

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Business Law

Length of Course:	Semester
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 9-12
Credit Value:	2.5 Credits
Date Approved:	August 17, 2021

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Course Description

Business Law and Ethics is designed to describe laws and regulations affecting business operations and transactions. The course will provide an overview of contract law, ethical decision-making frameworks, and employment law. Students will examine ethical issues, and apply multiple theories of ethical analysis to such issues. The course will also focus on the planning, monitoring, and managing of day-to-day business activities to foster a healthy and safe work environment.

Units Of Study

Unit	Focus
1:5 Weeks	Law, Justice, And You
2:5 Weeks	Contract Law
3:5 Weeks	Property Law
4:6 Weeks	Employment Law

Unit 1: LAW, JUSTICE, AND YOU

Targeted Standards	<ul style="list-style-type: none"> ● 9.3.12.BM.2.4 Describe the nature and scope of business laws and regulations. ● 9.3.12.BM.2.4 [0] Compare and contrast the difference between law and regulations. ● 9.3.12.BM.2.4 [1] Describe the nature of law and sources of law in the United States. ● 9.3.12.BM.2.4 [2] Describe legal issues affecting businesses. ● 9.3.12.BM.2.4 [3] Summarize the role and function of government regulatory agencies (i.e. FDA, SEC, FTC, OSHA, CPSC). ● 9.3.12.BM.2.4 [4] Identify and explain the different types of business licensing. ● 9.3.12.BM.2.2 Demonstrate ethical behaviors in the workplace. ● 9.3.12.BM.2.2 [1] Explain the nature of business ethics. ● 9.3.12.BM.2.2 [2] Identify and explain where an action is legal but unethical. ● 9.3.12.BM.2.2 [2] Analyze how ethics and the law may conflict.
Unit Objectives/ Conceptual Understandings	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Develop a realistic view of the law at work. ● Help distinguish between the various levels of the legal system. ● Evaluate whether or not a law is achieving its intended purpose.
Essential Questions	<ul style="list-style-type: none"> ● What is the difference between common law and positive law? ● What is the origin of the U.S. legal system? ● What are the four sources of law? ● What are the differences between the four sources of law? ● What are the three levels of federal courts? ● What are the various types of state and local courts? ● What are the jurisdictions of the federal and state courts?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p>

Unit 1: LAW, JUSTICE, AND YOU, continued

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> • Laws and their ethical foundation. • Constitutional rights. • The court system • Criminal laws and procedures • Civil laws and procedures 	<ul style="list-style-type: none"> • Recall the history of the law • Identify the four stages of law and distinguish between criminal, • Identify the four sources of law and distinguish between statutes, administrative regulations and case law • Summarize how the amendments pertain to their lives today • Debate the amendment they were assigned. • Identify the various types of Federal, State and Local Courts civil, procedural and substantive laws. 	<ul style="list-style-type: none"> • Explain how ethics play a role in business as well as in our personal life. • Identify how each constitutional right has an effect on another • Explain how criminal and civil law differ and relate to each other. • Explain how the court system is set up to address both criminal and civil law <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Create a comparison in the relationship of personal and business ethics • List and explain various constitutional rights that affect us on a daily basis • Compare and Contrast civil and criminal law and where business laws are mainly charged. • List and determine how and why certain cases are sent to criminal court while others are argued in civil court.
<p>Resources Essential materials, supplementary materials, links to best practice Macbook, Internet, Google slides, Various texts and articles, Vocabulary drills, Case Study, Mock Trials</p>		<p>Instructional Adjustments Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales & text. • <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words. • <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications. 	

