

**Mississippi Department of Education
Office of Curriculum and Instruction**

Course Title: **Business Law**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **½**

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Business Law

Competency 1: Discuss business laws and regulations.

Suggested Enduring Understandings

1. Name various types of tort and their legal implications.
2. There are agencies to protect the employee as well as the employers. Safety procedures are put in place to protect both people and equipment.
3. Computer equipment can potentially pose health hazards.
4. Laws are in place for workplace safety.
5. There are laws in place for noncompliance to safety guidelines.

Suggested Essential Questions

1. What is a tort?
2. What are some legal guidelines for businesses?
3. Does the employee have any rights?
4. What are some worker’s rights in regard to workplace safety?
5. What are the potential health hazards when working with computer equipment?
6. What are some safety rules that are implemented at your school?
7. What are some consequences to federal guidelines?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe legal and ethical considerations for businesses including patents, copyrights, and trademarks.	a. Discuss the difference between ethics and law and how ethics determine how law is made. Present scenarios that represent the legal aspect of patents, copyrights, and trademarks. Lead students in a discussion.	a. Use a matching game/quiz where students match a scenario/situation with the appropriate term, patents, copyright, or trademark to check for student understanding.
b. Discuss human resource and workplace regulations including Occupational Health and Safety (OSHA) Standards Act, Equal Employment Opportunity (EEO) Act, Americans with Disabilities Act, Family Medical Leave Act, and Fair Labor Standards Act.	b. Create a scavenger hunt for the government Web sites for OSHA, EEOC, and Americans with Disabilities Act. Assign groups to work on different “hunts.” Have students complete the scavenger hunt and present their findings to the class.	b. Use a fill-in-the-blank test based on the scavenger hunt, and include a word bank.
c. Describe basic torts.	c. Define torts. Have the students to search the Internet for news articles that they think involve torts. Have students to report to the class and create an in-depth discussion regarding torts.	c. Assess student knowledge by observation.
d. Discuss business tax regulations including reasons for taxes, uses of tax monies, income	d. Have students to complete tax documents such as W-2 or review pay stub and calculate income tax, Medicare withholding, and FICA using a table. Have students to write down at least 10	d. After discussion, create a test based on student-created questions.

<p>tax, Social Security (FICA) withholdings, sales tax, property tax, and payroll tax.</p>	<p>facts that they have learned about taxes in the lesson.</p>	
<p>e. Identify health concerns.</p>	<p>e. Have students work in teams and use the Internet to locate information related to health and safety in the workplace. Have each team locate the following:</p> <ul style="list-style-type: none"> a. The roles and responsibilities of the Health and Safety Authority in a specific state b. Workers' rights and responsibilities in regard to health and safety in the workplace c. Ways to avoid workplace hazards <p>Have students use the Internet to identify health concerns (carpal tunnel syndrome, eye strain, falls, spills, burns, muscle strain, and unsafe equipment operation) in the workplace and then create a brochure that discusses health concerns, its cause, and solutions to the problem.</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Assess student understanding by checking brochures for accuracy.</p>
<p>f. Review safety procedures for a given career field.</p>	<p>f. Have students use the Internet to locate information related to a given career field and review safety procedures for that field. Have them present their findings using an electronic slide presentation and explain why those procedures are needed.</p> <p>Have students demonstrate safety precautions used when using equipment such as a photocopier, scissors, a stapler, a hot glue gun, and extension cords in the workplace.</p> <p>Invite a local business representative to discuss procedures for emergency situations in the workplace.</p> <p>Invite a human resource specialist to discuss his or her safety training plan. Have students take notes.</p> <p>Have students work in teams to create a safe work environment portfolio/policy/procedures manual for a local business to include safety rules, potential safety hazards, and solutions or preventions</p>	<p>f. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate student understanding by using a Role-Play or Skit Assessment Rubric.</p> <p>Assess student understanding by reviewing a Guest Speaker Evaluation Form completed by students.</p> <p>Evaluate student understanding using a Group Work Assessment Rubric.</p>
<p>g. Investigate federal safety regulations and procedures for reporting noncompliance.</p>	<p>g. Have students tour the career–technical center to discover various health and safety regulations related to each occupational area. Have them work in teams to create a booklet for each program's health and safety rules and procedures.</p>	<p>g. Evaluate research for content and appearance.</p>

Competency 2: Determine the various aspects of contract law.

Suggested Enduring Understandings

1. There are different types of legally binding contracts.
2. Legal contracts are binding.

Suggested Essential Questions

1. Why should I be concerned about signing a contract?
2. What are my options when dealing with a legal contract?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the four types of contracts including expressed, implied, unilateral, and bilateral.	a. Create index cards that have the words, “expressed, implied, unilateral, and bilateral” written on them. After defining these terms, present students with case studies that involve various types of contracts. Have them to hold up the card with the type of contract that they think the situation involves.	a. Use a teacher-created Jeopardy game with headings and answers for expressed, implied, unilateral, and bilateral to assess student understanding.
b. Discuss contractual concept of mistake, misrepresentation, and fraud.	b. Identify the difference in mistakes, misrepresentations, and fraud in contracts. Have students draw random slips of paper that have “mistake,” “misrepresentation,” or “fraud” written on individual slips. Students will draw a slip and tell a fact about that type of contract.	b. Evaluate student understanding by observation.
	c.	

