court
- The steps of civil and criminal lawsuits
- The rights of an individual who has been arrested
- How court procedures apply to juvenile cases

Learning Activities:

- How to determine a court's jurisdiction and the structure of the federal court system
- How to explain the role of the United States Supreme Court
- How to explain the structure of the state court system
- How to describe the difference between an unruly and delinquent juvenile
- How to seek alternatives to litigation
- How to explain the steps in a civil lawsuit
- How to explain the steps in a criminal prosecution
- How to apply court procedures to juvenile cases
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Class discussion- Questions/Answers
- Teacher Observation
- Graphic Organizer
- Entrance/Exit Cards

#### **Summative:**

- Quizzes
- Prepare presentation outlining the court system and explain why the different levels exist

#### **Alternative:**

- Vocabulary for key terms
- Kahoot/Quizizz





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CRP1: Act as a responsible and contributing citizen and employee.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP9. Model integrity, ethical leadership and effective management.

Time Frame	1 Week (5 blocks)
Topic	
Criminal Law	
Alignment to Standards	
9.3.LW-LEG.1: Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment. Social Studies: 6.3.8.CivicsPR.5	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"><li>• What are the elements of a crime?</li><li>• How is crime differentiated among property and those against people?</li><li>• How are state and criminal law systems defined?</li></ul> <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"><li>• How to classify different types of crime</li><li>• The elements of a crime</li><li>• What common defenses are used in the defense of an accused criminal</li><li>• How to identify crimes against people versus crimes against property</li></ul> <p>Learning Activities:</p> <ul style="list-style-type: none"><li>• How to tell the difference between the severity of different crimes</li><li>• How to explain the difference between state and federal criminal law</li><li>• How to define the various defenses to criminal liability</li><li>• How to define major crimes against people and property</li><li>• How to define major crimes that involve controlled substances</li><li>• How to define major crimes that involve computers</li><li>• Guided Practice, Key Term Review</li><li>• Internet Activity</li><li>• Discussion and Cooperative Learning Exercise</li><li>• PowerPoint and Group Presentation</li></ul>	







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### Assessments

#### **Formative:**

- Classwork and Groupwork
- Teacher Observation
- Entrance/Exit Cards

#### **Summative:**

- Quizzes
- Topic Tests

#### **Alternative:**

- Kahoot
- Quizizz

### Interdisciplinary Connections

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### Technology Integration

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## Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

Time Frame	2 Weeks
Topic	
The Law of Torts	





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### Alignment to Standards

9.3.LW-LEG.1: Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.  
Social Studies: 6.3.8.CivicsPR.5

### Learning Objectives and Activities

SWBAT answer the following questions:

- What are intentional torts?
- What is negligence, the doctrine of strict liability, and survival and wrongful death statutes?

SWBAT demonstrate understanding of the following:

- The elements of negligence
- When the doctrine of strict liability applies
- The difference between survival and wrongful death statutes
- The remedies available to the victim of a tort

Learning Activities:

- How to tell the difference between a crime and a tort
- How to explain the nature of tort law
- How various torts can be committed
- How to define various intentional torts
- How to define negligence
- How to explain the elements of negligence
- How to define the major defenses against negligence
- How to define strict liability
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Classwork and Groupwork
- Teacher Observation
- Class Debate of how concepts impact individual/society

#### **Summative:**

- Quizzes
- Topic Tests





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### **Alternative:**

- Kahoot
- Quizizz

### Interdisciplinary Connections

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### Career Education

CRP4: Communicate clearly and effectively with reason.

CRP9. Model integrity, ethical leadership and effective management.

Time Frame	2 Weeks (10 blocks)
Topic	
How Contracts Arise	
Alignment to Standards	
9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions. 9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications. 9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal services environment.	
Learning Objectives and Activities	
SWBAT answer the following questions: <ul style="list-style-type: none"><li>• What are the elements and major classes of contracts?</li></ul>	





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- What are the detailed requirements of an offer and acceptance?

SWBAT demonstrate understanding of the following:

- The six elements required to make a contract
- The difference in major class of contracts
- When and how a contract legally comes into existence
- Whether certain advertisements constitute offers
- How an offer can come to an end

Learning Activities:

- The elements of legal contracts
- How to identify valid, void, voidable and unenforceable contracts
- How to distinguish between express and implied contracts
- How to identify unilateral and bilateral contracts
- How to distinguish between oral and written contracts
- How to recognize the requirements of an offer
- How to distinguish between an offer and an invitation to negotiate
- How to distinguish between an acceptance and a counteroffer
- How to recognize when an offer has been terminated
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

## Assessments

### **Formative:**

- Teacher Observation
- Class Debate of how concepts impact individual/society
- Entrance/Exit Cards

### **Summative:**

- Quizzes
- Topic Tests

### **Alternative:**

- Quizizz
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### Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP11: Use technology to enhance productivity.

Time Frame	1 Week (5 blocks)
Topic	
Capacity to Contract	
Alignment to Standards	
9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions. 9.3.HU-ED.6: Adhere to ethical and legal responsibilities, laws and regulations to protect children and families. 9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.	
Learning Objectives and Activities	
SWBAT answer the following questions: <ul style="list-style-type: none"><li>● What are the limitations of and rights granted to minors ?</li><li>● What situations related to capacity make contracts voidable?</li></ul>	
SWBAT demonstrate understanding of the following:	







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- Reasons why a minor may disaffirm a contract
- How minority is determined
- How contracts between minors are treated
- Other reasons related to capacity that can make a contract voidable

### Learning Activities:

- How to explain the legal concept of minority
- How to identify the rights of minors in relation to contracts
- How to identify contracts that are voidable by a minor
- How a person can ratify a contract made in minority
- How to identify others, besides minors, who can rescind contracts
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

## Assessments

### **Formative:**

- Teacher observation
- Entrance/Exit cards

### **Summative:**

- Quizzes
- Topic Tests

### **Alternative:**

- Kahoot
- Quizizz

## Interdisciplinary Connections

### ELA:

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Time Frame	1 Week (5 blocks)
Topic	
Consideration	
Alignment to Standards	
<p>9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions.</p> <p>9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.</p>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"><li>• How is consideration defined?</li><li>• What are transactions that do not contain consideration?</li><li>• What is the court rule regarding adequacy of consideration?</li></ul> <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"><li>• How to identify consideration</li><li>• How to identify situations in which consideration is not present</li><li>• How courts determine adequacy of consideration</li><li>• How the doctrine of promissory estoppel may affect contract consideration</li><li>• How special situations involving consideration are applied</li></ul> <p>Learning Activities:</p> <ul style="list-style-type: none"><li>• How to explain the legal concept of consideration</li><li>• How to explain the types of consideration</li><li>• How to identify certain problems regarding consideration</li><li>• How to identify the principles that apply to consideration in everyday life</li><li>• How to identify agreements that are enforceable without consideration</li><li>• How to identify agreements that are not enforceable without consideration</li><li>• How to distinguish between past consideration and pre existing duties</li><li>• Guided Practice, Key Term Review</li><li>• Internet Activity</li><li>• Discussion and Cooperative Learning Exercise</li></ul>	





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## **SPARTAN MISSION:**

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DEPARTMENT Business COURSE Business and Personal Law

- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Classwork and group work
- Teacher observation
- Class debate of how concepts impact individual/society

#### **Summative:**

- Quizzes
- Topic Tests

#### **Alternative:**

- Kahoot
- Quizizz

### Interdisciplinary Connections

ELA:

RH.11-12.7: 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.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Career Readiness, Life Literacies, and Key Skills

### Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.





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- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

## Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
Topic	
Legality/Form of a Contract	
Alignment to Standards	
9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.	
9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and	





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transactions.

9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal services environment.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How do illegal contracts come about?
- What are the circumstances that may warrant invalidating contracts?
- What are the types of contracts that must be in writing to be enforced?
- What contracts are covered by the statutes of fraud?

SWBAT demonstrate understanding of the following:

- How state civil and criminal statutes may affect contract legality
- How usury, gambling, licensing, or Sunday statutes may affect contract legality
- Why contracts must not harm public policy
- How the courts deal with contracts that are partially or fully illegal
- How the statute of frauds applies to certain contracts
- How to evaluate contradictory or ambiguous phrases in a contract
- How the parol evidence and best evidence rules apply to contract disputes
- How to change a contractual writing

Learning Activities:

- How to explain what makes a contract illegal
- How to identify the consequences of illegality in relation to contract law
- How to identify contracts that are illegal by statutory law
- How to identify different types of licenses
- How to explain the legal doctrine of public policy
- How to identify agreements that are contrary to public policy
- How to identify contracts that involve an unreasonable restraint of trade
- How to explain the nature of a restrictive covenant
- How to explain the legal status of a contract that is not in writing
- How to include the elements that must be included in a written contract
- How to deal with contradictory and ambiguous terms in a written agreement
- How to identify which contracts must be in writing
- How to explain the parol evidence rule
- How to identify the exceptions to the parol evidence rule
- How to explain the best evidence rule
- How to change a contractual writing
- Guided Practice, Key Term Review





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- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Teacher observation
- Entrance/Exit Cards

#### **Summative:**

- Quizzes
- Tests

#### **Alternative:**

- Observation Assignment
- Kahoot/Quizizz

### Interdisciplinary Connections

ELA:

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a coherent understanding of an idea or event, noting discrepancies among sources.

Math:

S.IC.6: Evaluate reports based on data.

S.MD.5.b: Evaluate and compare strategies on the basis of expected value.

### Career Readiness, Life Literacies, and Key Skills

### Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize







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- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

## Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP9. Model integrity, ethical leadership and effective management.

Time Frame	1 Week (5 blocks)
Topic	
How Contracts Come to an End	







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### Alignment to Standards

9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions.

9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal services environment.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How does a contract become discharged?
- What are the timelines, substance, and satisfaction of performance, as well as how contracts may be discharged if the obligations are impossible to perform?

SWBAT demonstrate understanding of the following:

- How contracts might be ended due to fulfillment of all terms
- How laws or impossibility of performance, and substantive performance can end a contract
- How the reasonable person test can be used to determine satisfactory performance

Learning Activities:

- How to distinguish between satisfactory and substantial performance
- How to explain tender of performance
- How to explain how contracts can be discharged by agreement
- How to explain situations in which the law will permit a discharge by impossibility
- How to define the statute of limitations
- How to identify debts that cannot be discharged in bankruptcy
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Classwork and Groupwork
- Teacher Observation





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- Entrance/Exit Cards

### **Summative:**

- Quizzes
- Topic Tests

### **Alternative:**

- Observation Assessment
- Kahoot/Quizizz

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### Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

Time Frame	1 Week (5 blocks)
Topic	
Transfer of Contractual Rights and Duties	
Alignment to Standards	
9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.	
9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions.	
9.3.LW-LEG.1: Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.	
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### Learning Objectives and Activities

SWBAT answer the following questions:

- What is the difference between the assignment and delegation of contracts
- How are the rights that may and may not be assigned and duties that may and may not be delegated identified?
- What are the remedies available to an injured party when a contract is breached?

SWBAT demonstrate understanding of the following:

- How a third party may enforce a contract
- How to identify when a breach of contract has taken place

Learning Activities:

- How to explain the nature of assignment
- How to identify contractual rights that can be assigned
- How to explain the nature of a delegation
- How to explain the nature of a novation
- How to identify a situation involving privity of contract
- How to explain the concept of anticipatory breach
- How to identify remedies available for breach of contract
- How to define specific performance
- Why you must minimize the damages involved in a breach of a contract
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Classwork and Groupwork
- Teacher Observation
- Class Debate of how concepts impact individual/society

#### **Summative:**

- Quizzes
- Topic Tests

#### **Alternative:**

- Kahoot
- Quizizz





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### Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	1 Week (5 blocks)
Topic	
Owning of a Vehicle	
Alignment to Standards	
9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal services environment.	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the precautions to take when buying a car from a dealer or a private party?</li> <li>• What are the legal protections afforded to purchasers of automobiles?</li> </ul> <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"> <li>• How to discern the advantages and disadvantages of purchasing or leasing a vehicle</li> <li>• What remedies are available to the purchaser of a defective automobile</li> <li>• How federal laws protect automobile purchasers</li> <li>• What types of insurance are available to the owner of a vehicle</li> </ul> <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• How to identify important parts of a loan agreement</li> <li>• How to trade in a vehicle</li> <li>• Identify pros and cons of leasing</li> <li>• Compare options for buying a pre owned vehicle</li> <li>• How to pursue legal remedies if you buy a defective vehicle</li> </ul>	





