



# **Pine Grove Area**

## SCHOOL DISTRICT

### **Business Computer Information Technology**

#### **Business Law**

**September 18, 2008**

#### **I. PHILOSOPHY**

The Business Law course of the Pine Grove Area School District has been structured to introduce, systematically and thematically, the basics of law and justice, contract law, property law, agency and employment law, and various business organizations and their characteristics. Students will understand, analyze, and apply various law theories. Through case analysis, class debates, government operation, and analysis of court documents, students will explore the world of law in a business setting. The Business Law course begins the process at an intermediate level building off concepts from previous courses such as general business, social studies, and civics. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

## **II. CORE CONCEPTS**

1. Basics of Law & Justice – Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.
2. Contract Law, Law of Sales & Consumer Law – Analyze the relationships between Contract Law, Law of Sales & Consumer Law.
3. Property Law – Explain the legal rules that apply to personal property and real property.
4. Agency & Employment Law – Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.
5. Business Organizations – Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace.

### **III. COURSE OF STUDY**

A. Course Name: Business Law

B. Grade Level: 11-12

C. Length of Course: One Semester

1. Frequency: Daily

2. Duration: 42 Minutes Per Class

D. Academic Level: College Prep

E. Credits: 1/2

F. Prerequisites: None

G. Course Description: This course is designed as a survey of elementary legal principles found in transactions common in today's business world. The case study method will be employed and the following topics will be covered: Bankruptcy, Personal Property, Laws and Justice, Crimes, Torts, Agency, Contracts, Employment Law, Finance, and Forms of Business Organization. Students will also gain an insight to career options associated within the fields of law, criminal justice, and business.

IV. CONTENT: Business Law

CORE CONCEPT 1: Basics of Law & Justice

MAJOR OBJECTIVE: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law

<b>CURRICULUM STANDARD:</b>			
National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>I – Basics of Law – Level (3&amp;4)</b></p> <p>Analyze the relationship between ethics and the law within the business environment and describe:</p> <ul style="list-style-type: none"> <li>• Ethics &amp; the law</li> <li>• Sources of the law</li> <li>• Structure of the court system</li> <li>• Classification of procedural and substantive law</li> </ul>	<p>Teacher will guide student to:</p> <p>List the most common sources of law</p> <p>Explain the way social forces sometimes conflict.</p> <p>Determine how courts makes law and explain the role of precedent in the legal system</p> <p>Differentiate between cases that belong within the jurisdiction of, and the roles of, the federal and state court systems</p> <p>Analyze specific cases by stating facts, finding the legal question, applying laws, and resolving the issues</p> <p>Describe the penalties available in criminal and civil law and differentiate between the two with examples.</p> <p>Explain the concept of the reasonable person test</p>	<p>Teacher evaluation of:</p> <p>Group Projects</p> <p>Pop quizzes</p> <p>Cooperative activities (students lead class instruction, class debates, creation of graphic organizers, class review games)</p> <p>Oral presentations (in class questions/ activities)</p> <p>Student performance (rubrics)</p> <p>Peer assessment/teacher created assessment (tests)</p> <p>Daily journal entries (related to TV clips, WSJ articles, web links, local periodicals)</p> <p>Daily preparation &amp; participation</p>	<p>Instructor generated resources</p> <p>Various graphic organizers (guided notes, Venn diagrams, concept maps)</p> <p>Business Law Text – CD’s</p> <p>Television clips/videos – United Streaming</p> <p>Online resources (Wall Street Journal articles, PowerPoint presentations, web-clips)</p>

CONTENT: Business Law

CORE CONCEPT 2: Contract Law, Law of Sales & Consumer Law

MAJOR OBJECTIVE: Analyze the relationships between Contract Law, Law of Sales & Consumer Law

**CURRICULUM STANDARD:**

National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>I –Contract Law – Level (3&amp;4)</b></p> <p>Analyze and describe the relationships between Contract Law, Law of Sales, and Consumer Law within the business environment.</p>	<p>Teacher will guide student to:</p> <p>List the six essential elements of a legally enforceable contract</p> <p>Identify different kinds of contracts</p> <p>Explain how to create a valid offer</p> <p>Describe how an offer can be terminated</p> <p>Understand the importance of acceptance and consideration</p> <p>Judge whether someone has the capacity to contract</p> <p>Decide whether a contract may be invalidated when using apparent assent</p> <p>Identify illegal contracts</p> <p>Evaluate when writing is required for a contract</p>	<p>Teacher evaluation of:</p> <p>Group Projects</p> <p>Pop quizzes</p> <p>Cooperative activities (students lead class instruction, class debates, creation of graphic organizers, class review games)</p> <p>Oral presentations (in class questions/ activities)</p> <p>Student performance (rubrics)</p> <p>Peer assessment/teacher created assessment (tests)</p> <p>Daily journal entries (related to TV clips, WSJ articles, web links, local periodicals)</p> <p>Daily preparation &amp; participation</p>	<p>Instructor generated resources</p> <p>Various graphic organizers (guided notes, Venn diagrams, concept maps)</p> <p>Business Law Text – CD’s</p> <p>Television clips/videos – United Streaming</p> <p>Online resources (Wall Street Journal articles, PowerPoint presentations, web-clips)</p>

CONTENT: Business Law

CORE CONCEPT 3: Property Law

MAJOR OBJECTIVE: Explain the legal rules that apply to personal property and real property

**CURRICULUM STANDARD:**

National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>I –Property Law – Level (3&amp;4)</b></p> <p>Explain the legal rules that apply to personal property and real property</p>	<p>Teacher will guide student to:</p> <p>List different methods by which property is acquired</p> <p>Know the right and duties associated with real property</p> <p>Identify the forms of co-ownership of personal property</p> <p>Explain how a bailment is created and describe the standard of care different bailees are required to exercises over bailed property</p> <p>Define intellectual property and list the types of intellectual property</p> <p>Compose a plan for how to protect your intellectual property</p> <p>Identify a common carriers liability for loss or damaged goods</p>	<p>Teacher evaluation of:</p> <p>Group Projects</p> <p>Pop quizzes</p> <p>Cooperative activities (students lead class instruction, class debates, creation of graphic organizers, class review games)</p> <p>Oral presentations (in class questions/ activities)</p> <p>Student performance (rubrics)</p> <p>Peer assessment/teacher created assessment (tests)</p> <p>Daily journal entries (related to TV clips, WSJ articles, web links, local periodicals)</p> <p>Daily preparation &amp; participation</p>	<p>Instructor generated resources</p> <p>Various graphic organizers (guided notes, Venn diagrams, concept maps)</p> <p>Business Law Text – CD’s</p> <p>Television clips/videos – United Streaming</p> <p>Online resources (Wall Street Journal articles, PowerPoint presentations, web-clips)</p>

CONTENT: Business Law

CORE CONCEPT 4: Agency & Employment Law

MAJOR OBJECTIVE: Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces

<b>CURRICULUM STANDARD:</b>			
National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>I – Agency &amp; Employment Law – Level (3&amp;4)</b></p> <p>Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces</p>	<p>Teacher will guide student to:</p> <p>Distinguish between and agent, independent contractor, real estate brokers, bailees, and trustees</p> <p>Describe the difference between general and limited power of attorney</p> <p>Define ratification and its elements</p> <p>Explain the concept of vicarious liability</p> <p>Explain the duties between agents and principals, when they become liable to another or 3<sup>rd</sup> party, and how an agency is terminated</p> <p>Determines appropriate interview questions</p> <p>Demonstrate an understanding of when or why employees can be asked to take tests</p> <p>Identify legislation that regulates employee rights, conditions, and benefits.</p>	<p>Teacher evaluation of:</p> <p>Community Business' Correspondence</p> <p>Group Projects</p> <p>Pop quizzes</p> <p>Cooperative activities (students lead class instruction, class debates, creation of graphic organizers, class review games)</p> <p>Oral presentations (in class questions/ activities)</p> <p>Student performance (rubrics)</p> <p>Peer assessment/teacher created assessment (tests)</p> <p>Daily journal entries (related to TV clips, WSJ articles, web links, local periodicals)</p> <p>Daily preparation &amp; participation</p>	<p>Instructor generated resources</p> <p>Various graphic organizers (guided notes, Venn diagrams, concept maps)</p> <p>Business Law Text – CD's</p> <p>Television clips/videos – United Streaming</p> <p>Online resources (Wall Street Journal articles, PowerPoint presentations, web-clips)</p> <p>Envelopes, postage, etc. Address book.</p>

CONTENT: Business Law

CORE CONCEPT 5: Business Organizations

MAJOR OBJECTIVE: Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace

**CURRICULUM STANDARD:**

National Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>I – Business Organizations – Level (3&amp;4)</b></p> <p>Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace:</p> <ul style="list-style-type: none"> <li>• Sole Proprietorships</li> <li>• Partnerships</li> <li>• Corporations</li> </ul>	<p>Teacher will guide student to:</p> <p>Produce scenarios for choosing the best of the 3 main forms of business structure</p> <p>Outline the requirements for starting or dissolving the 3 main forms of business structure</p> <p>Explain the operation of the 3 main forms of business structure</p> <p>Explain the advantages and disadvantages of the 3 main forms of business structure</p> <p>Compare different types of corporations</p> <p>Summarize the powers and limitations of corporation</p> <p>Explain shareholder terminology, rights, and possible liability</p> <p>Explain the circumstances for when the court can “pierce the corporate veil”</p>	<p>Teacher evaluation of:</p> <p>Group Projects</p> <p>Pop quizzes</p> <p>Cooperative activities (students lead class instruction, class debates, creation of graphic organizers, class review games)</p> <p>Oral presentations (in class questions/ activities)</p> <p>Student performance (rubrics)</p> <p>Peer assessment/teacher created assessment (tests)</p> <p>Daily journal entries (related to TV clips, WSJ articles, web links, local periodicals)</p> <p>Daily preparation &amp; participation</p>	<p>Instructor generated resources</p> <p>Various graphic organizers (guided notes, Venn diagrams, concept maps)</p> <p>Business Law Text – CD’s</p> <p>Television clips/videos – United Streaming</p> <p>Online resources (Wall Street Journal articles, PowerPoint presentations, web-clips)</p> <p>Envelopes, postage, etc. Address book.</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to MASTER the concepts covered in Business Law. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for all Business Computer Information Technology courses is as follows:

C. Each student's grade will be

<b>Grading Scale</b>	
A	90-100 %
B	80-89 %
C	70-79 %
D	60-69 %
F	< 60%

determined at the conclusion of each marking period.