Competency 3: Determine legalities of borrowing money and paying bills.

Suggested Enduring Understandings

1. Name some types of negotiable instruments.
2. Name some different types of bankruptcy.
3. Define secured and unsecured credit.

Suggested Essential Questions

1. What are negotiable instruments?
2. What is the difference in secured and unsecured credit?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define various types of negotiable instruments, such as checks, contracts, bill of sale, types of stock, bonds, and documents of title.	a. Discuss the types and the legalities of negotiable instruments. Play the game, “What Am I” (20 questions). Students will describe a negotiable instrument, and another classmate will give the name of the instrument.	a. Assess student understanding by observation.
b. Explain the difference in a secured and an unsecured credit transaction.	b. Discuss collateral, cosigning, lien, guarantor, principal, and debtor. Students will complete a teacher-created crossword puzzle using terms regarding terms about secured and unsecured credit.	b. Check the crossword for correctness.
c. Discuss the laws prohibiting abuses in credit.	c. Create a jigsaw assignment for different students to research Federal Equal Credit Opportunity Act, Federal Fair Debt Collection Practices, and Federal Fair Credit Billing Act, Federal Fair Credit Report Act, and Credit Repair Organizations Act. Students will research one particular topic and either	c. Assess presentation by using a Presentation Assessment Rubric.

	create a PowerPoint presentation or a poster and present their research information.	
d. Discuss various types and aspects of bankruptcy.	d. Create a PowerPoint presentation on the various types and aspects of bankruptcy and their implications toward business. Assign debate teams, and present a scenario of a business bankruptcy. Debate the reasons for the bankruptcy and a better method of financial recovery.	d. Use a Presentation Assessment Rubric to check presentations for student understanding and accuracy. Check for student understanding by observation.

Competency 4: Define and discuss sales and property law.

Suggested Enduring Understandings

1. It is important to carefully deal with a bill of sale.

Suggested Essential Questions

1. Why should I have a bill of sale for the purchase or resale of a vehicle?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define the legal aspects of a bill of sale.	a. Discuss the purchase or resale of an automobile. What were the steps in creating a bill of sale including calculating the price of the car, taxes, and title fee?	a. Write the steps in completing the sale of a personal vehicle.
b. Determine the rights of the seller and buyer in a contractual agreement.	b. Discuss the legally binding aspects of a sales contract. Review a court citation regarding a court case involving a sales contract, and discuss the buyer and the seller. Hold a classroom debate regarding the differing opinions.	b. Create a “plus, minus, interesting” chart. Using a Debate Rubric, assess the completion of the activity.

References

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Hopkins, G. (2008). It's up for debate! In *Education world*. Retrieved December 1, 2007, from

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ProCon.Org. (n.d.). *Pros and cons of controversial issues*. Retrieved January 3, 2008, from

<http://www.ProCon.org>

U.S. Small Business Administration. (n.d.). Retrieved November 28, 2007, from <http://www.sba.gov/>

For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

Appendix A: Suggested Rubrics and Checklist

Career Multimedia Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Electronic Slide Presentation Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Group Work Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
TOTAL				

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	()	()	()	()	()
Content was clearly presented.	()	()	()	()	()
Content was challenging.	()	()	()	()	()
Handouts and materials were helpful.	()	()	()	()	()

2. Please rate the guest speaker:

____ Extraordinary ____ Excellent ____ Good ____ Fair ____ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

Listening Skills Questionnaire (Cont.)

5. How was the conflict resolved?

6. What was your favorite part of the story?

Poster Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

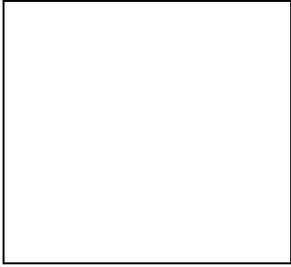
Comments:

Reflection

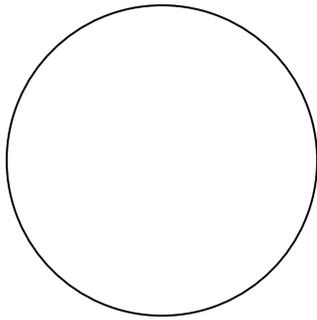
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DATE: _____

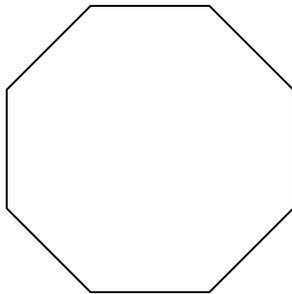
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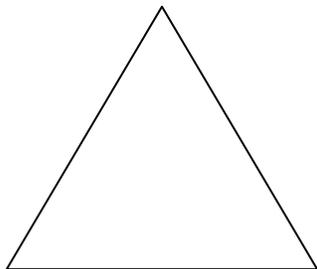
Something I learned that **SQUARED** with my beliefs:



A question going **AROUND** in my mind:



STOP! How do I plan to implement what I have learned?



Three important **POINTS** to remember are:

Role-Play or Skit Assessment Rubric

NAME:

DATE:

PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
TOTAL					

Comments:

CTESO Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Written Report Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
TOTAL					

Comments: