

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
BUSINESS EDUCATION DEPARTMENT**

BUSINESS LAW

#PAS0002

Curriculum Guide

Date: September 2016

Updated: August 2022

Dr. Melissa Varley, Superintendent
Dr. David Greer, Assistant Superintendent
Mr. Andrew Ziobro, District Supervisor

Developed by: Joseph Hubert

This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on August 11, 2022.

VISION STATEMENT

Business Law provides instruction that enables students to acquire a general understanding of American business. Students will explore the origins of law and contracts, as a basis of understanding local, regional, and global business agreements. With this understanding of contracts and their requirements, the student will be able to identify and negotiate enforceable agreements for a successfully functioning business entity.

The development of this basic understanding of contracts combined with a survey of business contracts, such as property ownership, insurance, employment, agency, credit, and sales creates a foundation that serves a practical value, as well as a knowledge base for those students planning to major in post-secondary education, in business majors.

MISSION STATEMENT

The Business Law journey begins when students first gain an understanding of citizenship, by grasping the fundamentals of a legal system and its creation, followed by a survey of our constitution, court systems, and the legal structures in the U.S. government. Based on an understanding of rights and duties, ethical reasoning, and a brief review of civil and criminal law, the students will be able to formulate an appreciation of the legal process and structure.

With a working background of law and our legal system, the focus of this course then directs its energy toward business contracts and their extensive effect on daily lives. Contract requirements provide the structure for understanding the creation of a valid contract. Students gain the ability to evaluate, assess validity, and the enforceability of a contract. Once the requirements of the contract construction are understood, the student will review the various ways these contracts can be executed and discharged.

The familiarity with legal structures and systems, coupled with a background in contracts and business law, enhances the student's business background. The student will review functions of property ownership, insurance, employment, agency, credit, and sales:

- To develop an understanding of the characteristics of the American legal system;
- To encourage students to become more responsible citizens through an understanding of law and ethical reasoning;
- To identify the elements of an enforceable contract;
- To recognize flawed contracts and describe the ramifications of identified inadequacies;
- To develop the communication skills necessary to function effectively in a structured business environment; and
- To reinforce the skills of reading, writing, and communicating through the use of computer applications and the Internet, and decision-making, which are required to be a knowledgeable consumer, a successful manager, and a functional participant in the American business experience.

Business Law is a one semester 2.5 credit course. This course is designed for students in grades 9-12 and addresses the New Jersey Student Learning Standards for Technology and the 21st Century Life and Careers. The New Jersey Student Learning Standards may be accessed at www.state.nj.us.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To develop an understanding of the characteristics of the American legal system.
2. To encourage students to become more responsible citizens through an understanding of law and ethical reasoning.
3. To understand the need for ethical standards for business leaders, managers, and consumers.
4. To identify the rights and duties of individuals and how they are protected by law.
5. To encourage a more in-depth understanding of business and the creation of contracts.
6. To develop an appreciation of functionality of business law in one's personal life and its importance in the facilitation of commerce and industry.
7. To develop problem-solving skills, decision-making abilities, and critical-thinking skills.
8. To make legal decisions in a theoretical and practical setting.
9. To develop a positive work attitude and pride in one's work.
10. To identify self-management and organizational skills needed in the business setting.
11. To work independently and cooperatively, in a safe environment conducive to educational growth.

STUDENT PROFICIENCIES

Students will be able to:

1. Explain the evolution of law
2. Understand and express the importance of ethics as a fundamental business concept
3. Use ethical reasoning to solve business problems
4. Comprehend and explain the uniqueness and strengths of the U.S. legal structures and systems
5. Define the rights and duties of individuals in our legal system
6. Compare and contrast civil and criminal law and procedural and substantive law
7. Compare and contrast crimes and torts
8. Identify the effect of the Uniform Commercial Code on business transactions
9. Appreciate and describe the protection of consumers by our legal system
10. Identify the elements of an enforceable contract
11. List and explain each fundamental element required for enforceability of a contract
12. Recognize flawed contracts and describe the ramifications of identified inadequacies
13. Understand the remedies and consequences for breaching enforceable contracts
14. Identify the legal requirements for transfer of ownership of goods and services
15. Explain the various ways ownership of property can be acquired, insured, and transferred
16. Describe employment and agency relationships and their effect on business contracts
17. Have an understanding of the importance of cooperation and a positive demeanor in a safe workplace environment
18. Demonstrate the appropriate organizational and self-management skills necessary to be successful in a personal or business setting

