# 2022 Business Law

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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# Acknowledgments

Arlene Monk, Forest High School, Forest
Colet Pierce, HW Byers High School, Holly Springs
Lori Prather, Clinton High School, Clinton
Roxanne Wright-Hall, University of Mississippi High School, Oxford

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Selena Swartzfager, the president of the Mississippi Council on Economic Education
Betsey Smith, the director of the RCU
Sam Watts, the curriculum manager for the RCU

# Standards

Some standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to some of the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's business law curriculum is aligned to the following standards:

**National Standards for Business Education**
The National Business Education Association (NBEA) is the nation's leading professional organization, which recognizes that business education is essential for every student in today's rapidly changing society. Therefore, the NBEA strives to serve individuals and organizations involved in the instruction, administration, and deliverance of business education, standards, and materials. The NBEA recognizes that all students will take part in the economic system, encounter a diverse business environment, and use technology to manage information in some fashion during their lifetime. Thus, a curriculum focused on enabling students to become responsible citizens, capable of making wise economic decisions, will positively impact their personal and professional lives. *NBEA Business Education Library* (2020).
nbea.org

**International Society for Technology in Education Standards (ISTE)**
Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.
iste.org

**College- and Career-Readiness Standards**
College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/oae/college-and-career-readiness-standards

**Framework for 21st Century Learning**
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).
battelleforkids.org/networks/p21/frameworks-resources

# Executive Summary

**Description**
Business Law introduces students to the legal and ethical concepts related to law within a business setting. Topics include foundations of law and ethics, legal environment, contract, sales, consumer, agency, employment and labor law, business organizations and operations, and applications in communications, law, and ethics.

**Applied Academic Credit**
The latest academic credit information can be found at
mdek12.org/ese/approved-course-for-the-secondary-schools.

**Teacher Licensure**
The latest teacher licensure information can be found at
mdek12.org/oel/apply-for-an-educator-license.

**Professional Learning**
If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

# Course Outlines

**One 1/2-Carnegie Unit Course**

This curriculum consists of one 1/2-credit course.

**Business Law—Course Code: 070340**

| Unit | Title | Hours |
|:---:|---|:---:|
| 1 | Foundations of Law and Ethics | 10 |
| 2 | The Legal Environment | 20 |
| 3 | Contract, Sales, and Consumer Law | 10 |
| 4 | Agency, Employment, and Labor Law | 10 |
| 5 | Business Organizations and Operations | 10 |
| 6 | Applications in Communication, Law, and Ethics | 10 |
| **Total** | | **70** |

# Unit 1: Foundations of Law and Ethics

| Competencies and Suggested Objectives |
|---|
| 1. Understand the relationship between law and ethics. [DOK1] |
|     a. Examine personal responsibility to obey the law. |
|     b. Identify ethical character traits and values. |
|     c. Explain the relationship between law and ethics. |
|     d. Relate historical contexts to the judicial system and ethical code. |
| 2. Identify the preeminent sources of law. [DOK2] |
|     a. Determine the four main sources of law. |
|     b. Define and explain the purpose of a constitution. |
|     c. Describe the role of the three branches of federal, state, and local government. |

# Unit 2: The Legal Environment

| Competencies and Suggested Objectives |
|---|
| 1. Explain the function and basic structure of the judicial system at the federal, state, and local level. DOK2 |
|    a. List and describe the different courts in the federal and typical state court systems.<br>      • Federal court<br>      • District courts<br>      • Courts of appeals<br>      • Supreme court<br>      • State courts<br>      • Inferior trial courts<br>      • Trial courts<br>      • Appellate courts<br>   b. Identify and distinguish the roles of legal professionals (e.g., judges, attorneys, jurors, paralegals, etc.).<br>   c. Determine the types of legal cases that belong in the federal and state judicial systems. |
| 2. Distinguish between procedural and substantive law. DOK2 |
|    a. Define procedural and substantive law.<br>   b. Understand the functions of procedural and substantive law. |
| 3. Distinguish between criminal and civil (i.e., tort) law. DOK2 |
|    a. Define civil and criminal law.<br>   b. Classify crimes among different categories (e.g., felony and misdemeanor, white collar and blue collar, etc.).<br>   c. Define the different types of business crimes (e.g., fraud, forgery, embezzlement, identity theft, etc.).<br>   d. Compare and contrast different types of civil laws (e.g., contract, property, negligence, strict liability, intentional torts, etc.).<br>   e. Compare and contrast different methods used to litigate civil cases.<br>      • Court trials<br>      • Mediation<br>      • Arbitration<br>   f. Identify the possible outcomes of a civil case.<br>      • At-fault<br>      • No-fault<br>      • Punitive<br>      • Compensatory damages<br>   g. Compare and contrast possible defenses to a crime.<br>      • Procedural (how an arrest was made)<br>      • Substantive (attorney's defense to a defendant's charges) |

