



GEORGIA MIDDLE SCHOOL

Instructional Resources
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

BUSINESS & COMPUTER SCIENCE

COURSE: Business & Computer Science

UNIT 6: Business Law



INTRODUCTION

Annotation:

This unit provides students with a foundational knowledge of laws that affect the workplace and an understanding of their responsibilities and rights as employees.

Grade(s):

<input type="checkbox"/>	6 th
<input type="checkbox"/>	7 th
<input checked="" type="checkbox"/>	8 th

Time:

Four 50-minute class periods

Author:

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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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.



FOCUS STANDARDS

GPS Focus Standards:

MSBCS-BCSIII-9- The students will examine basics of business law.

- a) Identify sources of business law.
- b) Understand the different classifications of business law.
- c) Distinguish between civil and criminal law.
- d) Identify different areas of civil law that impact business (ie., tort, contract, property law).
- e) Differentiate among types of business crimes. (ie., arson, forgery, embezzlement, computer crimes).
- f) Understand the applicability of business law from the standpoint of citizens, workers (includes business owners) and consumers in their communities and in society at large (ref. National Standards of NBEA, pg. 10).
- g) Introduce to OSHA state and federal regulatory guidance.
- h) Create a safety manual
- i) Equal pay act
- j) Describe their individual code of ethics using word processing application.

GPS Academic Standards:

ELA8R3 – The student acquires new vocabulary in each content area and uses it correctly.

ELA8LSV1-The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA8W3 – The student uses research and technology to support writing.

ELA8W4 – The student consistently uses the writing process to develop, revise, and evaluate writing.

M8A1 – Student will use algebra to represent, analyze, and solve problems.

M8P1 – Students will solve problems (using appropriate technology).

M8P2 – Students will reason and evaluate mathematical arguments.

M8P3 – Students will communicate mathematically.

M8P4 – Students will make connections among mathematical ideas and to other disciplines.

M8RC1 – Students will enhance reading in all curriculum areas.

S8CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.

SS8CG4b- The student will explain the difference between criminal law and civil law.

National / Local Standards / Industry / ISTE:

CTAEMRC-1: Students will enhance reading in all curriculum areas.

CTAEW-2: The student uses research and technology to support writing.

CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.



UNDERSTANDINGS & GOALS

Enduring Understandings:

Proper keyboarding technique should be used when entering data into all technology tools.

Technology tools change the way information is handled.

Through rules of law and government, society imposes certain limitations that apply to everyone.

The purpose of law is to provide order, stability, and justice in a society.
Laws preserve our freedom and protect the rights that give meaning to that freedom.

Essential Questions:

What is the difference between civil and criminal law?
How can a business be impacted by civil and criminal laws?
What regulations determine when and how long a youth can work?
What are the responsibilities, rights, and hazards of being a youth worker?

Knowledge from this Unit:

Civil law and criminal law impact businesses.
The United States Department of Labor provides guidelines for youth workers.
The Equal Pay Act provides that men and women in the same workplace be given equal pay for equal work.
Employees have responsibilities and rights.
Employers and employees should be aware of potential hazards in the workplace.

Skills from this Unit:

Students will be able to distinguish between civil and criminal situations that can impact businesses.
Students will be able to determine appropriate hours and environments for work.
Students will be able to identify their responsibilities and rights as a youth employee.
Students will be able to list potential hazards in the workplace.
Students will be able to explain their personal code of ethics for the workplace.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ 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 and 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:

Code of Ethics Test

Assessment(s) Description/Directions:

Using word processing, create a personal code of ethics for the workplace.

Attachments for Assessment(s):

Code of Ethics Test



LESSON PLANS

Introduction

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

- MSBCS-BCSIII-9-** The students will examine basics of business law.
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 - h) Create a safety manual
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 - j) Describe their individual code of ethics using word processing application.

2. Review Essential Questions.

What is the difference between civil and criminal law?
 How can a business be impacted by civil and criminal laws?
 What regulations determine when and how long a youth can work?
 What are the responsibilities, rights, and hazards of being a youth worker?

3. Identify and review the unit vocabulary. (Definitions on Business Law Terms PowerPoint)

Law	Crime	Infringement
Civil Law	Felony	Copyright
Criminal Law	Misdemeanor	Trademark
Litigation	Contract	Patent
Plaintiff	Tort	Slander
Defendant	Battery	Libel
Dispute	Assault	
Ethical	Negligence	

4. Assessment Activity.

Students will create a personal code of ethics for the workplace.

Lesson 1. Business Law Terminology

Discussion.

Show **Business Law Terms** PowerPoint presentation. Discuss terms.

Complete **Criminal, Contractual, or Tort** activity.

Discuss group responses.

Lesson 2. Youth Work Earnings and Rules

Discussion.

Investigate Equal Pay Act and current hourly minimum wage.

Math: Complete **Youth Work Earnings** worksheet. Calculate youth worker earnings. Check answers orally.

Complete **Youth Work Rules** worksheet. Check answers orally.

Possible Modification: Make sure that exceptional education students are assigned a specific problem. Allow calculator.

Lesson 3. Safety Manual

Discussion.

Complete the **Safety Manual** activity.

Possible Modification: Use read/write software (e.g., SOLO) to read the website to students.

Lesson 4. Assessment

Code of Ethics Test

Possible modification: Have student list 5 ethical rules for the workplace.

Attachments for Learning Experiences:

Business Law Terms PowerPoint
 Criminal, Contractual, or Tort
 Criminal, Contractual, or Tort--Key
 Youth Work Earnings
 Youth Work Earnings—Key

Youth Work Rules
Youth Work Rules—Key
Safety Manual
Code of Ethics Test

Notes & Reflections:

Students need basic word processing skills.
Students need to be able to navigate the Internet given a website address.



UNIT RESOURCES

Web Resources:

<http://www.abanet.org>
<http://www.copyright.gov>
<http://www.moneyinstructor.com>
<http://www.uspto.gov>
<http://www.osha.gov/SLTC/teenworkers>
<http://www.eeoc.gov/policy/epa.html>

Materials & Equipment:

Computer
Projector

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input checked="" type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		