# Scope & Sequence

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| Course Name: Business Law **TSDS PEIMS Code:** 13011700 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** None. |
| **Course Description:** Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.134. (c) Knowledge and skills** | |
| **Unit 1: Business Communication**  Students will begin the course by discussing effective communication, collaboration skills, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in classroom and workplace vignettes/scenarios that highlight integrity, professionalism, collaboration, and teamwork. Students will discuss successful methods of time management in small groups and/or in other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) show integrity by choosing the ethical course of action and comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. | |
| **Unit 2: Business Organization**  Students will learn and explain a sole proprietorship, the creation and operation of a partnership, and the nature, creation, and ownership of corporations as they participate in classroom discussions and activities that examine and identify types of businesses. Students will create and/or use charts, diagrams, examples, and/or written explanations to describe management and dissolution of a corporation. | 15 periods  675 minutes | (9) The student identifies the different types of business organization. The student is expected to:  (A) explain a sole proprietorship;  (B) explain the creation and operation of a partnership;  (C) discuss the nature and creation of a corporation;  (D) depict the ownership of a corporation; and  (E) describe the management and dissolution of a corporation. | |
| **Unit 3: Civil Law, Criminal Law, and Government Regulations**  Students will learn, discuss, and summarize the characteristics of the different types of courts and the concepts of civil law and criminal law. Students will discuss and demonstrate ethical and unethical decision-making business practices and making ethical, moral and legal choices in business situations by creating and/or participating in workplace vignettes/scenarios. Students will learn how to define and differentiate between business torts and crimes, and demonstrate a comprehension of the rationale for government regulations of business activities. Students will develop and demonstrate their professionalism and effective communication skills by asking appropriate questions during presentations, activities, and discussions. | 15 periods  675 minutes | (2) The student defines ethics in business. The student is expected to:  (A) distinguish between ethical and unethical business practices; and  (B) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations.  (3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:  (A) identify the concepts of civil and criminal law;  (B) explain the different types of courts and traditional court procedures;  (C) differentiate between business torts and crimes; and  (D) comprehend the rationale for governmental regulations of business activities. | |
| **Unit 4: Contracts**  Students will discuss and explain the classes of contracts and cite methods of offer and acceptance. Students will examine the concepts of consideration and the principles of contracts in business in small groups, class discussions, and/or brief presentations. Students will also create and/or use examples, charts, diagrams, and/or written explanations to explain the different capacities to contract, and defective or illegal agreements. Students will research current/contemporary cases dealing with contract law using appropriate online technology, and discuss their findings in small groups, class discussions, and/or brief presentations. | 15 periods  720 minutes | (4) The student identifies the principles of contracts in business. The student is expected to:  (A) explain the classes of contracts;  (B) cite methods of offer and acceptance;  (C) explain the different capacities to contract;  (D) examine the concepts of consideration;  (E) describe defective agreements;  (F) describe illegal agreements; and  (G) research contemporary cases dealing with contract law using appropriate online technology. | |
| **Unit 5: Real and Personal Property**  Students will contrast real property with personal property, and analyze the nature of personal property in small groups, class discussions, and/or brief presentations. Students will also create and/or use examples, charts, diagrams, and/or written explanations to present summaries of the different types of bailments and obligations and rights under each type. Students will research current/contemporary cases dealing with personal property using appropriate online technology, and discuss their findings in small groups, class discussions, and/or brief presentations. | 15 periods  675 minutes | (5) The student explains personal property. The student is expected to:  (A) contrast real property with personal property;  (B) analyze the nature of personal property;  (C) recognize the different types of bailments and obligations and rights under each type; and  (D) research cases dealing with personal property using appropriate online technology. | |
| **Unit 6: Real Estate Law**  Students will be given examples and opportunities to examine and discuss wills, real estate mortgages, leases, and rental agreements. Students will explain the nature of real property and describe the proper methods for the transfer of real property. Students will also create and/or use examples, charts, diagrams, and/or written explanations to present summaries of the different types of real estate mortgages. Students will be also given opportunities to examine, discuss, describe, identify, and explain various documents and documentation associated with property transactions, wills, inheritances, and trusts. Students will review current landlord-tenant laws, and research current/contemporary cases dealing with real estate law using appropriate online technology, and discuss their findings in small groups, class discussions, and/or brief presentations. | 25 periods  1125 minutes | (11) The student describes the legal contexts of real property. The student is expected to:  (A) explain the nature of real property;  (B) establish the proper methods for the transfer of real property;  (C) describe the different types of real estate mortgages;  (D) review contemporary landlord-tenant law;  (E) explain wills, inheritances, and trusts; and  (F) research cases dealing with real estate law using appropriate online technology. | |