4. Describe how advances in computer technology have impacted business law and ethics.
DOK2

   a. Define cybercrime.
   b. Explore different types of crimes related to advances in technology.
- Catfishing
- Cyberstalking
- Cyber spoofing
- Cyberextortion
- Phishing (cyber-ghosts)
- Cyberpiracy
- Identity theft
- Cyberterrorism
- Cyber vandalism
- Cybergerm warfare
- Cyber bullying

   c. Explain the nature of cyberextortion using malware, ransomware, and other cyberattack strategies used by terrorists, blackmailers, and extortionists.
   d. Describe jurisdictional issues related to cybercrimes.

# Unit 3: Contract, Sales, and Consumer Law

| Competencies and Suggested Objectives |
|---|
| 1. Examine concepts related to contract law. DOK1 <br>    a. Define a contract and contract law. <br>    b. List the elements required to create a contract. <br>       &bull; Offer <br>       &bull; Acceptance <br>    c. Understand the characteristics of bilateral and unilateral, expressed and implied, and oral and written contracts. <br>    d. Understand how a counteroffer is related to an offer and acceptance. <br>    e. Determine when an agreement can be enforced and not enforced (i.e., discharged). <br>       &bull; Capacity <br>       &bull; Age <br>       &bull; State of mind <br>       &bull; Mutual assent <br>       &bull; Performance <br>    f. Describe breach of contract and its potential repercussions. |
| 2. Examine concepts related to sales law. DOK2 <br>    a. Define goods, services, and real property. <br>    b. Identify the source of law that applies to contracts for goods, services, and real property. <br>    c. Define and explain when to apply the Uniform Commercial Code (UCC). <br>    d. Determine when a sales contract is needed. <br>    e. Discuss the issue of taxation and cybercommerce. |
| 3. Examine concepts related to consumer law. DOK2 <br>    a. Define and identify consumer law. <br>    b. Define terms related to consumer law (e.g., unfair business practice, false advertising, misleading advertising, etc.). <br>    c. Explain the purposes of the Consumer Product Safety Act and the Consumer Finance and Protection Bureau. <br>    d. Discuss the impact of different state and international laws concerning consumer protection for businesses using the internet or involved in e-commerce. |

# Unit 4: Agency, Employment, and Labor Law

| Competencies and Suggested Objectives |
|---|
| 1. Examine concepts related to agency law. [DOK1]<br>   a. Define agency.<br>   b. Define and identify employment law.<br>   c. Identify agents involved in a business or organization's employment practices related to power of attorney.<br>   d. Explain vicarious liability and the relationship of the Statute of Frauds to the Equal Dignities Rules. |
| 2. Examine concepts related to employment law. [DOK1]<br>   a. Explain the nature of the employer-employee relationship.<br>   b. Identify U.S. laws and agencies related to employment law, including Title VII of the Civil Rights Act, Equal Employment Opportunity Act, Americans with Disabilities Act, Age Discrimination in Employment Act, Occupational Safety and Health Administration, and so forth.<br>   c. Explain the difference between disparate treatment and disparate impact in discrimination cases.<br>   d. Determine what questions can and cannot be asked during an employment interview.<br>   e. Explain what constitutes sexual harassment in the workplace.<br>   f. Describe the importance of free speech in the workplace and examine the influence of employer social media policies in this area.<br>   g. Identify legislation related to employee wages and benefits (e.g., unemployment insurance, pension protection, workers' compensation, etc.).<br>   h. Explore occupational safety and health regulations for different career pathways. |
| 3. Examine concepts related to labor law. [DOK2]<br>   a. Define labor law and concepts (e.g., unions, collective bargaining, strike, etc.).<br>   b. Identify legislation that regulates union activities including National Labor Relations Act, Taft-Hartley Act, Landrum-Griffin Act, and the Worker Adjustment and Retraining Notification Act. |

