

BUSINESS COURSE SYLLABUS

Course Title: Introduction to Business Law

Department: Business

Primary Course Materials: Readings from Primary Sources and Internet

Course Description: This course provides an overview of the legal, regulatory and ethical environment in which business decisions are made and their effect on us as citizens. The course exposes students to a brief history of our legal system and a variety of criminal and civil concepts, then focuses on contracts and employment law. Contract law establishes the ground rules that each of us use to define our private rights and duties. In addition, students will gain an understanding of the rights and responsibilities they have and the protections given them by our legal system in the workplace. This course will develop the ability of each student to read and reason critically. Students in this Modern Business Fundamentals course are also eligible for DECA.

Prerequisites: None.

Essential Questions: Do I understand our legal system and the role our courts play? How does the constitution protect my personal freedoms? Do I understand ethics in the law? What is the difference between criminal and civil law and how do they affect me?

Course Objectives: Students learn to identify the evolution of the U.S. legal system and how ethics are reflected in our laws. Students will be able to explain the division and balance of power in government. Students can explain how disputes are resolved. Students distinguish the difference between criminal and civil law. Students will learn the concepts of contractual law.

Common Goals:

Thinking and Communicating

- 1) ☒ Read information critically to develop understanding of concepts, topics and issues.
- 2) ☒ Write clearly, factually, persuasively and creatively in Standard English.
- 3) ☒ Speak clearly, factually, persuasively and creatively in Standard English.
- 4) ☒ Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) ☒ Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) ☐ Literature and Language
 - b) ☐ Mathematics
 - c) ☐ Science and Technology
 - d) ☒ Social Studies, History and Geography
 - e) ☐ Visual and Performing Arts
 - f) ☐ Health and Physical Education

Work and Contribute

- 7) ☐ Demonstrate personal responsibility for planning one's future academic and career options.
- 8) ☐ Participate in a school or community service activity.
- 9) ☒ Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Learning Standards from the Massachusetts Curriculum Framework:

USG.1.1 Distinguish among civic, political, and private life.

USG.1.2 Define the terms *citizenship*, *politics*, and *government*, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.

USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.

USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.

USG.1.10 Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government....”

USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.

USG.2.3 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.

USG.2.4 Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.

USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history.

USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.

USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.

USG.3.5 Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.

USG.3.6 Explain the functions of departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts.

USG.3.9 Explain the formal process of how a bill becomes a law and define the terms *initiative* and *referendum*.

USG.3.11 Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.

USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.

USG.4.5 Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.

USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.

USG.5.2 Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.

USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.

USG.5.4 Research the platforms of political parties and candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

USG.5.5 Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.

USG.5.6 Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government.

USG.5.7 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court such as *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997).

USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.

USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.

National Business Education Standards

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.

V. Property Law

Achievement Standard: Explain the legal rules that apply to personal property, [and] real property and intellectual property.

VII. Computer Law

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

Additional Learning Objectives Beyond the Curriculum Framework:

21st Century Skills

1. Demonstrate critical thinking and problem solving.
2. Ability to communicate and collaborate with others.

Content Outline:

Law Justice and You	
Evolution of Law	
Common vs. Positive Law, Law Courts vs. Equity Courts	
Types of Laws	
Define Ethics	
Ethical Decision Making Process	
Ethics and our Laws	
Define and understand what the constitution and bill of rights are.	
Division and Balance of Power	
Dispute resolution	
Federal and State Court system	
Elements necessary for a crime to have occurred	
Common crimes against people and business crimes	
Criminal procedure	

Difference between crime and tort Elements of a tort Nine Common Intentional Torts Negligence and Strict Liability
<p style="text-align: center;">Fundamentals of Contracts</p> Offer and Acceptance Genuine Agreement Mutual Consideration Capacity Legality of Contracts Which Contracts need to be written Contractual Duties How courts enforce contracts Leasing Tenant's Rights and Duties Landlord's Rights and Duties
<p style="text-align: center;">Laws of Jobs</p> Unions Establishing Unionized Work Place Employment Discrimination Legality Proving Discrimination Specific Laws
Employee Injuries Employer's Tort Liability Workers Compensation OSHA

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	<u>Other Objectives Assessed</u>
	Test	Performance Assessment			
Chapter quizzes & tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>		All	
Hot Debates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 thru 5	All	1
Supreme Court Justice Video and Rulings Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,4,5, 6d & 9	USG.1.5, 1.6, 2.2, 2.6, 2.8, 3.11,5.7 NBEA 1	All
What Courts Do: James Bond in a Honda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 thru 5 & 9	USG 3.2, 3.3.4, 3.12 & 5.10 NBEA 1	All
To Kill a Mockingbird Appeal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 thru 5 & 9	USG 3.11 & 5.10	All
A Civil Action Reflection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,4,5&9	NBEA I	All

Contracts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,4,5&9	NBEA II	All
Being a Landlord	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 4	NBEA V	All
Unionizing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 thru 5	USG 2.6, 2.7 & 2.8 NBEA III	All
Are Your Daughters Safe at Work? Video Reflection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1 thru 5	NBEA III	All