| **Unit 7: Sales**  Students will identify, discuss, and explain the nature of goods and services and the legal formalities of sale. Students will learn to characterize and explain the transfer of title as well as risks in sales contracts. Students will research warranties, product liability, consumer protection, and cases dealing with contract sales using appropriate online technology, and discuss their findings in small groups, class discussions, and/or brief presentations. Students will also create and/or use examples, charts, diagrams, and/or written explanations to present summaries of the types and categories of warranties. | 15 periods  675 minutes | (6) The student identifies the concept of sales in the context of business law. The student is expected to:  (A) identify the nature of goods and services;  (B) explain the formalities of sale;  (C) characterize the transfer of title and risks in sales contracts;  (D) identify and explain the types and categories of warranties, product liability, and consumer protection; and  (E) research cases dealing with contract sales using appropriate online technology. | |
| **Unit 8: Negotiable Instruments**  Students will identify, discuss, and explain negotiable instruments, the liabilities of the holders, and the essentials of negotiability. Students will learn to recognize and explain promissory notes and drafts and distinguish between negotiation and discharge. Students will research negotiable instruments and defenses in dealing with negotiable instruments using appropriate online technology, and discuss their findings in small groups, class discussions, and/or brief presentations. | 15 periods  720 minutes | (7) The student researches negotiable instruments. The student is expected to:  (A) explain the nature of negotiable instruments;  (B) identify the essentials of negotiability;  (C) explain promissory notes and drafts;  (D) distinguish between negotiation and discharge;  (E) assess the liabilities of the holders in due course;  (F) identify the defenses in dealing with negotiable instruments; and  (G) research cases dealing with negotiable instruments using appropriate online technology. | |
| **Unit 9: Employment Law**  Students will identify, discuss, and explain the nature, creation, operation, and termination of an agency. Students will learn to recognize and explain the nature of employer and employee relations as well as employee rights. Students will research labor legislation and employment law using appropriate online technology, and discuss their findings in small groups, class discussions, and/or brief presentations. | 15 periods  720 minutes | (8) The student analyzes the concepts of agency and employment. The student is expected to:  (A) summarize the nature and creation of an agency;  (B) explain the operation and termination of an agency;  (C) recognize the nature of employer and employee relations;  (D) explain employee rights;  (E) identify the tenets of labor legislation; and  (F) research cases dealing with employment law using appropriate online technology. | |
| **Unit 10: Insurance and Risk Management**  Students will identify, discuss, and explain the principles and types of insurance. Students will create and/or use examples, charts, diagrams, and/or written explanations to present summaries of these principles and types. Students will learn to recognize and identify fidelity bonds and other security devices, and discuss and/or present the reasons for and against bankruptcy as well as the categories of bankruptcy. Students will research contemporary cases dealing with risk-bearing devices using appropriate online technology, and discuss their findings in small groups, class discussions, and/or brief oral presentations. | 20 periods  900 minutes | (10) The student explains risk-management instruments. The student is expected to:  (A) identify the principles of insurance;  (B) review the types of insurance;  (C) recognize security devices such as fidelity bonds and securities;  (D) discuss the appropriateness and categories of bankruptcy; and  (E) research contemporary cases dealing with risk-bearing devices using appropriate online technology. | |
| **Unit 11: Developing Leadership Skills**  Students will research, identify, and discuss potential legal tasks and problems in business situations, and how to solve particular cases. Students will then participate in various classroom/team/group activities such as workplace vignettes/scenarios involving situations with coworkers, supervisors, and clients to practice leadership, problem-solving, and ethical decision-making with legal tasks. In course culminating career development activities, students will identify and analyze individual talents, abilities, skills, interests, and goals, and use this information as well as their course experiences to develop or add to an individual career plan. | 15 periods  720 minutes | (12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:  (A) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and clients;  (B) identify and practice effective team-building skills involving situations with coworkers, supervisors, and clients; and  (C) participate in leadership and career development activities. | |