# Unit 5: Business Organizations and Operations

| Competencies and Suggested Objectives |
|---|
| 1. Describe the different types of business organizations. [DOK1]<br>   a. Define sole proprietorship, partnership, corporations, LLCs, etc.<br>   b. Compare and contrast the different types of business organizations and their advantages and disadvantages.<br>   c. Distinguish between the different types of partners including silent, dormant, and secret.<br>   d. Explain the legal process of forming a sole proprietorship, partnership, and LLC.<br>   e. Describe how to legally end a partnership.<br>   f. Identify organizations to contact for more information about starting your own business (e.g., Mississippi SBDC Network, Mississippi Small Business Association, Chambers of Commerce, Mississippi Secretary of State, Mississippi Development Authority, etc.). |
| 2. Explain the legal rules that apply to personal property and real property. [DOK1]<br>   a. Compare and contrast real property, personal property, and fixtures.<br>   b. Give examples of tangible and intangible personal property.<br>   c. Identify the extraordinary obligations of innkeepers, common carriers, and warehouses.<br>   d. Distinguish among liens, licenses, and easements.<br>   e. Describe the kinds of rental relationships that landlords and tenants may create. |
| 3. Explain the legal rules that apply to intellectual property. [DOK2]<br>   a. Identify the types of intellectual property (e.g., trademark, tradename, trade dress, copyright, patent, trade secret, etc.).<br>   b. Identify laws pertaining to intellectual property.<br>   c. Describe how each type of intellectual property is created and legally protected.<br>   d. Describe how intellectual property rights terminate or can be lost.<br>   e. Explain the procedure for obtaining intellectual property rights. |
| 4. Analyze the financial obligations of business operations. [DOK1]<br>   a. Discuss the requirements to comply with tax laws and regulations.<br>   b. Define bankruptcy.<br>   c. Summarize types of bankruptcy (e.g., Chapters 7, 11, 12, and 13). |

# Unit 6: Applications in Communication, Law, and Ethics

| Competencies and Suggested Objectives |
|---|
| 1. Develop effective communication and public speaking skills within the context of the legal and ethical environment. [DOK2]<br>   a. Demonstrate correct grammar, spelling and writing skills.<br>   b. Create and present digital media projects. |
| 2. Summarize and apply the general rules of a courtroom to legal case studies. [DOK3]<br>   a. Conduct a mock trial with students. |
| 3. Summarize and apply the general rules of debate to ethical case studies. [DOK3]<br>   a. Facilitate a student led debate on an ethical case study. |

# Appendix: National Business Education Association Standards

|  | Units | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| **Standards** |  |  |  |  |  |  |  |
| NBEA-BL1 |  | X | X |  |  |  |  |
| NBEA-BL2 |  |  |  | X |  |  |  |
| NBEA-BL3 |  |  |  | X | X | X |  |
| NBEA BL4 |  |  |  |  |  | X |  |
| NBEA-BL5 |  |  |  |  |  | X |  |
| NBEA-BL6 |  |  |  | X | X | X |  |
| NBEA-BL7 |  |  | X | X | X | X |  |
| NBEA-BL8 |  | X | X | X | X | X |  |
| NBEA-CM1 |  |  |  |  |  |  | X |
| NBEA-CM2 |  |  |  |  |  |  | X |
| NBEA-CM3 |  |  |  |  |  |  | X |
| NBEA-CM4 |  |  |  |  |  |  | X |

**Business Law**
**NBEA-BL1 – Basics of the Law**
- 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.

**NBEA-BL2 – Contract Law, Law of Sales, and Consumer Law**
- Analyze the relationships between contract law, law of sales, and consumer law.

**NBEA-BL3 – Agency and Employment**
- 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.

**NBEA-BL4 – Business Organizations**
- Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.

**NBEA-BL5 – Property Law**
- Explain the legal rules that apply to personal property, [and] real property and intellectual property.

**NBEA-BL6 – Negotiable Instruments, Insurance, Secured Transactions, Bankruptcy**
- Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy.

**NBEA-BL7 – Computer Law**

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

**NBEA-BL8 – Environmental Law and Energy Regulation**
- Explain the legal rules that apply to environmental law and energy regulation.


## Communications

**NBEA-CM1 – Foundations of Communications**
- Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.

**NBEA-CM2 – Interpersonal Skills**
- Apply interpersonal skills in personal and professional environments to communicate effectively.

**NBEA-CM3 – Workplace Communication**
- Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

**NBEA-CM4 – Technological Communication**
- Use technology to enhance the effectiveness of communication.

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

Course Title:          **Business Law**

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

Carnegie Unit:          **½**

Contact:          **MDE Office of Curriculum and Instruction**
**Central High School Building**
**359 North West Street**
**Post Office Box 771**
**Jackson, MS  39205-0771**
**Phone: 601-359-2586**

**Board Approved: May 15, 2008**

# Business Law

**Competency 1:** Discuss business laws and regulations.

| Suggested Enduring Understandings | Suggested Essential Questions |
|---|---|
| 1. Name various types of tort and their legal implications. | 1. What is a tort? |
| 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. | 2. What are some legal guidelines for businesses? |
| | 3. Does the employee have any rights? |
| 3. Computer equipment can potentially pose health hazards. | 4. What are some worker's rights in regard to workplace safety? |
| 4. Laws are in place for workplace safety. | 5. What are the potential health hazards when working with computer equipment? |
| 5. There are laws in place for noncompliance to safety guidelines. | 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. |

| | | |
|---|---|---|
| ~~tax, Social Security (FICA) withholdings, sales tax, property tax, and payroll tax.~~ | ~~facts that they have learned about taxes in the lesson.~~ | |
| ~~e. Identify health concerns.~~ | ~~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:~~<br>~~a. The roles and responsibilities of the Health and Safety Authority in a specific state~~<br>~~b. Workers' rights and responsibilities in regard to health and safety in the workplace~~<br>~~c. Ways to avoid workplace hazards~~<br><br>~~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.~~ | ~~e. Assess student understanding by observing contributions to class discussions and participation in activities.~~<br><br>~~Assess student understanding by checking brochures for accuracy.~~ |
| ~~f. Review safety procedures for a given career field.~~ | ~~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.~~<br><br>~~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.~~<br><br>~~Invite a local business representative to discuss procedures for emergency situations in the workplace.~~<br><br>~~Invite a human resource specialist to discuss his or her safety training plan. Have students take notes.~~<br><br>~~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~~ | ~~f. Assess student understanding by observing contributions to class discussions and participation in activities.~~<br><br>~~Evaluate student understanding by using a Role-Play or Skit Assessment Rubric.~~<br><br>~~Assess student understanding by reviewing a Guest Speaker Evaluation Form completed by students.~~<br><br>~~Evaluate student understanding using a Group Work Assessment Rubric.~~ |
| ~~g. Investigate federal safety regulations and procedures for reporting noncompliance.~~ | ~~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.~~ | ~~g. Evaluate research for content and appearance.~~ |

**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.<br><br>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.<br><br>Check for student understanding by observation. |

**Competency 4:** Define and discuss sales and property law.

| Suggested Enduring Understandings | Suggested Essential Questions |
|---|---|
| 1. It is important to carefully deal with a bill of sale. | 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.<br><br>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.<br><br>Using a Debate Rubric, assess the completion of the activity. |

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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

| | 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: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

# 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
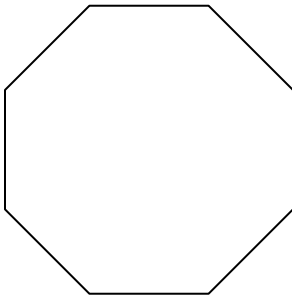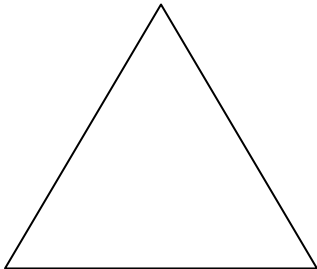
Something I learned that SQUARED with my beliefs:
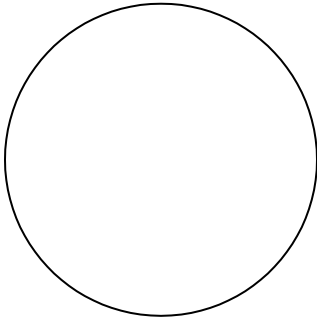
A question going AROUND in my mind:

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<br><br>4 points | Accomplished<br><br>3 points | Developing<br><br>2 points | Beginning<br><br>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

| | 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: