

Curriculum: Business Law II

Curricular Unit: Contract Law

Instructional Unit: A. Differentiate between a binding contract and a defective one

### Standard Alignments (Section 2)

SSCLE: PPGS.2.C (Government)

Knowledge: (CA) 1,3,4,6 (SS) 7

CCSS: 11-12.W.1d; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;  
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4

NETS: 1a; 2a,d; 4a,b; 6a,b

Performance: 1.5, 1.6, 2.5, 2.7, 4.1, 4.5

### Unit (Section 3)

Learning Targets:

- **Define terminology associated with contracts**
- **Describe the elements of a contract**
- Explain the nature and importance of a contract
- Differentiate among classes of contracts (e.g., bilateral, unilateral, express, implied, written, oral, valid, void, voidable)
- Create a contract

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher generated quiz checkpoints
- Teacher led:
  - lectures
  - discussions
- Students will utilize note worksheets for note taking
- Teacher created scoring guide/checklist for writing a contract
- Discussions during and after viewing videos (including YouTube and Court TV videos) to bring real life examples and applications into the classroom

#### Assessments/Evaluations:

- Formative:
  - Teacher observations of:
    - in-class discussions
    - worksheets
    - group activities
  - Quizzes (either written or on a computer based program such as Edmodo or Quizlet)
- Summative:
  - Teacher created scoring guide for the contract activity
  - Unit written test

#### Sample Assessment Questions:

- Maria Santos, a recent immigrant, had not yet learned to read or speak English. Nevertheless, she went to buy an expensive stereo set without asking an English-speaking friend to accompany her. After signing the contract, Santos found out that she had not understood the payment plan. When she could not make the payments as detailed in the written agreement, the finance company threatened to repossess the stereo. Santos claimed she should not be bound by the terms because she could not read English. Is she correct?
  - \_\_\_\_\_ A. People are not bound by contract terms in a written agreement that they cannot understand.
  - \_\_\_\_\_ B. People are bound by contract terms in a written agreement that they have signed, even if they do not understand them.
  - \_\_\_\_\_ C. The parol evidence rule will allow non-English speaking people to void contracts.
  - \_\_\_\_\_ D. Only English-language contracts are recognized in court.
- Alfred Levitz saw an advertisement in the *Morning Blade* that read, “Designer Swimsuits for women available at \$5.00 each to the first 50 people to arrive at Berger’s Department Store at 9:00 a.m. tomorrow.” Although he was the first person to arrive at Berger’s the next day, the salesperson refused to sell him a swimsuit, stating that they were for women only. Levitz claimed that Berger’s had to sell him the swimsuit because the advertisement was an offer, which he accepted. Is Levitz correct?
  - \_\_\_\_\_ A. Advertisements are considered to be offers when they appear in a daily newspaper.
  - \_\_\_\_\_ B. Advertisements are always considered invitations to negotiate.
  - \_\_\_\_\_ C. Advertisements that contain very particular promises may be considered offers.
  - \_\_\_\_\_ D. Advertisements have no relationship to contract law.

Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos, such as:
  - Court TV
  - People's Court
- Business Law textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
  - Speaking and listening – discussions
  - Writing – journalizing
- Social Studies: Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

DOK: 4

Curriculum: Business Law II

Curricular Unit: Family Law

Instructional: B. Differentiate the obligations and formalities of marriage, divorce, child custody and adoptions

### Standard Alignments (Section 2)

SSCLE: EGSA.5.A (Geography); RIGIT.6.G (Government)

Knowledge: (CA) 1,4 (SS) 3,6,7

CCSS: 11-12.W.1d; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;  
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4

NETS: 1a; 2a,d; 4a,b; 6a,b

Performance: 1.5, 1.6, 1.8, 2.5, 4.2, 4.3

### Unit (Section 3)

Learning Targets:

- **Define terminology associated with marriage, divorce, child custody and adoptions**
- Relate a legal principal to a case scenario involving different family law situations, such as, marriage, dissolution of marriage, child custody matters and adoptions
- Explain the rights and duties involved in a marriage contract and a premarital agreement
- Differentiate the rights of the natural parents versus the rights of the adoptive parents in an adoption
- **Differentiate between a common-law marriage and a ceremonial marriage**
- Outline the law as it applies to prohibited marriages
- Contrast a divorce with an annulment
- Name and describe common grounds for divorce
- Discuss today's equitable distribution laws relating to marital property when there is a divorce

#### Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher generated quiz checkpoints
- Teacher led:
  - lectures
  - discussions
- Students will utilize note worksheets for note taking
- Teacher created scoring guide/checklist for premarital contract activity
- Discussions during and after viewing videos (including YouTube and Court TV videos) to bring real life examples and applications into the classroom

#### Assessments/Evaluations:

- Formative:
  - Teacher observations of:
    - in-class discussions
    - worksheets
    - group activities
  - Assessment of written legal land descriptions worksheet
  - Quizzes (either written or on a computer based program such as Edmodo or Quizlet)
- Summative:
  - Teacher created scoring guide for Premarital Contract Activity
  - Unit written test

#### Sample Assessment Questions:

- Five years after Michael and Christina marry, Christina discovers that Michael never divorced his first wife, Rachel, who is still living. Is the marriage between Michael and Christina valid? Explain why or why not?
- Joseph Right and Shelia Jones divorce. Right is ordered to pay \$100 per week towards support of their children. He moves to another state and stops making payments. Can Jones enforce the court order? Explain why or why not?

#### Instructional Resources/Tools:

- Course specific apps
- Laptops/iPads
- Internet
- SMART Board
- Document camera
- YouTube video segments
- Educational videos, such as:
  - Court TV
  - People's Court
- Business Law textbook
- Handouts and worksheets

Cross Curricular Connections:

- ELA:
  - Speaking and listening – discussions
  - Writing – journalizing
- Social Studies: Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

DOK: 4

## Curriculum: Business Law II

### Curricular Unit: Real Estate Law

Instructional Unit: C. Differentiate the obligations and formalities of renting and buying real property

#### Standard Alignments (Section 2)

SSCLE: MUSW.3a.T (Geography); EGSA.5.A (Geography); RIGIT.6.G (Government) Knowledge: (CA) 1,4 (SS) 3,6,7 CCSS: 11-12.W.1d; 11-12.SL.1c,d; 11-12.L.1a,b; 11-12.L.2b; 11-12.L.6; 11-12.WHST.4 NETS: 1a; 2a,d; 4a,b; 6a,b Performance: 1.4, 1.5, 1.6, 1.8, 2.5, 4.1, 4.3, 4.5
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#### Unit (Section 3)

Learning Targets:

- **Define terminology associated with real estate law**
- **Distinguish between the different types of tenancies for renting real property**
- Identify the rights and duties of landlords and tenants
- **Distinguish between the different types of tenancies for buying real property**
- Given a location on a township grid, create a simple legal land description
- Produce a General Warranty Deed given specific information
- Apply legal principals to various real estate case scenarios

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher created quiz checkpoints
- Teacher led:
  - lectures
  - discussions
- Students will utilize note worksheets for note taking
- Given teacher:
  - led lecture
  - handouts
  - worksheets
  - modeling
- students will create:
  - simple land descriptions
  - General Warranty Deeds

Board Approved 8-3-15

<ul style="list-style-type: none"> <li>Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom</li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Teacher observations of: <ul style="list-style-type: none"> <li>in-class discussions</li> <li>worksheets</li> <li>group activities</li> </ul> </li> <li>Assessment of written legal land descriptions worksheet</li> <li>Quizzes (either written on or a computer based program such as Edmodo or Quizlet)</li> </ul> </li> <li>Summative: <ul style="list-style-type: none"> <li>Teacher created scoring guide for General Warranty Deeds</li> <li>Unit written exam</li> </ul> </li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Joseph Reno and Patrick Sampson own a parcel of real property as tenants in common. Sampson dies. Who are the owners of the property now? Explain your answer</li> <li>Brad Carter signs a three-year lease for Jamie Jones's house. After living in the house for one year, Carter assigns his lease to Chris Potter and notifies Jones. Potter fails to pay rent for three months. Is Jones legally entitled to collect from Carter? Explain your answer.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Course specific apps</li> <li>Laptops/I-Pads</li> <li>Internet</li> <li>SMART Board</li> <li>Document camera</li> <li>YouTube video segments</li> <li>Educational videos, such as: <ul style="list-style-type: none"> <li>Court TV</li> <li>People's Court</li> <li>YouTube</li> </ul> </li> <li>Business Law textbook</li> <li>Handouts</li> <li>Worksheets</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Speaking and listening – presentations/discussions</li> <li>Writing – journalizing</li> </ul> </li> <li>Social Studies: Relationships of individuals to institutions and traditions</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3



## Curriculum: Business Law II

### Curricular Unit: Personal Property Law

Instructional Unit: D. Differentiate between the types of personal property (tangible vs. intangible) and explain intellectual property

#### Standard Alignments (Section 2)

SSCLE: PR.1.A (Government); PPGS.2.C (Government); RIGIT.6.G (Government)  
Knowledge: (CA) 1,3,4,6 (SS) 3,6  
CCSS: 11-12.SL.b,d; 11-12.L.4; 11-12.WHST.1d  
NETS: 1a; 2a,d; 4a,b; 6a,b  
Performance: 1.4, 1.6, 1.8, 2.5, 3.5, 4.6

#### Unit (Section 3)

Learning Targets:

- **Define terminology associated with personal property law**
- Differentiate between real property and personal property
- **Differentiate between tangible and intangible property**
- Explain what intellectual property is and how copyrights, patents and trademarks protect intellectual property