Unit 2: CONTRACT LAW

Targeted Standards	<ul style="list-style-type: none"> ● 9.3.12.BM- BIM.1.1 Apply knowledge of business contracts to establish business relationships. ● 9.3.12.BM- OM.1.1 Apply knowledge of business contracts to establish business relationships. ● 9.3.12.BM- BIM.1.1 [1] Explain the nature of contracts. ● 9.3.12.BM- BIM.1.1 [2] Identify and summarize the six elements of a contract. ● 9.3.12.BM- BIM.1.1 [3] Create, negotiate, and issue a business contract. ● 9.3.12.BM- OM.1.1 [4] Identify contracts that violate public policy. ● 9.3.12.BM- OM.1.1 [5] Identify valid, void, illegal, and unenforceable contracts.
Unit Objectives/ Conceptual Understandings	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Recognize the importance of contracts in your everyday life. ● Understand how contracts are made. ● Understand the variety and flexibility of contracts.
Essential Questions	<ul style="list-style-type: none"> ● What are the six elements of a legally enforceable contract? ● What are some contracts you have entered? ● What are the differences between valid, voidable, and void contracts? ● Why does the law distinguish between executed and executory contracts? ● What is the difference between a unilateral and a bilateral contract? ● Why would someone want to avoid a contract? ● What are the three conditions for an offer to be valid? ● What events and circumstances can terminate an offer? ● What are the definitions of acceptance and consideration? ● Why isn't an invitation to negotiate treated as an offer? ● Why are offers terminated upon death or disability of either offeror or offeree? ● Why must the offer and acceptance be identical? ● Which three ways does the law recognize a lack of contractual capacity? ● What is the difference between the remedy for misrepresentation and the remedy for fraud? ● What are two examples of agreements that unreasonably restrain trade? ● When is a written contract required?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p>

Unit 2: CONTRACT LAW, continued

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> • Offer and Acceptance • Genuineness of Assent • Consideration • Legal capacity to Contract • Legal purpose and Proper Form • Contractual obligations and their enforcement 	<ul style="list-style-type: none"> • Apply the concepts of contracts to everyday life activities • Analyze the relationships among contract law, law of sales, and consumer law. • Demonstrate common business law vocabulary • List the six essential elements of a legally enforceable contract. • Identify the different kinds of contracts • Understand the importance of acceptance and consideration to contract formation • Determine if someone has the capacity to contract and how a contract can become invalid. • Identify contracts that are illegal and know when you need to have a contract in writing. 	<ul style="list-style-type: none"> • Summarize the purpose and importance of contracts in business as well as in our personal life. • Identify how contracts relate in sales and consumer law and the consequences involved in not adhering to them • Explain the characteristics of which make a contract legally enforceable, (e.g offer, acceptance, capacity, and consideration) • Create a sample contract that meets all contract requirements. • Create a valid offer. • Describe how an offer can be terminated before acceptance. 	<ul style="list-style-type: none"> • Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. • Identify and explain the consequences of breaking a contract and/or contract laws. • Demonstrate understanding of the interrelationship between contracts and their enforcement • List and determine how and why contract consideration is an important aspect of contract law.
<p>Resources Essential materials, supplementary materials, links to best practice Macbook, Internet, Google slides, Various</p>		<p>Instructional Adjustments Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • <i>Struggling Students</i>: Extended time, assist w/ organization, use of computer, 	

<p>texts and articles, Vocabulary drills, Case Study, Mock Trials</p>	<p>emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales & text.</p> <ul style="list-style-type: none">● <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.● <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.
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Unit 3:PROPERTY LAW

Targeted Standards	<ul style="list-style-type: none"> ● 9.3.12.BM- BIM.1.2 [5] Develop business guidelines based on appropriate laws/regulations. ● 9.3.12.BM- BIM.1.2 Apply knowledge of laws and regulations to establish effective business practices. (Business Information Management) ● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. (Life Literacies and Key Skills) ● 9.3.12.BM- BIM.1.2 [1] Identify and describe business practices and types of businesses. ● 9.3.12.BM- BIM.1.2 [2] Explain how laws/regulations determine business practices. ● 9.3.12.BM- BIM.1.2 [3] Analyze appropriate laws and regulations for specific types of business. ● 9.3.12.BM- BIM.1.2 [4] Compare and contrast copyrights, patents, and trademarks. ● 9.4.12.DC.3 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
Unit Objectives/ Conceptual Understandings	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Develop a sense of what property is. ● Appreciate the importance of property in your life. ● Recognize a person's rights when his/her property is transferred to someone else? ● Evaluate what obligation a person has when in possession of someone else's personal property?
Essential Questions	<ul style="list-style-type: none"> ● How can you acquire property? ● What are three restrictions that exist on real property? ● What are the four characteristics of a bailment? ● How does bailment benefit society? ● What duties are associated with bailment? ● What are the two most common forms of co-ownership of property? ● What are the attributes? ● What are the different types of deeds? ● What are the features of each? ● What are restrictive covenants, easements, and licenses? ● What limits real property rights? ● What are three situations in which fair use protects the user of materials copyrighted by another? ● How does the photocopy machine, the Internet, smartphones, etc. threaten copyright law? ● What kind of material can be copyrighted? ● How long does a copyright last?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p>

Unit 3:PROPERTY LAW, continued

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> Property and it's acquisition Bailments Ownership and leasing of real property Insurance Law Wills, trusts and estates 	<ul style="list-style-type: none"> Distinguish between real, tangible, personal, and intangible personal property Determine what body of law governs various transactions for the purchase of goods and/or services Discuss the types of intellectual property Discuss seven ways of acquiring property Distinguish between mislaid and lost property Identify some of the legal limitations on wills, estates and trusts. Distinguish how insurance has an effect of property Describe the features of each form of co-ownership 	<ul style="list-style-type: none"> Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry. List strategies to lower the cost of the various types of insurance [i.e deductible, coverage] Explain the process for filing an insurance claim Compare and contrast the different types of property ownership. Differentiate the advantages and disadvantages costs, benefits and characteristics of purchasing vs. leasing Summarize how a will, estate and trust works and can protect assets. 	<ul style="list-style-type: none"> Differentiate the costs, benefits and features (e.g. riders, deductibles, umbrella policies) of renters' and homeowners' insurance. Describe various insurance coverage offered by the government Formulate an opportunity-cost analysis of purchasing vs leasing Evaluate amounts of insurance protection that is adequate or over-insured Access strategies on protecting assets through Wills, estates and trusts.
<p>Resources Essential materials, supplementary materials, links to best practice Macbook, Internet, Google slides, Various texts and articles,Vocabulary drills, Case Study, Mock Trials</p>		<p>Instructional Adjustments Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, 	

	<p>scales & text.</p> <ul style="list-style-type: none">● <i>ELL Students</i>: Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.● <i>Special Education</i>: Students will be provided with all IEP accommodations and modifications.
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Unit 4: EMPLOYMENT LAW

Targeted Standards	<ul style="list-style-type: none"> ● 9.3.12.BM-HR.5.5 Implement talent-acquisition activities to obtain qualified staff. (Human Resources Management) ● 9.3.12.BM-HR.5.7 Conduct on-boarding activities to facilitate employee start-up. (Human Resources Management) ● 9.3.12.BM-HR.5.1 Analyze termination policy and transition decisions that meet company goals. (Human Resources Management) ● 9.3.12.BM-HR.5.12 Resolve staff issues/problems to enhance productivity and improve employee relationships. (Human Resources Management) ● 9.3.12.BM-HR 5.5 [4] Explain contingency factors affecting job offers (i.e.. background checks, drug tests, physical results). ● 9.3.12.BM-HR 5.7 [2] Explain the use and types of employment contracts. ● 9.3.12.BM- HR.5.1 [a] Recognize and determine termination policies and transition decisions that relate to company goals. ● 9.3.12.BM- HR.5.1 [2] Prove termination procedures are in compliance with federal, state and local laws. ● 9.3.12.BM-HR 5.12 [1] Explain labor-relation issues. ● 9.3.12.BM-HR 5.12 [3] Document employee issues and discipline employees accordingly. ● 9.3.12.BM-HR 5.12 [3a] Mediate in dispute resolution. ● 9.3.12.BM-HR 5.12 [7a] Interpret employment-at-will regulations. ● 9.3.12.BM- ADM.1.3 Identify the components of a Human Resource Department. (Administrative Support) ● 9.3.12.BM.2.3 Manage internal and external business relationships to foster positive interactions.(Business Management and Administration) ● 9.3.12.BM- ADM.1.3 [1] Identify the role of human resources in businesses. ● 9.3.12.BM- ADM.1.3 [2] Identify laws regulating businesses in their use of human resources. ● 9.3.12.BM.2.3 [3] Describe ethics in human resources issues (i.e. hiring, firing, discrimination, promotions, evaluations, layoffs, unemployment, disability). ● Focus: Plan, staff, lead and organize human resources to enhance productivity and satisfaction. ● Sessions: 16" ● 9.3.12.BM-HR.5.5 Implement talent-acquisition activities to obtain qualified staff. (Human Resources Management) ● 9.3.12.BM-HR.5.7 Conduct on-boarding activities to facilitate employee start-up. (Human Resources Management) ● 9.3.12.BM-HR.5.1 Analyze termination policy and transition decisions that meet company goals. (Human Resources Management) ● 9.3.12.BM-HR.5.12 Resolve staff issues/problems to enhance productivity and improve employee relationships. (Human Resources Management) ● 9.3.12.BM-HR 5.5 [4] Explain contingency factors affecting job offers (i.e.. background checks, drug tests, physical results). ● 9.3.12.BM-HR 5.7 [2] Explain the use and types of employment contracts.
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<p>Unit Objectives/ Conceptual Understandings</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Discuss the use of agency, employment, and independent contracting by local business ● Analyze how state and federal laws affect employment relationships ● Evaluate the importance employment contracts ● List the types of labor relationships students may encounter ● Relate how labor laws in the United States have had an effect on business practices.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is the difference between an employer and an employee? ● What are the duties and responsibilities of each? ● What is the difference between an independent contractor and an agent? ● What is the difference between part-time, full-time, temporary, freelance workers? ● What are the duties of the agent to the principal? ● When would you utilize an agency? ● What is "at-will" termination? ● What is Title VII of the Civil Rights Act? ● How does it apply to employment? ● What does the Equal Pay Act of 1963 prohibit? ● How does the government become involved in the employment relationship? ● How does it benefit the employee? The employer? ● What is a labor union? What services do they provide? ● What is collective bargaining? What is a strike? Picketing? Boycotting? ● What are some unfair labor practices? ● What does the minimum wage affect global competition? ● What are the different types of power of attorney? ● What is a non-compete clause in an employment contract? ● What is sexual harassment? ● Why is workers compensation a requirement of all employers?
<p>Unit Assessment</p>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p>

Unit 4: EMPLOYMENT LAW, continued

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> • Agency Law • Employment law • Unions and the employments relationships • Discrimination in employment • Employment related injuries 	<ul style="list-style-type: none"> • Identify the legal differences between employee and employer rights. • Understand the difference between part-time, full-time, temporary, freelance workers? • What are the duties of the agent to the principal and how you can utilize the agency? • How the Civil rights and equal pay acts affect the employee / employer relationship • What is the effect of the minimum wage on the global economy 	<ul style="list-style-type: none"> • Analyze the role and importance of agency law and employment law. • Describe rights and duties of employee, employer, and Understand how and why agencies are created. • Know what the agents' and principals' duties and authority are. • Explain the legal rights and duties involved in the employer-employee relationship. • Understand how to terminate the employment relationship. • Understand the equal employment opportunity regulations. • Know about employment contracts. SWBAT understands the regulations involving job safety. 	<ul style="list-style-type: none"> • Describe the use of agency, employment, and independent contracting by local business • Evaluate how state and federal laws affect employment relationships • Evaluate the effectiveness of employment contracts • List the types of labor relationships students may encounter • Summarize labor laws in the United States and how they protect the employee
<p>Resources Macbook, Internet, Google slides, Various texts and articles, Vocabulary drills, Case Study, Mock Trials</p>		<p>Instructional Adjustments</p> <ul style="list-style-type: none"> • <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales & text. • <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words. • <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications. 	