

Verona Public School District Curriculum Overview

VHS - Business Law



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Business Law will introduce students to the laws and ethical standards that managers must abide by in the course of conducting business. Law, in its simplest form, is used to protect one party from another. Ethics are principles that govern a person's behavior. Laws and ethics almost always shape a company's decision-making process (ex: a bank cannot charge any interest rate it wants to charge - that rate must be appropriate OR car manufacturers must install hardware and develop new technologies to keep up with the regulations designed to reduce pollution). By the end of this course, students will have a clear understanding of the legal and ethical environment surrounding business operations.

Prerequisite(s):

Introduction to Business, Essentials of Marketing in the 21st Century, or Marketing, Advertising, & Sales (MAS)

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management. X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing X E. Becoming a Critical Consumer X F. Civic Financial Responsibility X G. Insuring and Protecting 	<ul style="list-style-type: none"> X A. Career Awareness (K-4) X B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. X D. Business Management & Admin. E. Education & Training X F. Finance X G. Government & Public Admin. H. Health Science I. Hospital & Tourism X J. Human Services K. Information Technology X L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Law for Business and Personal Use (19e) © 2012 	<ul style="list-style-type: none"> ● Saylor Academy (BUS205) - Business Law & Ethics: BUS205 ● School District of the City of St. Charles Business Law Curriculum Guide: Business Law



Business Law - VHS (10-12)

Unit 1: Law, Justice, and You	Duration: 4 weeks	
STAGE 1: DESIRED RESULTS		
Established Goals:		
<ol style="list-style-type: none"> 1. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 2. 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices. 3. 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 4. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 5. 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking. 6. 9.3.GV-GOV.4 Advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures. 7. 9.3.GV-MGT.11 Describe laws and policies that are used to protect or disclose information. 8. 9.3.GV-REG.1 Describe enforcement of compliance with legal requirements and regulatory standards. 		
Transfer		
Transfer Goal:		
<p><i>Students will be able to independently use their learning to ...</i> define and explain the foundation of our legal system by analyzing appropriate procedures for different types of law to build a framework for applying law to business.</p>		
Meaning		
Enduring Understandings	Essential Questions	
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Criminal law and civil law have different consequences ● Torts and crimes are actually different ● Our common law has been established from various precedents in history ● The difference between assault and battery ● Our legal system has evolved from “an eye for an eye” 	<ul style="list-style-type: none"> ● What is the need for law? ● Why is it important to understand the origin and evolution of our legal system? ● Who is responsible for identifying elements of negligence? ● What impact does ethical decision making have on the well-being of a business organization? ● How can defamation and slander impact an individual’s health and well-being? ● 	
Acquisition of Knowledge & Skills		
Students will know:	Students will be able to:	
<ul style="list-style-type: none"> ● The difference between common law and positive law 		

- The four sources of law
- The hierarchy of our court system
- The two different types of torts
- The rights and duties of a citizen
- The appropriate stages of dispute resolution

- Differentiate between consequence-based and rule-based ethical reasoning
- Describe the elements of a criminal act
- Explain how the different elements of our law impact them individually
- Analyze a breach of duty and describe the consequences based on the tort
- Define injury

STAGE 2: Acceptable Evidence

Transfer Task:

- 1) International Law Research Project - SWBAT research a foreign country's legal system and court structure to compare and contrast the fundamental role of law to the United States.
- 2) Unit 1 Assessment - SWBAT to demonstrate their knowledge of our legal system and the framework of law applied to business through a cumulative unit assessment incorporating multiple choice, short-answer, and hypothetical scenario based questions.