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher created quiz checkpoints
- Teacher led:
  - lectures
  - discussions
- Students will utilize note worksheets for note taking
- Given teacher:
  - led lecture
  - handouts
  - worksheets
  - modelingstudents will create a tri-fold brochure that describes “copyrights, fair use, and the public domain”
- Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Teacher observations of: <ul style="list-style-type: none"> <li>in-class discussions</li> <li>worksheets</li> <li>group activities</li> </ul> </li> <li>Assessment of written legal land descriptions worksheet</li> <li>Quizzes (either written on or a computer based program such as Edmodo or Quizlet)</li> </ul> </li> <li>Summative: <ul style="list-style-type: none"> <li>Teacher created scoring guide for tri-fold copyright brochure project</li> <li>Unit written exam</li> </ul> </li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Evita copies several pages from some books while doing research for a term paper at the library. She takes the copies home so that she can continue working on the paper. Her brother tells her she violated the copyright law when she copied the pages at the library. Is he correct? Explain your answer.</li> <li>Which of the following is <u>not</u> an example of tangible property? <ol style="list-style-type: none"> <li>A table</li> <li>Jewelry</li> <li>A potted plant</li> <li>A bank account</li> <li>All of the above</li> <li>None of the above</li> </ol> </li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Course specific apps</li> <li>Laptops/iPads</li> <li>Internet</li> <li>SMART Board</li> <li>Document camera</li> <li>YouTube video segments</li> <li>Educational videos, such as: <ul style="list-style-type: none"> <li>Court TV</li> <li>People's Court</li> <li>YouTube</li> </ul> </li> <li>Business Law textbook</li> <li>Handouts</li> <li>Worksheets</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Speaking and listening – presentations/discussions</li> <li>Writing – journalizing</li> </ul> </li> <li>Social Studies: Relationships of individuals to institutions and traditions</li> </ul>

## **Depth of Knowledge (Section 5)**

DOK: 3
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## Curriculum: Business Law II

### Curricular Unit: Probate Law

Instructional Unit: E. Contrast between dying testate versus intestate and design his/her own will

#### Standard Alignments (Section 2)

SSCLE: RIGIT.6.G (Government)

Knowledge: (CA) 1,4 (SS) 3,6

CCSS: 11-12.W.1d; 11-12.W.2a-c,e; 11-12.W.4; 11-12.SL.1c,d; 11-12.L.1a,b;  
11-12.L.2a,b; 11-12.L.4a,c; 11-12.L.6; 11-12.WHST.1d; 11-12.WHST.4

NETS: 1a; 2a,d; 4a; 6a,b

Performance: 1.5, 1.6, 2.1, 2.5

#### Unit (Section 3)

Learning Targets:

- **Define terminology associated with probate law**
- Relate a legal principle to a case scenario involving different probate situations
- **Identify the formal requirements of a will**
- Understand the importance of Probate Law and Estate Planning by designing his/her own Last Will and Testament
- Outline the passing of property when someone dies intestate
- Recognizing the rights of surviving spouses and omitted children who have been omitted in a will

Instructional Strategies:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Teacher created quiz checkpoints
- Teacher led:
  - lectures
  - discussions
- Students will utilize note worksheets for note taking
- Teacher created scoring guide/checklist for:
  - diagramming intestacy
  - premarital contract activity
- Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom

Assessments/Evaluations:

- Formative:
  - Teacher observations of:
    - in-class discussions
    - worksheets
    - group activities
  - Quizzes (either written or on a computer based program such as Edmodo or Quizlet)
- Summative:
  - Teacher created:
    - scoring guide for Intestate Project
    - scoring guide/grade sheet for Will Project
- Unit written exam

Sample Assessment Questions:

Sample Exam Questions:

- Roberta Montgomery made her will according to the laws of her state. Six months later, she decided to leave her favorite cousin \$5,000.00. She orally notified the executor named in her will but she did not change her will. May the executor give Montgomery's cousin the \$5,000.00? Why or why not?
- Susan Walker is a legal secretary for Doug Simpson. Doug had Susan prepare wills for both himself and his wife. While Susan was typing the wills, without the knowledge of Doug and his wife, she inserted an article in each will that upon the deaths of Doug and his wife, their vacation home at the lake would go to her. At the signing of the wills, Susan served as a witness to both wills. Will Susan receive her legacy under the wills when Doug and his wife die? Why or why not?

Instructional Resources/Tools:

- Given teacher created case scenarios, students will collaborate in groups or individually to respond or solve
- Student presentations of case scenarios
- Educational videos, such as:
  - Court TV
  - People's Court
  - YouTube
- Teacher created quiz checkpoints
- Teacher led:
  - lectures
  - discussions
- Students will utilize note worksheets for note taking
- Teacher created scoring guide/checklist for:
  - diagramming intestacy
  - premarital contract activity
- Discussions during and after viewing videos (including YouTube videos) to bring real life examples and applications into the classroom

Cross Curricular Connections:

- ELA:
  - Speaking and listening – discussions
  - Writing – journalizing
- Social Studies: Relationships of individuals to institutions and traditions

**Depth of Knowledge (Section 5)**

DOK: 3