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- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Classwork and Groupwork
- Teacher Observation

#### **Summative:**

- Quizzes
- Topic Tests

#### **Alternative:**

- Observation Assignment
- Kahoot/Quizizz

### Interdisciplinary Connections

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## Career Education

CRP3: Attend to personal health and financial well-being.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame

2 Weeks (10 blocks)

## Topic

Employment Law, Protection, and Equal Opportunity







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### Alignment to Standards

9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.

9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal services environment.

Social Studies: 6.1.12.EconEM.2.b, 6.1.12.EconNE.13.b, 6.1.12.HistoryCC.5.a, 6.3.8.CivicsPR.5

### Learning Objectives and Activities

SWBAT answer the following questions:

- What are the rights and duties of the employer - employee relationship?
- What is the major legislation surrounding employer-employee relationships?
- How can employees be terminated?
- What are the major federal laws that regulate employment conditions, worker benefits, and employment opportunities?

SWBAT demonstrate understanding of the following:

- How the employment at will doctrine affects the employer-employee relationship.
- How to identify exceptions to the employment at will doctrine.
- Major provisions of the law that regulate wages, hours and benefits
- How to differentiate between unemployment compensation and workers' comp
- The major federal laws that regulate employment opportunities
- The difference between disparate treatment and disparate impact

Learning Activities:

- How to identify those situations that fall outside of the doctrine of employment at will
- How to identify the exceptions to employment at will
- How to distinguish between implied contract and implied covenant
- Recognize areas of employment that must be included in any collective bargaining process
- Identify the objectives of the Taft Hartley Act
- Identify the goal of the Landrum Griffin Act
- Identify child labor laws
- Role of OSHA for workplace safety
- Employers' legal requirements with regard to wages and hours
- Statutes designed to protect privacy
- Distinguish between unemployment compensation and workers' comp





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- Define discrimination
- Explain Americans with Disabilities Act
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

### Assessments

#### **Formative:**

- Classwork and Groupwork
- Teacher Observation
- Entrance/Exit Cards

#### **Summative:**

- Quizzes
- Topic Tests

#### **Alternative:**

- Class Debate of how concepts impact individual/society
- Kahoot/Quizizz

### Interdisciplinary Connections

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### Career Readiness, Life Literacies, and Key Skills

### Technology Integration





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## Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively with reason.

Time Frame

1 Week (5 blocks)

Topic





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### Borrowing Money and Buying on Credit

#### Alignment to Standards

9.2.12.CAP.12: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.3.12.FN-BNK.1: Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.

9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal services environment.

Social Studies: 6.1.12.EconNE.6.a: A, 6.3.12.EconGE.1

#### Learning Objectives and Activities

SWBAT answer the following questions:

- What is the use of credit cards and the laws regarding their unauthorized use?
- What is the Truth in Lending Act and Bankruptcy Act?

SWBAT demonstrate understanding of the following:

- Various forms of credit
- Procedure for borrowing money and importance of Truth and Lending
- The federal laws that affect credit
- Laws governing the unauthorized use of credit cards
- Differences between the bankruptcy chapters

Learning Activities:

- Distinguish between the different types of credit
- Explain Truth and Lending Act
- Describe secured loans
- Guard against credit card problems
- Identify and describe credit protection laws
- Explain rights and duties under credit protection laws
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

#### Assessments

##### **Formative:**

- Teacher Observation
- Graphic Organizer





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- Entrance/Exit Cards

### **Summative:**

- Quizzes
- Topic Tests

### **Alternative:**

- Kahoot
- Quizizz

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Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### Career Education

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively with reason.

Time Frame	1 Week (5 blocks)
Topic	
Negotiable Instruments	
Alignment to Standards	
9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions. 9.3.LW-LEG.1: Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.	
Learning Objectives and Activities	
SWBAT answer the following questions: <ul style="list-style-type: none"><li>• What are the various kinds of negotiable instruments and how are they used?</li></ul>	





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SWBAT demonstrate understanding of the following:

- How are drafts used
- Identify the parties to a draft
- The features of a certificate of deposit

Learning Activities:

- How to state the purpose of negotiable instruments and identify the types
- How to name the parties to each type of negotiable instrument
- How to state the requirements of negotiability
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

## Assessments

### **Formative:**

- Classwork and Groupwork
- Teacher Observation
- Entrance/Exit Cards

### **Summative:**

- Quizzes
- Topic Tests

### **Alternative:**

- Class Debate of how concepts impact individual/society
- Kahoot/Quizizz

## Interdisciplinary Connections

ELA:

RH.11-12.7: 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.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into







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a coherent understanding of an idea or event, noting discrepancies among sources.

### Career Readiness, Life Literacies, and Key Skills

### Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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### Career Education

CRP4: Communicate clearly and effectively with reason.

CRP12: Work productively in teams while using cultural global competence.







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Time Frame	2 Weeks (10 blocks)
Topic	
Renting a Place to Live/Buying a Home	
Alignment to Standards	
Social Studies 6.1.12.CivicsPR.10.b, 6.1.12.EconNE.6.a., 6.1.12.EconET.14.b	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"><li>• What are the principal types of tenancies?</li><li>• What are liabilities of landlords?</li><li>• What is the process of buying a house?</li></ul> <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"><li>• Types of tenancies available to renters</li><li>• Rights and duties of the landlord and the tenant</li><li>• Steps involved in evaluating the purchase of a home</li><li>• Costs connected with obtaining a mortgage</li></ul> <p>Learning Activities:</p> <ul style="list-style-type: none"><li>• How to define main types of tenancies</li><li>• How to summarize rent control laws</li><li>• Explain the duties of landlords and tenants</li><li>• Describe eviction proceedings</li><li>• Compare advantages and disadvantages of buying a home</li><li>• Determine amount of money necessary to borrow for a home</li><li>• Describe various types of home ownership</li><li>• Guided Practice, Key Term Review</li><li>• Internet Activity</li><li>• Discussion and Cooperative Learning Exercise</li><li>• PowerPoint and Group Presentation</li></ul>	
Assessments	
<p><b><u>Formative:</u></b></p> <ul style="list-style-type: none"><li>• Teacher Observation</li></ul>	





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- Entrance/Exit Cards

### **Summative:**

- Quizzes
- Topic Tests

### **Benchmark:**

- Cumulative exam with multiple choice and short answer questions.

### **Alternative:**

- Kahoot
- Quizizz

## Interdisciplinary Connections

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## Career Readiness, Life Literacies, and Key Skills

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Students will access the Big Ideas online ebook to further investigate lesson concepts and demonstrate understanding of standards.

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### Career Education

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively with reason.

CRP11: Use technology to enhance productivity.

Time Frame	1 Week (5 blocks)
Topic	
Retirement and Wills	
Alignment to Standards	
9.3.LW-LEG.3: Produce written legal materials using writing strategies applicable to the legal services environment. Social Studies: 6.1.12.EconNE.14.a	
Learning Objectives and Activities	
SWBAT answer the following questions:	





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- What are the major types of retirement plans and what are the features of the Employee Retirement Income Security Act (ERISA)
- How is property transferred when someone dies?

SWBAT demonstrate understanding of the following:

- Main feature of social security, pension plans, and personal retirement plans
- Rights given to employees under ERISA
- Who makes a will and what it should contain
- How is a will executed
- Rights of the family of the deceased

Learning Activities:

- Describe the main features of social security
- Distinguish among the various personal retirement plans
- What happens when someone dies without a will
- Outline the legal procedures that apply when someone dies owning property
- Guided Practice, Key Term Review
- Internet Activity
- Discussion and Cooperative Learning Exercise
- PowerPoint and Group Presentation

## Assessments

### **Formative:**

- Classwork and Groupwork
- Teacher Observation
- Class Debate of how concepts impact individual/society

### **Summative:**

- Quizzes
- Topic Tests

### **Benchmark:**

- Project final assessment

### **Alternative:**

- Kahoot
- Quizizz

## Interdisciplinary Connections





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### Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts





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- Leveled texts according to ability

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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