Unit 2: Contract Law	Duration: 7 weeks
STAGE 1: DESIRED RESULTS	
Established Goals:	
<ol style="list-style-type: none"> 1. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 2. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 3. 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions. 4. 9.3.GV-GOV.3 Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions. 5. 9.3.GV-REG.1 Describe enforcement of compliance with legal requirements and regulatory standards. 	
Transfer:	
Transfer Goal: Students will be able to independently use their learning to ... explain how the law of contracts has streamlined to govern sales and the legal protections of consumers involved in such transactions	
Meaning	
Enduring Understandings <i>Students will understand that:</i> <ul style="list-style-type: none"> ● Specific criteria must be met in order to be considered a valid offer ● Misrepresentation of oneself in a contract can have legal consequences ● The UCC governs sales ● Casual sellers and merchants have different rights and duties ● Unfair competition hinders the flow of our economy ● The holder of title, more often than not, gains legal ownership ● A customer and consumer are different 	Essential Questions <ul style="list-style-type: none"> ● Why can it be beneficial to understand the various ways to legally end a contract? ● In what ways can an individual indict themselves of fraudulent acts when entering into a contract? ● What creates an unenforceable, illegal contract? ● What is the need for governmental involvement in the marketplace? ● Why is it valuable to understand how to legally transfer ownership of a good?
Acquisition of Knowledge & Skills	
Students will know: <ul style="list-style-type: none"> ● At which point in a sequence of events a contract as actually accepted ● The legal importance of consideration and capacity in a contract ● What can void a contract ● Who governs the sale of goods ● How illegal sales and unfair competition is regulated in the marketplace ● How warranties work ● Who 3rd party buyers are ● Proper form of a legal contract 	Students will be able to: <ul style="list-style-type: none"> ● List the elements that create a legal and binding contract ● Define fraud ● Explain the limitations of rights of those without legal capacity to enter into a contract ● Explain a complete sales transaction ● Provide scenarios in which the Statute of Frauds can be enacted ● Explain the rights of the consumer against the distribution of substandard goods ● Describe an authorized seller ● Define bartering ● Differentiate among express contracts, unilateral contracts, and bilateral contracts

STAGE 2: Acceptable Evidence

Transfer Task:

1. Contract Law Case Study Analysis - SWBAT explain how contracts are utilized to protect the rights of parties by analyzing case scenarios and completing a DBQ-like response. Students are given a hypothetical scenario about a sales transaction and an unhappy customer and employee and 3 documents summarizing real legal cases and precedents set related to the focus case. Students will utilize precedents and their interpretation of the law relating to legally enforceable contracts to propose a legal solution to the case.

Unit 3: Property Law	Duration: 3 weeks
STAGE 1: Desired Results	
Established Goals:	
<ol style="list-style-type: none"> 1. 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 2. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 3. 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions. 4. 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking. 5. 9.3.GV-MGT.11 Describe laws and policies that are used to protect or disclose information. 6. 9.3.GV-REG.1 Describe enforcement of compliance with legal requirements and regulatory standards. 	
Transfer	
<p>Transfer Goal: <i>Students will be able to independently use their learning to ...</i> Provide logical reasoning and historical facts to explain why property law is considered the most established and stable area of the law</p>	
Meaning	
<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Personal property and real property have different rights ● There are various ways to legally acquire property ● Different intellectual property rights have different terms of legal protection ● The ownership of property provides various rights and responsibilities ● Rights and limitations associated with ownership of real property have legal implications ● Real property owners still possess the duty to not injure others ● An estate is comprised of a certain set of rights and interests to the owner, including space above and below land ● Landlords maintain rights and duties ● Tenants have as many rights and duties as landlords 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What classifies as personal property? ● What are the global issues related to intellectual property? ● What ways can intellectual property be infringed? ● What is fair use of intellectual property? ● Why is the ownership and transfer of real property considered the most established area of law? ● What makes property law so stable? ● How does property law and its classifications differ from previous types of law discussed? ● What is the connection between real property law and contract law? ● What other consideration can be provided for rent?
Acquisition of Knowledge & Skills	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The different classifications of property ● The different ways an individual can acquire property ● The characteristics of real property ● The legal protections of intellectual property rights 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define property ● Differentiate the various ways of holding ownership to property ● Explain the importance of intellectual property rights ● Identify trademarks and copyrights

- The difference between tangible and intangible goods
- The different types of real property rights
- The four potential limitations on the ownership rights of real property
- The four major types of estates in real property
- The different types of leases
- The elements of a legal lease
- The rights and duties of the tenant
- The rights and duties of the landlord

- Describe the features of intellectual property
- Classify intellectual property rights
- Identify the forms of ownership of property and how they are transferred
- Explain the importance of real property rights in protection of trespassers
- Describe the limitations on ownership of real property
- Differentiate between a quitclaim deed and a warranty deed
- List the ways an individual can transfer ownership of real property
- Compare the various types of leases
- Explain the importance of a relationship between tenants and landlords

STAGE 2: Acceptable Evidence

Transfer Task:

1. Intellectual Property Rights Presentation - SWBAT illustrate the different types of intellectual property rights and explain the protections offered from each to the class in the form of a group Google Slides presentation. Students are to provide definitions, visuals, and historical examples of each type of intellectual property and apply the legal rights to scenarios that they create. Students should provide precedents within their scenarios to demonstrate how property rights, including intellectual property, shape the law in the most stable fashion.