METHODS OF EVALUATION

1. Teacher prepared handouts
2. Teacher prepared worksheets
3. Electronic portfolio
4. Internet searches and summaries
5. Written reports
6. Observation of student work habits
7. Oral communication and classroom discussion activities
8. Classwork and homework assignments
9. Tests and quizzes
10. Projects and simulation activities

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support

- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling

- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems

- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes

- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Examples of how these concepts and principles are infused into this curriculum include:

- Discussion / Recognition of Deborah A. Batts who was the first LGBTQ Federal Judge nominated by President Bill Clinton in 1994 to the U.S. District Court in the Southern District of New York (NYC). Judge Batts was widely known for mentoring and inspiring a generation of law students and clerks. Former student body president of Radcliffe College, and also served on the editorial board of the Harvard Civil Rights - Civil Liberties Law Review. She was also the first black faculty member at Fordham Law School where she taught until her death in 2020. **Unit III: U.S. Constitution** (a brief history) and **Unit IV: Court Systems**
- Class Activity - Students research the backgrounds and qualifications of current and former Supreme Court Justices. Current U.S. Supreme Court Justices include Clarence Thomas, Sonia Sotomayor, and Ketanji Brown Jackson. Former Supreme Court Justices include Thurgood Marshall, and Ruth Bader Ginsburg (an advocate for gender equality and women's rights) **Unit IV: Court Systems**

- Discussion of the case of Obergefell v. Hodges where on June 26, 2015, the Supreme Court of the United States ruled that a fundamental right to marry is guaranteed to same-sex couples by the Fourteenth Amendment, and that states must allow same-sex marriage. Class shall explore the importance of this ruling as it pertains to the civil rights that were once only given to heterosexual couples. **Unit III: U.S. Constitution** (a brief history) and **Unit IV: Court Systems**
- Discussion of current events involving Equality, LGBTQ+ issues, and civil court cases - **Ongoing**

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide
- **SEL** - Social-Emotional Learning
- **L+** - Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Standards and/or activities addressed in this curriculum includes:

- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

Components of this are tagged throughout the curriculum as appropriate: CC - Climate Change.

*** Climate Change Curriculum Statement section highlighted in yellow gets deleted (by the teacher or supervisor) if the course does not explicitly involve climate change units, activities, or standards. *** This statement gets deleted on every curriculum guide upon completion.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSLS - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

Pacing Guide

Unit Number	Unit Name	Suggested Pacing
1	Evolution of Law	3 weeks
2	Ethics	Ongoing
3	US Constitution	1 week
4	Court System	2 weeks
5	Criminal Law	3 weeks
6	Tort Law	2 weeks
7	Contracts	4 weeks
8	Sales Contracts	3 weeks
9	Property	2 weeks
10	Insurance	2 weeks
11	Wills, Trusts and Estates	2 weeks
12	Employment and Agency	2 weeks

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

The student will be able to:

Standards	Course Outline/Student Objectives
<p>Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM.3</p> <p>21st Century:; 9.2.12.C.6,7,8</p> <p>CLKS: P1</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.C.d</p>	<p>I. Evolution Of Law (3 Weeks)</p> <ul style="list-style-type: none"> A. Compare Common and Civil Law B. Define English Common Law C. Interpret Equity Law D. Explain Constitutions, Statutes, and Administrative Agencies E. Define Case Law F. Compare Criminal and Civil Law G. Compare Procedural and Substantive Law H. Define Business Law
<p>21st Century:; 9.2.12.C.6,7,8</p> <p>CLKS: P5, P6</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.A.3.g; 6.1.12.C.5.a</p>	<p>II. Ethics (Throughout)</p> <ul style="list-style-type: none"> A. Explain Reasoning B. Identify Impartiality C. Identify Business Ethics D. Explain Consequential Reasoning E. Explain Deontological Reasoning F. Apply Universalizing G. Determine the Ethical Goals in Law
<p>CLKS: P1</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.A.6.a</p>	<p>III. US Constitution (1 Week)</p> <ul style="list-style-type: none"> A. Describe a Brief History of the U.S. Government DEI L+ B. Examine the Bill of Rights C. Define Due Process D. Identify Amendments and Explain Their Purpose E. Evaluate the Constitution's Check and Balances and Judge Its Purpose DEI L+
<p>CLKS: P1</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.A.5.a; 6.1.12.C.12.d</p>	<p>IV. Court System (2 Weeks)</p> <ul style="list-style-type: none"> A. Identify the State Court Structure B. Identify the Federal Court Structure DEI L+ C. Explain Jurisdiction in Relation to Enforcement of Law
<p>Standards:9.3.12.BM.1,4; 9.3.12.BM-BIM.3</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P3</p> <p>Technology: 8.1.12.A.3</p>	<p>V. Criminal Law (3 Weeks)</p> <ul style="list-style-type: none"> A. Identify the Elements of a Crime B. Identify the Classifications of a Crime C. Explain Business Related Crimes D. Explain the Rights and Responsibilities Defined in Criminal Law E. Explain the Defenses to Criminal Charges F. Interpret Criminal Cases and Judgments

<p>Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM.3</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P3</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.3.12.A.2</p>	<p>VI. Tort Law (2 Weeks)</p> <ul style="list-style-type: none"> A. Compare Torts and Crimes B. Identify the Elements of a Tort C. Classify Torts D. Define Negligence E. Examine Strict Liability F. Interpret Civil Cases and Judgments
<p>Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM.3; 9.3.12.BM-MGT.4; 9.3.12.BM-OP.2,4</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P3, P4</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.C.3.a</p>	<p>VII. Contracts (4 Weeks)</p> <ul style="list-style-type: none"> A. Analyze a Contract B. Define an Offer <ul style="list-style-type: none"> 1. Requirements 2. Termination C. Define Acceptance <ul style="list-style-type: none"> 1. Requirements 2. Termination D. Test for Genuine Assent <ul style="list-style-type: none"> 1. Duress 2. Undue influence 3. Mistake 4. Misrepresentation 5. Fraud E. Formulate Valid Consideration <ul style="list-style-type: none"> 1. Adequacy 2. Value 3. Bargaining 4. Gifts 5. Promissory estoppels F. Estimate Legal Capacity <ul style="list-style-type: none"> 1. Competent parties 2. Minors 3. Disaffirmance 4. Ratification G. Categorize Legal Contract <ul style="list-style-type: none"> 1. Illegal agreement rationale 2. Usury 3. Licensing 4. Restraint of trade 5. Obstruction of law 6. MarriageL+ H. Explain Enforcement of Contract I. Examine Contract Form <ul style="list-style-type: none"> 1. Statute of frauds 2. Parole evidence rule 3. Interpretation of contract J. Discuss Discharge of Agreement

	<ol style="list-style-type: none"> 1. Assignment 2. Delegation 3. Agreement 4. Impossibility 5. Operation of law 6. Tender of performance <p>K. Define Breach of Contracts</p> <ol style="list-style-type: none"> 1. Remedy 2. Money damages 3. Specific performance 4. Denial of remedies 5. Mitigation of damages 6. Bankruptcy
<p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P3, P4</p> <p>Technology:8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.C.6.c</p>	<p>VIII. Sales Contract (3 Weeks)</p> <ol style="list-style-type: none"> A. Define a Sale B. Explain the UCC – Uniform Commercial Code C. Explain Unconscionable Sales Contracts D. Integrate the Statute of Frauds and Sales E. Contrast Merchants and Agents F. Define Transfer of Ownership G. Explain Title and Risk of Loss H. Define Consumer Protection I. Examine Product Liability J. Analyze Warranties
<p>Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM.3</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P1</p> <p>Technology: 8.1.12.A.3</p>	<p>IX. Property (2 Weeks)</p> <ol style="list-style-type: none"> A. Explain the Classification of Property B. Define Property Acquisition C. Classify Property Ownership D. Analyze Insuring Property Against Risk
<p>Standards: 9.3.12.FN-ACT.1,3; 9.3.12.FN-BNK.1; 9.3.12.FN-INS.1</p> <p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P5</p> <p>Technology: 8.1.12.A.3</p>	<p>X. Insurance (2 Weeks)</p> <ol style="list-style-type: none"> A. Basics B. Property and Casualty C. Life and Social
<p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P5</p> <p>Technology: 8.1.12.A.3</p>	<p>XI. Wills, Trusts, And Estates (2 Weeks)</p> <ol style="list-style-type: none"> A. Examine the Process of Property Distribution B. Trusts
<p>Standards: 9.3.12.BM.1,4; 9.3.12.BM-BIM.3</p>	<p>XII. Employment And Agency (2 Weeks)</p> <ol style="list-style-type: none"> A. Define Agency and the Parties Involved B. Identify Agency Authority

<p>21st Century: 9.2.12.C.6,7,8</p> <p>CLKS: P5</p> <p>Technology: 8.1.12.A.3</p> <p>Cross Curricular: 6.1.12.C.13.c</p>	<ul style="list-style-type: none">C. Examine Employment ContractsD. Contrast the Duties of an Employer and EmployeeE. Identify DiscriminationF. Promote Safety on the Job
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RESOURCES/ACTIVITIES GUIDE

Exam Review

Adamson, John E. *Law for Business and Personal Use*. 17th ed. CD-ROM. Thomson South-Western, 2006.

Interactive Study Guide

Adamson, John E. *Law for Business and Personal Use*. 17th ed. Thomson South-Western, 2006.

Websites

Adamson, John E. *Law for Business and Personal Use*. 17th ed. Thomson South-Western, 2006.

Videos

12 Angry Men. Dir. Sidney Lument. Metro Goldwin Mayer, 1957. (DVD-96m)

Trial by Jury. Cambridge Educational: Films Media Group, 2005. (DVD 25m)

Your Court System and You. Representative Bob Franks – NJ: Committee for Citizen Awareness (VHS-30m)

Business Law: The Basics: Standard Deviants School. Cerebellum Corporation, 2002. (VHS-26m)

Business Law: Torts: Standard Deviants School. Cerebellum Corporation, 2002. (VHS-26m)

Business Law: Contract Law: Standard Deviants School. Cerebellum Corporation, 2002. (VHS-26m)

Business Law: Contract Law The Sequel: Standard Deviants School. Cerebellum Corporation, 2002. (VHS-26m)

Business Law: Breaking the Deal: Standard Deviants School. Cerebellum Corporation, 2002. (VHS-26m)

Coming to Terms: An Introduction on Contracts. ACT Multimedia Products and Services, 2000. (VHS-60m)

SUGGESTED MATERIALS

Resources for Students

Adamson, John E. *Law for Business and Personal Use*. 17th ed. Thomson South-Western, 2006.

Supplemental Texts

Beatty, Jeffrey F., and Susan S. Samuelson. *Business Law 1*. Cengage Learning, 2008.

Activities and Study Guide

Adamson, John E. *Law for Business and Personal Use*. 17th ed. Thomson South-Western, 2006.

Resources for Teacher

Adamson, John E. *Law for Business and Personal Use*. 17th ed. Thomson South-Western, 2006.

Supplemental Texts

Beatty, Jeffrey F., and Susan S. Samuelson. *Business Law 1*. Cengage Learning, 2008.

Activities and Study Guide

Adamson, John E. *Law for Business and Personal Use*. 17th ed. Thomson South-Western, 2006.

*Or other literature, video, or digital materials of equal academic worth