

Wilson Area School District Planned Course Guide

Title of Course: Small Business and Corporate Law

Subject Area: Business

Grade Level: 10 - 12

Course Description – This course examines different forms of business and the legal requirements. Students will learn of the rights and responsibilities of owners, employees, customers, and the general public in relation to the actions of those in the business world. Through the use of textbook information and real-world cases, students will understand the regulations of business, both in the physical and cyber worlds, and the consequences attached to each.

Time/Credit for this Course: Half Year / 0.5 credit

Curriculum Writing Committee: Daniel A. Loudenslager

Curriculum Map

Semester 1

<u>August</u> -	Introduction to Law and the Courts
<u>September</u>	Introduction to Law and the Courts Forms of Business Operating a Corporation
<u>October</u>	Operating a Corporation Business and Regulations The Role of Agency in Business Law
<u>November</u>	The Role of Agency in Business Law Employment Agreements Employment Laws
<u>December</u>	Employment Laws Banking and Negotiable Instruments Cyberlaw and E-Commerce
<u>January</u>	Cyberlaw and E-Commerce

Semester 2

<u>January</u>	Introduction to Law and the Courts
<u>February</u>	Introduction to Law and the Courts Forms of Business Operating a Corporation
<u>March</u>	Operating a Corporation Business and Regulations The Role of Agency in Business Law
<u>April</u>	The Role of Agency in Business Law Employment Laws
<u>May</u>	Banking and Negotiable Instruments Cyberlaw and E-Commerce
<u>June</u>	Cyberlaw and E-Commerce

**Wilson Area School District
Planned Course Materials**

<u>Course Title:</u>	Small Business and Corporate Law
<u>Textbook:</u>	Glencoe Business and Personal Law McGraw-Hill Education Copyright: 2016 mheducation.com/prek-12
<u>Teacher Resources:</u>	Teacher Edition Textbook, videos, online resources

Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: Introduction to Law and the Courts

Time Frame: One : 2 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the evolution from morals to written laws
- Describe the ways in which ethical decisions are made
- Apply ethical rules to situations to determine right from wrong
- Compare/contrast modern law to ancient law
- Explain why laws are needed
- Identify the sources of our laws
- Differentiate between the federal and state court systems
- Identify the elements of the PA state court system
- Differentiate between criminal and civil trial procedures
- Describe the steps in a civil trial
- Explain the pleadings procedure in civil law cases
- Describe the steps in a criminal trial
- Describe the rights that people have when they are arrested
- Understand the juvenile court system
- Understand the importance of jury duty

Core Activities:

- Notes/discussion of related terms and concepts
- Discuss situations that lead to ethical decision making and apply the 3 ethical rules (i.e. Golden Rules, Greatest Good, Real-World Ethics)
- View video clips showing different portions of both criminal and civil trials (i.e. Indictment, arraignment, opening/closing statements, presenting evidence, questioning witnesses)
- Research current members of the Supreme Court and current cases
- You Be the Judge Constitutional Law Cases

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: Forms of Business

Time Frame: 2-3 Weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Describe how to form and run a sole proprietorship
- List the advantages and disadvantages of a sole proprietorship
- Explain the rights and responsibilities of partners
- Identify the different types of partners
- Explain how a partnership can be terminated
- Describe a corporation
- List the advantages and disadvantages of a corporation
- Explain the different types of corporations
- Describe the steps involved to form a corporation
- Explain what a limited liability company is
- List the steps in forming a limited liability company

Core Activities:

- Notes/discussion of related terms and concepts
- Write an introduction to a small business plan
- Organize a partnership with all 5 different kinds of partners, explaining the role of each partner
- Watch videos depicting corporate structure
- View a corporation's articles of incorporation
- Watch a video of a corporation's initial public offering
- You be the Judge Business Law Case

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

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- Online sources
- Newspapers
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- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
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Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: Operating a Corporation

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Distinguish the roles of corporate directors and corporate officers
- List the rights shareholders have
- Explain the business judgment rule
- Explain the fairness rule
- Describe the liability of corporate directors and officers
- Describe the different types of corporate stock
- Distinguish between a merger, a consolidation, and a conglomerate
- Explain asset acquisition and stock acquisition
- Identify the ways a corporation can be terminated

Core Activities:

- Notes/discussion of related terms and concepts
- Watch videos of annual shareholder meetings
- Watch videos depicting stocks and bonds
- Research and present a corporate white-collar crime
- Research and share examples of corporate lawsuits
- Play stock market game on www.marketwatch.com
- List real examples of corporate expansion
- Research how to start a franchise location for a corporation of your choice

