

HS Business Law

Huntingdon Area School District

UNITS (7/7 SELECTED)

SUGGESTED DURATION

 Unit 1: Foundations of Law	<i>10 lessons</i>
 Unit 2: Criminal Law Basics	<i>10 lessons</i>
 Unit 3: Tort Law	<i>11 lessons</i>
 Unit 4: Contract Law Basics	<i>14 lessons</i>
 Unit 5: Elements of a Contract	<i>16 lessons</i>
 Unit 6: Employment Law Basics	<i>7 lessons</i>
 Unit 7: Business Law Final Project	<i>17 lessons</i>

Unit 1: Foundations of Law

HS Business Law

UNIT OVERVIEW

Students will be able to describe the importance of law and recognize its relationship to ethics. Students will be able to describe features of the federal and state court system. Students will be able to differentiate between the processes of civil trial procedures, criminal trial procedures, and alternate dispute resolution.

ATTACHMENTS

 Sources_of_Law_-_handout_notes.docx

 Foundations_of_Law_-_notes_-_2020.docx

 Sources_of_Law___Court_System.pdf

 Foundations_of_Law_-_lesson_1.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.A

BIG IDEAS

Big Ideas

- Law is designed to protect the public as well as the rights of individual citizens.
- The United States legal system is based upon a combination of foundational ethical theories.
- Federal Court systems have a different jurisdiction than State Court systems given their differing roles.
- Criminal court procedures follow a prescribed order and process to ensure consistency, fairness, and protection of rights.
- Civil court procedures follow a prescribed order and process to ensure consistency, fairness, and protection of rights.
- Alternate dispute resolution (ADR) has four main options and are good choices for those who desire a quicker legal process without major court proceedings.

Unit 1: Foundations of Law

HS Business Law

ESSENTIAL QUESTIONS

Essential Questions

- Why is law important in society?
- What is the difference between an action being legal and an action being ethical?
- What are some major similarities and differences between the federal and state court systems?
- What are some similarities and differences in procedure between a criminal trial and a civil trial?
- What is an example of alternate dispute resolution?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the purpose of having laws in a society as well as understand their basis in ethics.	Students will be able to describe the importance of law and recognize its relationship to ethics.
Students will recognize some major similarities and differences between the federal and state court systems.	Students will be able to describe some major similarities and differences between the federal and state court systems.
Students will recognize and know some similarities and differences in procedure between a criminal trial and a civil trial.	Students will be able to identify some similarities and differences in procedure between a criminal trial and a civil trial.
Students will know about options available in alternate dispute resolution and be able to give an example.	Students will be able to create a scenario to give an example of alternate dispute resolution.

Unit 1: Foundations of Law

HS Business Law

EVIDENCE OF LEARNING & ASSESSMENT

be able to

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Quick Write then Think-Pair-Share: Develop your own definition of law	Formative	After students formulate their own definition of law, compare student definitions to "book definition".
Quick Write and Class Discussion: Rights vs. Responsibilities	Formative	Students will analyze and compare the scope and importance of the rights of citizens vs. the responsibilities of citizens.
Activity: Federal ,State, Local	Formative	Students are asked to provide examples of federal law, state law, and local ordinances.
"Apply and Debate" Review Questions	Formative	The textbook provides a review segment called "Apply and Debate" after each unit. The scenarios that are given are brief but allow for questioning and discussion of key concepts. Students have to formulate an answer to the issue provided and be able to defend their position.
Foundations of Law and the Court System - Unit 1 Project	project-based	This category-based project allows for student choice. There are 9 options in total but 3 options in each of 3 categories. Each student selects one piece from Category 1, one piece from Category 2, and one piece from Category 3 to complete. The first category is a quicker and more simple reinforcement of unit concepts. The second and third categories are progressively more involved and require more research, higher-order processing, and/or more in-depth descriptions.

Unit 1: Foundations of Law

HS Business Law

ATTACHMENTS

 Foundations_of_Law___Court_System_-_Unit_Project.pdf

Unit 2: Criminal Law Basics

HS Business Law

UNIT OVERVIEW

Crimes happen every day; but many people do not understand what the law constitutes as a crime and the details that surround the classification of certain crimes. During this unit, students will be able to identify what elements must be present to constitute a crime and describe their classification levels. Students will be able to identify and describe various types of crimes as well as understand common defenses to a crime. We will examine a variety of different offenses that are crimes against people, property, business, government, and society.

ATTACHMENTS

 Criminal_law_-class_notes_fill_in.pdf

 Criminal_Law_info.pptx

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.A

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.3.12.F

BIG IDEAS

Big Ideas

- Describe the definition of a crime.
- Identify the main parties in a criminal court case
- Describe the three main levels of crime.
- Describe the two elements that must be present to define an action as a crime.
- Explain some common and major defenses to a crime.
- Describe some examples of crimes against people.
- Describe some examples of crimes against property.
- Describe some examples of crimes against businesses.
- Describe some examples of crimes against government.
- Describe some examples of crimes against society.

Unit 2: Criminal Law Basics

HS Business Law

ESSENTIAL QUESTIONS

Essential Questions

- What is the definition of a crime?
- Who are the main parties in a criminal court case?
- What are the levels of crime?
- What are the two elements that define a crime?
- What are some major defenses to a crime?
- What are some examples of crimes against people?
- What are some examples of crimes against property?
- What are some examples of crimes against businesses?
- What are some examples of crimes against government?
- What are some examples of crimes against society?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Understand the definition of a crime.	Describe the definition of a crime.
Know who the main parties in a criminal court case are	Identify the main parties in a criminal court case
Understand the three main levels of crime.	Describe the three main levels of crime.
Know the two elements that must be present to define an action as a crime.	Describe and be able to apply the two elements that must be present to define an action as a crime.
Understand some common and major defenses to crimes.	Explain some common and major defenses to crimes.
Know some examples of crimes against people.	Describe some examples of crimes against people.
Know some examples of crimes against property.	Describe some examples of crimes against property.
Know some examples of crimes against businesses.	Describe some examples of crimes against businesses.
Know some examples of crimes against businesses.	Describe some examples of crimes against government.
Know some examples of crimes against society.	Describe some examples of crimes against society.

Unit 2: Criminal Law Basics

HS Business Law

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Quick Write Activity: Motive	Formative	When analyzing whether an action is or is not a crime, the action must have two elements: the criminal act AND intent or negligence. Why is "motive" not a factor in determining if an action is a crime?
Partner Activity: Manslaughter vs. Murder	Formative	Describe two scenarios: one where the defendant is correctly charged with manslaughter and one where the defendant is correctly charged with murder.
Partner Activity: Assault vs. Battery	Formative	Describe three scenarios: one where the defendant is correctly charged with assault alone and one where the defendant is correctly charged with battery alone, and one where the defendant is correctly charged with both.
Vocab Review	Formative	Matching review of terms from criminal law
Mini-cases: scenario questions and discussion	Formative	Several scenarios from the reference text are posed to students. For each scenario, answer the proposed question about the scenario's validity and make your argument for why you believe that you are correct.
Case Study: State v. Ham	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.

Unit 2: Criminal Law Basics

HS Business Law

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Case Study: William D. Slaney	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.
Unit 2 Project Assessment	Summative	Given a list of various crimes, the student creates a scenario/ case for each crime that demonstrates a knowledge of the definition of the crime. To make it more fun, students select from different forms of expression for each scenario: poem, mime, picture, cartoon, written scenario, or example and summary of a researched case study.

ATTACHMENTS

 Chapter_2_-_Cases_Assessment.pdf

 Ch_2_vocab_list_matching.doc

 Slaney_Case_Analysis__case_activity_-_Criminal_Law.pdf

 Unit_2_-_Review_Case_Questions__scenarios_.JPG

 Unit_2_-_Criminal_Law_-_real_application_case.JPG

Unit 3: Tort Law

HS Business Law

UNIT OVERVIEW

Many people have seen a civil case as it unfolded in the news or have been a part of one themselves. Our society is all too happy to encourage people to sue for damages if they feel that they are wronged. However, many citizens do not truly understand what criteria need to be met in order for a civil --or tort-- case to be filed.

Understanding the nature of a tort case (civil case) as well as the three elements that must be present in order to have a tort are essential. During the course of this unit, students will be able to distinguish the differences between a criminal case and a tort case as well as the remedies/consequences between criminal convictions and tort case losses. The difference between intentional and unintentional torts will be explored as well as the concepts of negligence and "reasonable person test".

Students will be able to provide examples of intentional torts as well as describe the three elements that must be proven in a case involving an unintentional tort. Concepts surrounding main defenses to negligence, the use of strict liability, and basic elements of product liability will be covered as well.

