



BUSINESS & COMPUTER SCIENCE

COURSE: Business Essentials

UNIT 9: Business Law



INTRODUCTION

Annotation:

In this unit, students will learn the sources of our laws and the procedures and judicial systems used to enforce them. They will learn the impact of contracts on the business world. Students will also discover the role that government plays in business regulation through a variety of government agencies. Students will learn the importance of employment law and its impact on both employees and employers.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 20 hours

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Additional Author(s): Small Business Development Pathway Team

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

BCS-BE-30: The student identifies the sources of law & procedures of the court system as they relate to entrepreneurship.

- a. Identifies the sources of business law.
- b. Outlines procedures a business would use in various business law cases (i.e., filing a suit, trial procedures, filing for bankruptcy).
- c. Distinguishes between civil and criminal law.
- d. Identifies different areas of civil law that impact businesses (i.e., tort, contract, property law).
- e. Differentiates among types of business crimes. (i.e., arson, forgery, embezzlement, computer crimes).

BCS-BE-31: The student examines the role of contracts, sales law, and consumer law as they relate to entrepreneurship.

- a. Lists the elements required in a contract.
- b. Differentiates between the different types of contracts.
- c. Describes when verbal contracts are binding.
- d. Describes how the acceptance of an offer can create contractual rights and duties.
- e. Defines breach of contract and names legal remedies available for resolution.

BCS-BE-32: The student analyzes the role of agency law & employment law as it relates to entrepreneurship.

- a. Applies appropriate behavior when interacting with employees, supervisors, and co-workers.
- b. Prepares a business code of ethics determining appropriate business, marketing, and employee behavior.
- c. Explains the role of the Equal Employment Opportunity Commission, and how it affects employee's rights.
- d. Assesses how legislation regulates employees' rights in Title VII of the Civil Rights Act, Americans with Disabilities Act, Immigration Reform and Control Act, and the Occupational Safety and Health Act.

BCS-BE-33: The student analyzes and assesses government regulations and the effects on entrepreneurial ventures.

- a. Describes the relationship between government and business.
- b. Explains the concept of private enterprise.
- c. Analyzes government agencies and regulations affecting the operation of a business (i.e., OSHA, EEOC, ADA, FMLA, FTC, EPA, and FCC).
- d. Compares government regulations and their impact on doing business both domestically and internationally.
- e. Defines license, permit, contract, patent, copyright, trademark, and logo, and identifies issuing agencies.
- f. Classifies property and explains the reason for its classification.
- g. Describes licenses a small business must obtain.

GPS Academic Standards:

SSCG10 The student will describe the legislative process, including the roles played by committees and leadership.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process

SSEF5 The student will describe the roles of government in a market economy.

National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association

I. Basics of the Law

Achievement Standard: 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.

II. Contract Law, Law of Sales, and Consumer Law

Achievement Standard: Analyze the relationships between contract law, law of sales, and consumer law.

III. Agency and Employment

Achievement Standard: 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.

IV. Business Organizations

Achievement Standard: Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace.

V. Property Law

Achievement Standard: Explain the legal rules that apply to personal property and real property.

VI. Commercial Paper, Insurance, Secured Transactions, Bankruptcy

Achievement Standard: Analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy.

VII. Computer Law

Achievement Standard: Explain how advances in computer technology impact such areas as property law, contract law, criminal law, and international law.

VIII. Environmental Law And Energy Regulation

Achievement Standard: Explain the legal rules that apply to the environment and energy regulation.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the origin of existing laws and how society affects future laws.
- Students will understand the impact of contracts on business.
- Students will understand the rights and responsibilities of employers and employees.
- Students will understand the role of government in business

Essential Questions:

- Where do our laws come from?
- How do a society's ethics and values shape the laws they create and enforce?
- Why does government regulate business in a free market society?
- How do contracts play such an important role in business?

Knowledge from this Unit:

- Identify the sources of business law.
- Outline procedures a business would use in various business law cases (i.e., filing a suit, trial procedures, filing for bankruptcy).
- Distinguish between civil and criminal law.
- Identify different areas of civil law that impact businesses (i.e., tort, contract, property law).
- Differentiate among types of business crimes. (i.e., arson, forgery, embezzlement, computer crimes). List the elements required in a contract.
- Differentiate between the different types of contracts.
- Describe when verbal contracts are binding.

- Describe how the acceptance of an offer can create contractual rights and duties.
- Define breach of contract and names legal remedies available for resolution
- Apply appropriate behavior when interacting with employees, supervisors, and co-workers.
- Prepare a business code of ethics determining appropriate business, marketing, and employee behavior.
- Explain the role of the Equal Employment Opportunity Commission, and how it affects employees' rights.
- Assess how legislation regulates employees' rights in Title VII of the Civil Rights Act, Americans with Disabilities Act, Immigration Reform and Control Act, and the Occupational Safety and Health Act.
- Describe the relationship between government and business.
- Explain the concept of private enterprise.
- Analyze government agencies and regulations affecting the operation of a business (i.e., OSHA, EEOC, ADA, FMLA, FTC, EPA, and FCC).
- Compare government regulations and its impact on doing business both domestically and internationally.
- Define license, permit, contract, patent, copyright, trademark, and logo, and identifies issuing agencies.
- Classify property and explain the reason for its classification.
- Describe licenses a small business must obtain.

Skills from this Unit:

- Students will be able outline the proceedings of a law suit.
- Students will be able to read and write a binding contract.



ASSESSMENT(S)

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
 - Vocabulary
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses

_____ __ Chart good reading/writing/listening/speaking habits
Application of skills to real-life situations/scenarios
_____ Post-test

Assessment(s) Title:

Music Mogul
Federal Agency Presentation

Assessment(s) Description/Directions:

See below in Learning Experiences

Attachments for Assessment(s): Please list.

Music Mogul.doc
Federal Agency.doc



LEARNING EXPERIENCES

Sequence of Instruction:

1. Identify the Standards. Standards should be posted in the classroom for each lesson:

BCS-BE-30
BCS-BE-31
BCS-BE-32
BCS-BE-33

2. Review Essential Questions:

- Where do our laws come from?
- How do a society's ethics and values shape the laws they create and enforce?
- Why does government regulate business in a free market society?
- How do contracts play such an important role in business?

3. Identify and review the unit vocabulary:

Administrative
Agency
Arbitration
Bankruptcy
Civil Law
Constitution
Contract
Contractual
capacity

Copyright
infringement
Criminal law
Cyberlaw
Defamation
Defendant
Due process
Duress
Embezzlement
Ethics

Express Contract
False advertising
Felony
Fraud
Genuine
Agreement
Implied Contract
Jurisdiction
Laws
Legislation

Mediation
Misdemeanor
Negligence

Plaintiff
Tort
Undue influence

Verdict

4. Related FBLA Competitive Events:

Business Law

Business Ethics

Lesson 1 – Origins of Law & Our Legal System (2 days - 1 day class discussion + 1 day presentation & follow up)

Essential Question:

- Where do our laws come from?
- How do a society's ethics and values shape the laws they create and enforce?

Discussion & Activity:

The U.S. legal system is an ever-evolving component of our lives. It not only keeps us safe and secure, but helps our democracy and free market economy in check from anyone who wishes to operate outside of our society's norms and established boundaries of fairness and justice.

In this lesson, student will learn how laws are developed.

Paper clip game:

1. Announce will be playing a game and will be prizes for winning team.
2. Count off students into groups of four or five and ask to stand in rows.
3. Give first student in each row several paperclips.
4. Tell students to start playing when you say "go". Say go.
5. Once they eventually ask for instructions – tell them to pass the paperclips to the back of the row and then back to the front, one at a time. The first team to finish wins.
6. Start students again, but quickly stop. Tell them they forgot to pass the clips over their left shoulders only. If they complain, don't respond.
7. Start again, but again quickly stop. Change rule to passing over right shoulder. Stop and penalize one row for violating the rule by giving them an extra paper clip.
8. Start again, and then stop for some arbitrary reason (i.e. for having a girl on their team). Give that row two additional paperclips to pass.
9. Start again and allow game to conclude.
10. Announce winners.

B. Follow Up Discussion:

1. How did the game make them feel?
2. Was it unfair? Why?
3. What could be done to make the game fair?
 - a. Clear and consistent rules set out at beginning; no changing of rules mid-game; no discriminatory or arbitrary rules; apply rules equally.
4. Why do they think we played that game?
5. How do laws differ from rules?
6. Who makes laws? (Government) Who makes rules? (Private parties, i.e. schools, parents).
7. Where do laws/rules apply?
8. Hand out rest of prizes to other teams.

C. Brainstorm definition of law:

1. Examples: Rules and regulations made and enforced by government regulating the conduct of people within society; rules established by authority, society, or custom.

D. Ask students what laws they encountered that day:

1. Examples: Traffic laws, discrimination laws, consumer laws, environmental laws.
2. Note – if they didn't already – they were obeying a law as soon as they woke up to go to school that day (as minors they are required to attend school).

E. Brainstorm reasons for having laws:

1. Examples: Promote order/stability – prevent confusion/disorder; protect human rights; promote fairness; promote values; resolve conflicts; represent will of majority; protect rights of minorities; protect environment; govern relations between individuals/groups.

F. Discuss what life might be like without laws (advantages and disadvantages to having a system of laws).

“Drafting a new law” exercise:

1. Divide students into groups of 4 or 5.
2. Inform students that each group must come up with an idea for a law that does not now exist, choosing from topics listed on the board or from a topic of their own choosing.
OR have two groups work on the same law, then compare their drafts, and let them debate which is better.
3. Example topics: school, work, driving, birth control, drugs, guns, environment.
4. Give example of a new law: Summer vacations should be eliminated and students should attend school year round.
5. Ask groups to select one student to write down the law and supporting arguments, and another student to present the law to the class.
6. Give 20 minutes to draft law and come up with 2 to 3 reasons why that law should be passed/what purposes it would serve.
7. Ask student who wrote down the law to write it on the board.
8. Number laws on board for voting purposes.
9. Ask spokespersons to present proposed law to class and advocate for the law's passage with supporting reasons.
10. Hand out ballots and conduct vote.
11. Tell class the results of the vote will be announced in the next class.
12. Hand out and explain assignment [see below].

EVALUATION

- A. Participation in game and discussions.
- B. Participation in and development of proposed laws and supporting arguments.
- C. Oral presentations of proposed laws.
- D. Written response to assignment.

ASSIGNMENT

- A. Write out 2-3 arguments against adopting the proposed laws.
 1. Hand out assignment sheet.
 2. Tell students to write the laws listed on the board onto their assignment sheets.
 3. Ask students to come up with 2-3 arguments against the passage of each proposed law.

Lesson 2 – Laws that Affect Business (5 Days)

Essential Question:

- How do contracts play such an important role in business?

Discussion & Activity:

Contracts are a vital part of any business relationship. Discuss with the class the 4 major elements of a contract and have them define each of the following terms:

Contract	Capacity
Offer	Legality
Acceptance	Ratify
Genuine Agreement	Counteroffer
Express	Fraud
Implied	Misrepresentation
Unilateral	Duress
Bilateral	Undue Influence
Consideration	

Introduce the **Music Mogul** project to the students have them work in pairs to complete the project:

This project requires students to create a new record company that must go out and sign a band to a LEGAL, BINDING and MUTUALLY BENEFICIAL contract.

Students will be required to use Microsoft Office software products to create a company identity including a logo, letterhead and a personal business card. A sample copy of the contract must be completely typed out using Microsoft Word. Students must also create a PowerPoint presentation that "sells" their record company and contract offer to the band. PowerPoint presentations will be a minimum of 12 slides with a recommended length of 15 slides. The contracts must cover all the required elements that would make it a legally binding. Pictures, clip art, video, and sounds/music will help enhance the readability and creativeness of the project, however, these items must be used appropriately and the sources of these images must be documented.

Lesson 3 – Governments Role in Business (3 days – 2 days research & development , 1 day presentations)

Essential Question:

- Why does government regulate business in a free market society?

Discussion/Activity:

All though we have a free market economy, it is no free from government regulation. A variety of government agencies have been established to regulate business and protect society from unfair or even dangerous practices.

In this lesson, students will be divided into groups of 2 - 3, these groups are to conduct research on the one of the following agencies and create a PowerPoint presentation to be presented to the class.:

OSHA – Occupational Safety & Health Administration
SEC – Securities and Exchange Commission
FCC – Federal Communications Commission
FDA – Food & Drug Administration
EEOC – Equal Employment Opportunity Commission
DOL - Department of Labor
FTC – federal Trade Commission
CPSC – Consumer Product Safety Commission

EPA - Environmental Protection Agency

The PowerPoint needs to include the following information:

Purpose of the agency

When it was founded & why

Who is the current head of the agency?

How does this agency affect business?

What are some of the current issues facing this agency?

Use the rubric **Federal Agencies** to assess the students' presentations.

Attachments for Learning Experiences:

Music Mogul.doc

Federal Agencies.doc

Notes & Reflections:

All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Music Mogul or Federal Agencies can be used

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

See Learning Experiences above

Attachments for Culminating Performance Task:

Music Mogul.doc

Federal Agencies.doc



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

What 21st Century Technology was used in this unit:

- | | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Slide Show Software |
| <input checked="" type="checkbox"/> | Interactive Whiteboard |
| <input type="checkbox"/> | Student Response System |
| <input type="checkbox"/> | Web Design Software |
| <input type="checkbox"/> | Animation Software |
| <input checked="" type="checkbox"/> | Email |

- | | |
|-------------------------------------|--------------------|
| <input type="checkbox"/> | Graphing Software |
| <input type="checkbox"/> | Calculator |
| <input checked="" type="checkbox"/> | Desktop Publishing |
| <input type="checkbox"/> | Blog |
| <input checked="" type="checkbox"/> | Wiki |
| <input checked="" type="checkbox"/> | Website |

- | | |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/> | Audio File(s) |
| <input type="checkbox"/> | Graphic Organizer |
| <input checked="" type="checkbox"/> | Image File(s) |
| <input type="checkbox"/> | Video |
| <input type="checkbox"/> | Electronic Game or Puzzle Maker |