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
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- Homework
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- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
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- Content related projects

Materials & Resources

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Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: Business and Regulations

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the source of federal power in the regulation of business
- Identify the laws that regulate the sale of securities
- Distinguish between the laws that regulate antitrust activity
- Describe what laws regulate corporate takeover
- Describe the laws that regulate the environment
- Identify the federal and state agencies that regulate the environment
- Identify the federal and state agencies that are responsible for regulating energy
- Describe the impact of international law on energy regulation and conservation

Core Activities:

- Notes/discussion of related terms and concepts
- Research the history and power of the Environmental Protection Agency
- Research and present EPA court cases
- Design a plan as an EPA representative on how to help fight pollution from corporations
- Match federal regulations with policies
- Research and present an area of control of the EPA

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
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- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

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Assessments:

- Objective/subjective testing
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- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: The Role of Agency in Business

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Define agency and explain the nature of an agency relationship
- Differentiate between parties involved in agency relationships
- Describe ways that agency relationships are created
- Differentiate between the types of agency authority
- Differentiate between the types of agents
- Describe the duties of the parties involved in agency relationships
- Explain the different ways an agency relationship may be terminated

Core Activities:

- Notes/discussion of related terms and concepts
- Illustrate by poster the duties of parties in an agency relationship
- Write or illustrate examples of agency relationships
- Role play different situations (needs) and have students determine the type of agent needed
- Write a scenario describing a termination of an agency relationship

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

Materials & Resources

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Assessments:

- Objective/subjective testing
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- Homework
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Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: Employment Law

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Discuss the employer-employee relationship
- Define employment-at-will
- Name the exceptions to employment-at-will
- Explain the collective bargaining process
- Describe the laws that regulate labor unions
- Explain how the law protects employee health and safety
- Describe the laws that guarantee fair wages and benefits
- Identify the laws that prohibit different forms of discrimination
- Define disparate treatment and disparate impact

Core Activities:

- Notes/discussion of related terms and concepts
- Research and discuss the history of labor unions
- Class debate about advantages/disadvantages to employment-at-will
- Research the states that allow different exceptions to EAW
- Write examples of proper and improper termination of employment
- Compose a letter to a lawyer explaining why you feel you were wrongfully terminated from your job
- Browse OSHA website and create a list of areas covered
- Write examples of acts/actions that would be protected in the workplace
- Research unemployment terms for Pennsylvania
- Create a presentation educating workers about an employment law

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Content related projects

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Assessments:

- Objective/subjective testing
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- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: Banking and Negotiable Instruments

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Describe the function of negotiable instruments
- Identify the different types of negotiable instruments
- List the essential elements of negotiable instruments
- Differentiate between a draft, a note, and a certificate of deposit
- Explain the contractual relationship between a bank and its customers
- Describe different topics related to checking accounts
- Differentiate between different types of checks
- Discuss the use of electronic banking

Core Activities:

- Notes/discussion of related terms and concepts
- Visit a bank website and research features of checking accounts
- Write examples outlining the use of different kinds of checks
- Research and present check/bank fraud and identity theft
- Discussion of the federal reserve and its role in the banking system
- Identify the parts of a check
- List safety tips for check use and electronic banking

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
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Instructional Methods:

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Assessments:

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- Essays

Curriculum Scope and Sequence

Planned Course: Small Business and Corporate Law

Unit: Cyberlaw and E-Commerce

Time Frame: 2-3 weeks

State Standards: 13.1.1 A-D; 13.3.1 A-B; 5.1.12 A-D; 5.2.12 A,C; 5.3.12 D; 1.1.11 A-H; 1.2.11 A-B; 1.3.11 F; 1.4.11 A-C; 1.6.1 A,C, D-F

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the nature of a cyber crime
- List different types of crimes
- Describe the nature of a cyber tort
- Distinguish between cyber defamation and cyber invasion of privacy
- Explain intellectual property and copyright for digital products
- Explain the importance of trademarks
- Identify the characteristics of a patentable invention
- Recognize two unsettled issues in e-commerce law
- Explain new laws regarding digital signatures and documents

Core Activities:

- Notes/discussion of related terms and concepts
- Research and share examples of cybercrime news stories
- Watch videos depicting cybercrimes
- Create a brochure/poster educating people how to protect themselves against cybercrime
- Develop a plan for an anti-Cyber Bullying seminar
- Write a cyberbullying law
- Explain the use of intellectual property in the business world
- Write examples of cybercrimes and cybertorts

Remediation:

- Utilization of notes and vocab for test study
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