ATTACHMENTS

 TORT__LAW.pdf

 Tort_Notes_-_fill_in.pdf

 TORT__LAW.pptx

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.A

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.3.12.F

Unit 3: Tort Law

HS Business Law

BIG IDEAS

Big Ideas

- Understand the nature of a tort case (civil case) as well as the three elements that must be present in order to have a tort.
- Describe the differences between a criminal case and a tort case.
- Understand the differences between the remedies/consequences for a criminal conviction vs. a tort case loss.
- Describe the difference between intentional and unintentional torts including the concepts of negligence and "reasonable person test".
- Describe examples of intentional torts
- Describe the three elements that must be proven in a case involving an unintentional tort.
- Describe the three main defenses to negligence.
- Give an example of the use of strict liability.
- Understand the basic elements of product liability and the exceptions for legal responsibility.

ESSENTIAL QUESTIONS

Essential Questions

- What is the nature of a tort case (civil case)? What are the three elements that must be present in order to have a tort?
- What are the differences between a criminal case and a tort case?
- What are the differences between the remedies/consequences for a criminal conviction vs. a tort case loss?
- What is the difference between intentional and unintentional torts including the concepts of negligence and "reasonable person test"?
- What are some examples of intentional torts?
- What are the three elements that must be proven in a case involving an unintentional tort?
- What are the three main defenses to negligence?
- What is an example of the use of strict liability?
- What are some basic elements of product liability and the exceptions for legal responsibility?

Unit 3: Tort Law

HS Business Law

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Understand the nature of a tort case (civil case) as well as the three elements that must be present in order to have a tort.	Explain the three elements that must be present in order to have a tort.
Understand the differences between a criminal case and a tort case.	Describe the differences between a criminal case and a tort case.
Understand the differences between the remedies/ consequences for a criminal conviction vs. a tort case loss.	Describe the remedies/consequences that are appropriate for a tort case.
Know the difference between intentional and unintentional torts including the concepts of negligence and "reasonable person test".	Describe the difference between intentional and unintentional torts including the concepts of negligence and "reasonable person test".
Know examples of intentional torts.	Describe examples of intentional torts.
Know the three elements that must be proven in a case involving an unintentional tort.	Describe the three elements that must be proven in a case involving an unintentional tort.
Understand the three main defenses to negligence.	Describe the three main defenses to negligence.
Understand the concept of strict liability.	Give an example of the use of strict liability.
Understand the basic elements of product liability and the exceptions for legal responsibility.	Describe the basic elements of product liability and the exceptions for legal responsibility.

Unit 3: Tort Law

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Think-Pair-Share Activity: Careless Actions	Formative	Students are asked to think of a time when they witnessed or have been a part of something where someone was simply careless and ended up hurting another person or property. Discuss in partners and then as a class.
Activity: Elements of a Tort	Formative	Students are asked to consider the 3 elements of a tort.... 1.) Set up one scenario where it meets all 3 elements. 2.) Set up another scenario where one part of the tort is missing, causing the case to be invalid! 3.) Select one of the two and read it to the class.... we will identify if the tort is valid or not.
Quick Write Activity: Reasonable Person test	Formative	In analyzing the "reasonable person test" for law, what characteristics help you to determine if you feel that someone is a "reasonable person"?
Mini-cases: scenario questions and discussion	Formative	Several scenarios from the reference text are posed to students. For each scenario, answer the proposed question about the scenario's validity and make your argument for why you believe that you are correct.
Case Study: Kolarik v. Cory International Corporation	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that

Unit 3: Tort Law

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Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
		they feel should win the verdict.
Case Study: Medley v. Home Depot	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.
Unit 3 Project Assessment	Summative	Students select a tort case to analyze and present from both the plaintiff side as well as the defendant side. In presenting arguments for each side, research and present an applicable precedent case that could have been used in the attorneys' arguments for their respective clients. After a class discussion and analysis, reveal the actual verdict of the case.

ATTACHMENTS

 Tort_Law_Case_Presentations.pdf

 Tort_Law_-_Case_Analysis_Medley_vs_Home_Depot.pdf

 Tort_Law_Mini_Cases__from_text__-Part_1.JPG

Unit 4: Contract Law Basics

HS Business Law

UNIT OVERVIEW

Contracts are a vital tool of business from retail to real estate. Understanding the definition of a contract and the theories behind the area of contract law is essential for success in the business world. In this introductory unit of contract law, the six elements of a contract that must be present for a contract to be valid will be emphasized and analyzed. Students will be able to classify contracts according to various terms as well as understand what constitutes an offer for a contract. We will examine some necessary requirements for an offer to be valid, understand the elements surrounding the acceptance of an offer, as well as identify five ways that an offer can be terminated.

ATTACHMENTS

 Contract_Law.pdf

 Notes_for_students_-_Contract_Law_1.pdf

 Contract_Law.pptx

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.A

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.3.12.F

BIG IDEAS

Big Ideas

- Understand the definition of a contract and the theories behind the area of contract law.
- Know the six elements of a contract that must be present for a contract to be valid.
- Understand the different terms that can be used to classify contracts.
- Know what an offer entails as well as the terms offeror and offeree.
- Understand and be able to explain the three requirements of an offer to be valid.
- Understand the elements surrounding the acceptance of an offer.
- Know the five ways that an offer can be terminated.

Unit 4: Contract Law Basics

HS Business Law

ESSENTIAL QUESTIONS

Essential Questions

- What is the definition of a contract?
- What are the three main theories behind the area of contract law?
- What are the 6 elements of a contract that must be present for a contract to be valid?
- What types of terms can be used to classify contracts? (valid, void, voidable, unenforceable, written, express, bilateral, unilateral...)
- What is the definition of an offer?
- Who is an offeror vs. offeree?
- What are the three requirements needed for an offer to be valid?
- What are five elements surrounding the acceptance of an offer?
- What are five ways that an offer can be terminated?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Understand the definition of a contract and the foundational theories behind the area of contract law.	Identify the definition of a contract and explain the theories that are foundational to contract law.
Know the six elements of a contract that must be present for a contract to be valid.	Describe and apply the six elements of a contract that must be present for a contract to be valid.
Understand the different terms that can be used to classify contracts.	Properly identify and utilize the different terms that can be used to classify contracts.
Know what an offer entails as well as the terms offeror and offeree.	Explain what an offer entails as well as identify an offeror and offeree.
Understand and be able to explain the three requirements for an offer to be valid.	Explain the three requirements for an offer to be valid.
Understand the elements surrounding the acceptance of an offer.	Using the elements surrounding the acceptance of an offer, identify if an offer has been officially accepted.
Know the five ways that an offer can be terminated.	Explain the five ways that an offer can be terminated.

Unit 4: Contract Law Basics

HS Business Law

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Activity: Entering into a Contract	Formative	Students will describe occasions where they think they have entered into a contract.
Activity: Valid vs. Invalid	Formative	Create two scenarios that describe a contract situation --one where the contract is valid and one where it is invalid. Read one of them to the class for analysis.
Activity: Contract Labeling	Formative	Given scenarios, students will identify the classifications of a contract: <ul style="list-style-type: none">• Valid, void, voidable, unenforceable• Express, implied• Bilateral, unilateral• Oral, written
Activity/Discussion: Negotiations in purchases	Formative	Students will explore the following questions regarding negotiations in American purchases: Describe negotiations in purchases when in other countries; What types of items do Americans usually negotiate over? WHY?
Mini-cases: scenario questions and discussion	Formative	Several scenarios from the reference text are posed to students. For each scenario, answer the proposed question about the scenario's validity and make your argument for why you believe that you are correct.
Case Study: Heiman v. Parish	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.

Unit 4: Contract Law Basics

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Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Case Study: Bowling v. Sperry	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.
Review Worksheets	Formative	Students complete text related worksheets to review concepts related to Unit 4.
Unit 4 Project Assessment	Project based assessment	Students create a story that correctly utilizes at least 12 vocabulary terms from the unit. Context clues must be given to show understanding and at least four terms must be classification of a contract descriptions.

ATTACHMENTS

 [Contract_Law_-_Basics__Part_1_-_Cases_and_Resources.pdf](#)

 [Contract_Law_Story_Project_Unit_4.pdf](#)

 [Classifications_of_a_Contract.pdf](#)

 [Bowling_vs_Sperry_case_study.pdf](#)

Unit 5: Elements of a Contract

HS Business Law

UNIT OVERVIEW

As the use of contracts is vital in business transactions, this unit expands upon the base understanding of contracts from Unit 4 to give further clarification about the various elements that make up a contract. The first element to be discussed is the definition of capacity as it relates to the elements of a contract. Students will explore the limitations of capacity in entering into a contract including the aspect of age of majority, mental impairment, intoxication, as well as other possible limitations. The rights and duties of minors when disaffirming contracts will be explained as well as the concept of contract ratification and exceptions to voidable contracts for minors. When discussing minors and contracts, the rights and duties of parents with regard to minors will also be covered. The next element to be explored in this unit is the concept of legality as it relates to the elements of a contract as well as examples of agreements that break contract statutes. The element of consideration will be clarified including unconscionable contracts and why they are unenforceable, forms of appropriate consideration, exceptions to consideration and situations without the element of consideration that are not enforceable by law.

The last element of a contract to be discussed in this unit is the concept of genuine agreement as it relates to the elements of a contract. We will also explore the elements of a written contract and the criteria for when a written contract is needed.

ATTACHMENTS

 Elements_of_a_Contract.pdf

 Elements_of_a_Contract.pptx

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.A

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.3.12.F

Unit 5: Elements of a Contract

HS Business Law

BIG IDEAS

Big Ideas

- Understand the definition of capacity as it relates to the elements of a contract.
 - Describe the limitations of capacity in entering into a contract.
 - Describe the rights and duties of minors when disaffirming contracts.
 - Explain the concept of contract ratification and exceptions to voidable contracts for minors.
 - Describe the rights and duties of parents with regard to minors.
 - Describe the concept of legality as it relates to the elements of a contract.
 - Explain examples of agreements that break contract statutes. (criminal, usury, gambling, "Sunday Statute", utilizing services of unlicensed parties)
 - Describe the concept of consideration as it relates to the elements of a contract.
 - Explain unconscionable contracts and why they are unenforceable.
 - Identify forms of consideration that are appropriate in contracts.
 - Describe exceptions to consideration.
 - Identify situations without the element of consideration that are not enforceable by law.
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- Describe the concept of genuine agreement as it relates to the elements of a contract.
 - Describe the elements of a written contract.
 - Describe the criteria for when a written contract is needed.

Unit 5: Elements of a Contract

HS Business Law

ESSENTIAL QUESTIONS

Essential Questions

- Understand the definition of capacity as it relates to the elements of a contract.
- Describe the limitations of capacity in entering into a contract.
- Describe the rights and duties of minors when disaffirming contracts.
- Explain the concept of contract ratification and exceptions to voidable contracts for minors.
- Describe the rights and duties of parents with regard to minors.
- Describe the concept of legality as it relates to the elements of a contract.
- Explain examples of agreements that break contract statutes. (criminal, usury, gambling, "Sunday Statute", utilizing services of unlicensed parties)
- Describe the concept of consideration as it relates to the elements of a contract.
- Explain unconscionable contracts and why they are unenforceable.
- Identify forms of consideration that are appropriate in contracts.
- Describe exceptions to consideration.
- Identify situations without the element of consideration that are not enforceable by law.
- Describe the concept of genuine agreement as it relates to the elements of a contract.
- Describe the elements of a written contract.
- Describe the criteria for when a written contract is needed.

Unit 5: Elements of a Contract

HS Business Law

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Understand the definition of capacity as it relates to the elements of a contract.	Explain the definition of capacity as it relates to the elements of a contract.
Know the limitations of capacity in entering into a contract.	Describe the limitations of capacity in entering into a contract.
Understand the rights and duties of minors when disaffirming contracts.	Describe the rights and duties of minors when disaffirming contracts.
Know the concept of contract ratification and exceptions to voidable contracts for minors.	Explain the concept of contract ratification and exceptions to voidable contracts for minors.
Know the rights and duties of parents with regard to minors.	Describe the rights and duties of parents with regard to minors.
Understand the concept of legality as it relates to the elements of a contract.	Describe the concept of legality as it relates to the elements of a contract.
Know examples of agreements that break contract statutes. (criminal, usury, gambling, "Sunday Statute", utilizing services of unlicensed parties)	Explain examples of agreements that break contract statutes. (criminal, usury, gambling, "Sunday Statute", utilizing services of unlicensed parties)
Understand the concept of consideration as it relates to the elements of a contract.	Describe the concept of consideration as it relates to the elements of a contract.
Understand unconscionable contracts and why they are unenforceable.	Explain unconscionable contracts and why they are unenforceable.
Know forms of consideration that are appropriate in contracts.	Identify forms of consideration that are appropriate in contracts.
Know exceptions to consideration.	Describe exceptions to consideration.
Understand situations without the element of consideration that are not enforceable by law.	Identify situations without the element of consideration that are not enforceable by law.
Understand the concept of genuine agreement as it relates to the elements of a contract.	Describe the concept of genuine agreement as it relates to the elements of a contract.
Know the elements of a written contract.	Describe the elements of a written contract.

Unit 5: Elements of a Contract

HS Business Law

Knowledge	Skills
Know the criteria for when a written contract is needed.	Describe the criteria for when a written contract is needed.

Unit 5: Elements of a Contract

HS Business Law

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Introductory Activity: Capacity	Formative	Students are asked in a "think -pair -share" format to think about times when someone might not fully understand when entering into a contract.
Activity: Examples of Mental Impairment	Formative	Students are asked when analyzing the element of capacity to provide examples of when someone may not have the mental capacity to understand a contract.
Activity: Exceptions to Voidable Contracts by Minors	Formative	Students are asked to look at the exceptions to voidable contracts by minors and give rationale for why each might not be voidable.
Activity: Intoxication and Capacity	Formative	Students will give examples of possible instances when the law might or might not recognize intoxication as a capacity reason to void a contract.
Activity: Licensing	Formative	Students are asked to brainstorm a list of jobs that require a license in order to perform their job duties or provide a service to the public.
Partner Activity: Receipts	Formative	In partners, make a list of pieces of information that are listed on a store receipt. (Then compare the list to the elements of a written contract.)
Review Worksheets	Formative	Students are asked to review concepts related to Chapter 5 using text resources in the form of worksheets.
Mini-cases: scenario questions and discussion	Formative	Several scenarios from the reference text are posed to students. For each scenario, answer the proposed question about

Unit 5: Elements of a Contract

HS Business Law

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
		the scenario's validity and make your argument for why you believe that you are correct.
Case Study: Olsen v. Hawkins	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.
Case Study: Mattel vs. MGA Entertainment	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.
Case Study: Holmes v. Lerner	Formative	Students evaluate and analyze the case from real-life court proceedings. Students utilize critical thinking to determine what principles of law apply to the case and then make an argument for the side that they feel should win the verdict.
Unit 5 Case Exam	Summative	Open note exam covering concepts of contract law from Unit 4 and 5 that poses case scenarios. Students are asked analysis questions relating to the validity or invalidity of the contract in question.

ATTACHMENTS

 Case_Analysis_Assessment_-_Contract_Law__Elements_.docx

 Mattel_vs_MGA_case_study.pdf

 Elements_of_Contract_Law_-_Answer_Key_for_worksheets.pdf

Unit 5: Elements of a Contract

HS Business Law

 Elements_of_Contract_Law___Contract_Law_Part_2_-_Cases_and_Resources.pdf

 Holmes_v_Lerner_-_Urban_Decay_cosmetics_case.pdf

Unit 6: Employment Law Basics

HS Business Law

UNIT OVERVIEW

Every employee in business should be familiar with their rights regarding fair employment according to law in the workplace. In this unit, we will begin by describing "employment at will" and exceptions as well as the legal arguments if an employee challenges getting fired from their position. As many workplaces have organized unions, we will identify government Acts that are related to unions (Norris-LaGuardia, Wagner, Taft-Hartley, Landrum-Griffin) and how a union is formed or dissolved. Fair treatment as well as health and safety are paramount to a productive and healthy workforce. With that in mind, this unit will explore the following issues: health and safety in the workplace (OSHA), environmental policy, fair wages and benefits in the workplace, Family Medical Leave Act, Social Security Act, unemployment compensation, worker's compensation, privacy, polygraph policies, drug-free workplaces, discrimination, and sexual harassment.

ATTACHMENTS

 EMPLOYMENT_LAW.pdf

 Employment_Law_notes_part_1.docx

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.A

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.2.12.I

15.3.12.F

Unit 6: Employment Law Basics

HS Business Law

BIG IDEAS

Big Ideas

- Describe "employment at will" as well as exceptions.
- Describe legal arguments if an employee challenges getting fired from their position.
- Identify government Acts that are related to unions. (Norris-LaGuardia, Wagner, Taft-Hartley, Landrum-Griffin)
- Understand how a union is formed or dissolved.
- Understand rights related to health and safety in the workplace. (OSHA)
- Understand rights related to environmental policy and safety in the workplace.
- Understand rights related to fair wages and benefits in the workplace.
- Understand rights related to Family Medical Leave Act.
- Understand rights related to Social Security Act.
- Understand rights related to unemployment compensation and worker's compensation in the workplace.
- Understand rights related to privacy, polygraph policies, and drug-free workplaces.
- Understand rights related to discrimination in the workplace including pregnancy, disability, age, and immigration policy. (Civil Rights Act of 1964)
- Understand rights related to sexual harassment in the workplace.

Unit 6: Employment Law Basics

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ESSENTIAL QUESTIONS

Essential Questions

- What is the definition of "employment at will" and what are exceptions to it?
- What are legal arguments if an employee challenges getting fired from their position?
- What are some government Acts through history that shaped unions? (Norris-LaGuardia, Wagner, Taft-Hartley, Landrum-Griffin)
- How is a union formed or dissolved?
- What are an employee's rights related to health and safety in the workplace? (OSHA)
- What are an employee's rights related to environmental policy and safety in the workplace?
- What are an employee's rights related to fair wages and benefits in the workplace?
- What are an employee's rights related to Family Medical Leave Act?
- What are an employee's rights related to Social Security Act?
- What are an employee's rights related to unemployment compensation and worker's compensation in the workplace?
- What are an employee's rights related to privacy, polygraph policies, and drug-free workplaces?
- What are an employee's rights related to discrimination in the workplace including pregnancy, disability, age, and immigration policy? (Civil Rights Act of 1964)
- What are an employee's rights related to sexual harassment in the workplace?

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Understand "employment at will" as well as exceptions.	Describe "employment at will" as well as exceptions.
Know legal arguments if an employee challenges getting fired from their position.	Describe legal arguments if an employee challenges getting fired from their position.
Understand government Acts that are related to unions. (Norris-LaGuardia, Wagner, Taft-Hartley, Landrum-Griffin)	Identify government Acts that are related to unions. (Norris-LaGuardia, Wagner, Taft-Hartley, Landrum-Griffin)
Understand how a union is formed or dissolved.	Explain how a union is formed or dissolved.
Understand rights related to health and safety in the workplace. (OSHA)	Explain employee rights related to health and safety in the workplace. (OSHA)
Understand rights related to environmental policy and safety in the workplace.	Describe rights related to environmental policy and safety in the workplace.
Understand rights related to fair wages and benefits in the workplace.	Explain employee rights related to fair wages and benefits in the workplace.
Understand rights related to Family Medical Leave Act.	Explain employee rights related to the Family Medical Leave Act.
Understand rights related to Social Security Act.	Describe employee rights related to Social Security Act.
Understand rights related to unemployment compensation and worker's compensation in the workplace.	Describe rights related to unemployment compensation and worker's compensation in the workplace.
Understand rights related to privacy, polygraph policies, and drug-free workplaces.	Explain rights related to privacy, polygraph policies, and drug-free workplaces.
Understand rights related to discrimination in the workplace including pregnancy, disability, age, and immigration policy. (Civil Rights Act of 1964)	Explain rights related to discrimination in the workplace including pregnancy, disability, age, and immigration policy. (Civil Rights Act of 1964)
Understand rights related to sexual harassment in the workplace.	Describe rights related to sexual harassment in the workplace.

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Activity/Discussion: Exceptions to Employment at Will	Formative	Students will give examples of jobs where there is a union formed and why they might have one. Students will give examples of celebrities, professional sports, or careers that would negotiate their own contracts.
Activity/Discussion: Health and Safety	Formative	Students will give examples of situations where OSHA would inspect a business or be called in to a company.
Activity/Discussion: Fair Wages and Benefits	Formative	Students are asked to recall lessons from history classes to make connections to Fair Labor Standards and Equal Pay Acts.
Activity/Discussion: FMLA & Worker's Compensation	Formative	Students will examine instances that would apply to the Family Medical Leave Act as well as provide examples for something that could be covered under Worker's Compensation.
Activity/Discussion: Equal Employment Opportunity - CRA of 1964	Formative	Students will examine the Equal Employment Opportunity Act and identify points in history to explain why the Act was passed and give examples of events and discrimination that was common during that time period. Students will identify instances that might come into question in current society.
Review Activity	Formative	Students will select a job that they could apply for in the future. With that job in mind, list five things that an employer could not do or ask either in an interview or on the job.
Open Note Test Assessment	Summative	Students will respond to questions regarding employment law

Unit 6: Employment Law Basics

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Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
		concepts.

ATTACHMENTS

 Employment_Law_-_Open_Note_Assessment_-_Google_Forms.pdf

 Employment_Law_Assessment.docx

Unit 7: Business Law Final Project

HS Business Law

UNIT OVERVIEW

As a culminating assessment for the course, students are given voice and choice about what area of law to conduct deeper study and present findings to the class. First, students select some area of law where they have an interest or a connection to their future career possibility. Students will then research and develop a presentation that covers the following topics:

- Why did this topic interest you? How might you use it in the future possibly related to a potential career interest or life?
- Describe the topic or issue. What is it? What date did it become law – if applicable?
- What aspects of law that we discussed does it apply to? (criminal, civil/tort, contract?) Why?
- What is the origin of the topic? Is there a time period or event that set this topic into law?
- What are some pivotal cases involving this topic? (at least 2 cases)
- Are there any exceptions to this law/topic that might be significant – if so, what?
- How do you see the future of this topic? (exs. repeal, increased cases, amended, ...?)
- Apply 10 terms and concepts that were discussed throughout the course within your presentation (underlined) -- OR -- Select 5 major terms that are used specifically in your area of law and define them for us.

ATTACHMENTS

 Final_Project_Evaluation_Rubric.pdf

 Final_project.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.A

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.3.12.C

15.3.12.D

15.3.12.E

15.3.12.G

15.3.12.H

15.3.12.I

Unit 7: Business Law Final Project

HS Business Law

BIG IDEAS

Big Ideas

- Why did this topic interest you? How might you use it in the future possibly related to a potential career interest or life?
- Describe the topic or issue and its scope. What date did it become law – if applicable?
- Describe your area of law and relate it to aspects of law that we discussed (criminal, civil/tort, contract?)
- Explain the origin of the topic. Explain how it relates to the time period or event that set this topic into law.
- Describe some pivotal cases involving this topic. (at least 2 cases)
- Explain any exceptions to this law/topic that might be significant.
- Describe some predictions for the future of this topic based upon your research.
- Apply 10 terms and concepts that were discussed throughout the course within your presentation (underlined) -- OR – Select 5 major terms that are used specifically in your area of law and define them.

ESSENTIAL QUESTIONS

Essential Questions

- Why did this topic interest you? How might you use it in the future possibly related to a potential career interest or life?
- What is the scope of the topic or issue. What is it? What date did it become law – if applicable?
- What aspects of law that we discussed does it apply to? (criminal, civil/tort, contract?) Why?
- What is the origin of the topic? Is there a time period or event that set this topic into law?
- What are some pivotal cases involving this topic? (at least 2 cases)
- Are there any exceptions to this law/topic that might be significant – if so, what?
- What are your predictions for the future of this topic based upon your research. (exs. repeal, increased cases, amended, ...?)
- How can you apply 10 terms and concepts that were discussed throughout the course within your presentation (underlined)? -- OR – How can you apply 5 major terms that are used specifically in your area of law and define them?

Unit 7: Business Law Final Project

HS Business Law

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Why is this topic of interest to you? How might you use it in the future possibly related to a potential career interest or life?	Explain why this topic was of interest to you? How might you use it in the future possibly related to a potential career interest or life?
What is the topic or issue and its scope. What date did it become law – if applicable?	Describe the topic or issue and its scope. What date did it become law – if applicable?
Which areas of law that we discussed does your topic relate to the most? (criminal, civil/tort, contract?)	Describe your area of law and relate it to aspects of law that we discussed (criminal, civil/tort, contract?)
What is the origin of the topic. How does it relate to the time period or event that set this topic into law?	Explain the origin of the topic. Explain how it relates to the time period or event that set this topic into law.
What are some pivotal cases involving this topic? (at least 2 cases)	Describe some pivotal cases involving this topic. (at least 2 cases)
What exceptions to this law/topic exist that might be significant?	Explain any exceptions to this law/topic that might be significant.
What are some predictions that you have for the future of this topic based upon your research?	Describe some predictions for the future of this topic based upon your research.
What are 10 terms and concepts that were discussed throughout the course that are related to your topic? -- OR -- What are 5 major terms that are used specifically in your area of law and what is their definition?	Apply 10 terms and concepts that were discussed throughout the course to your topic -- OR -- Select 5 major terms that are used specifically in your area of law and define them.

Unit 7: Business Law Final Project

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Final Project Presentation Assessment	Project based	Students select an area of law or legal topic of interest. After conducting extensive research, students will construct an informative presentation and teach the class about their topic. The presentation will include information relating to the following: student interest in the topic, description of the area of law and related information, application of the categories of law discussed in the course content, historical background of the origin of the area of law, pivotal cases from this area of law, exceptions that apply in this area of law, predictions for the future from this area of law, and application of course vocabulary or explanation of new vocabulary for this area of law.

ATTACHMENTS

 Final_Project_Evaluation_Rubric.pdf

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