



## **Business Law & Ethics**

### ***Course Description***

This course is designed to provide students with an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. Knowledge of business law is particularly useful because all students eventually assume the role of citizen, worker, and consumer in society. Businesses operate in an increasingly global environment where the laws of different governments and judicial systems frequently conflict. As a result, business students must include in their academic preparation a basic knowledge of the legal system and how business law impacts commerce both nationally and internationally. Students must understand how and why local, state, and federal law works in conjunction with international law.

Students need to also be able to distinguish unethical behavior from illegal behavior and to understand the rising importance of social responsibility as an aspect of corporations and organizations in a global society. One of the most crucial changes in business law involves teaching students about the efforts of the courts and the legislature to deal with how technology has impacted the law, particularly with regard to computers and the Internet.

The material covered in Business Law & Ethics is reinforced and enhanced through the use of technology, guest speakers, videos and hands-on, project-based activities whenever possible. In addition, because experiential learning is an important aspect of all business courses, a field trip to the Courts or other law-related destination may also be offered.

## **Business Law & Ethics**

<b>Pacing Guide</b>		
<b>Unit</b>	<b>Topic</b>	<b>Suggested Timing</b>
Unit 1	Introduction & Foundational Legal Concepts	approx. 9 weeks
Unit 2	Contractual Relationships and Sales	approx. 9 weeks
Unit 3	Business Negotiations	approx. 9 weeks
Unit 4	Government Regulation of Business	approx. 8 weeks

## Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Enrichment

### **Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

## Interdisciplinary Connections

### English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

## [New Jersey Student Learning Standards](#)

### **9.1 – Personal Financial Literacy**

- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences
- 9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.C.8 Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).
- 9.1.12.C.9 Evaluate the implications of personal and corporate bankruptcy for self and others
- 9.1.12.E.9 Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
- 9.1.12.E.10 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities

## **Common Career Technical Core (CCTC)**

### **Career Cluster Finance**

FN04 Determine effective tools, techniques and systems to communicate and deliver value to finance customers.

FN08 Explore the regulatory environment of United States' businesses.

FN09 Plan, manage and maintain the use of financial resources to protect solvency.

### **Career Cluster Telecommunications**

AR-TEL3.2 Demonstrate customer service that meets the intent of state and national guidelines for consumer rights.

## Common Core State Standards (CCSS)

### CCSS - English-Language Arts

#### Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

#### Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**Research to Build and Present Knowledge:**

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Range of Writing:**

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

## Common Core State Standards (CCSS)

### CCSS - Mathematics

#### Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.MATH.CONTENT.HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

#### Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data

#### Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<p><b>Course:</b> Business Law &amp; Ethics</p> <p><b>Unit:</b> 3 – Business Negotiations</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> In this unit, students get introduced to different forms of business including sole proprietorships, partnerships and corporations. Focus is given to financial and operations features of corporations and specifically to limited liability companies. With this understanding, students then explore securities regulation and negotiation of financial instruments and the problems that arise in those negotiations. The unit closes with a discussion on holders in due course and their defenses, as well as the liability of parties in business negotiations.</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b> 9.1.12.A.4, 9.1.12.A.5, 9.1.12.B.1, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9, 9.1.12.E.9, 9.1.12.E.10</p>	
<p><b>Common Career Technical Core (CCTC)</b> FN.04, AR-TEL3.2, FN.08.6</p>	
<p><b>Common Core State Standards (CCSS):</b> RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Explore forms of business organizations including and examine partnerships</p> <p><b>NJSLS:</b> 9.1.12.A.4, 9.1.12.A.5</p> <p><b>CCTC:</b> FN.04, AR-TEL.3.2</p> <p><b>CCSS:</b> RI.11-12.1,</p>	<p>What is the benefit of a business in the form of an organization vs. sole proprietorship or partnership?</p> <p>Is it worthwhile to change the business form of a company or dismantle the business and recreate it?</p>	<p>Examine the advantages and disadvantages of the different business forms</p> <p>Understand the dimensions of a partnership agreement</p> <p>Review the duties and powers of partners</p>	<p><b>Cases on forms of Business Organizations</b></p> <p>Jan and Dean desire to form a corporation. Both purchase a book on how to form a corporation, but do not seek the advice of an attorney. Jan and Dean form a corporation</p>	<p><b>Business Law 4e by James F. Morgan Ch 28 - 29</b></p> <p><b>Investopedia: Forms of business organizations</b></p> <p><a href="http://www.investopedia.com/walkthrough/corporate-finance/1/forms-business-organizations.aspx">http://www.investopedia.com/walkthrough/corporate-finance/1/forms-business-organizations.aspx</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>	<p>How much control is best to have over a business?</p>		<p>and conduct business for 3 months before they realize they never formed the corporation. What form of business were they during those three months?</p> <p><b>Cases regarding Definition of Partnerships</b></p> <p>Les and Turner entered into a written agreement whereby Turner was to farm Lee’s land in exchange for one-third of the crop as rental. The contract also provided that Les was to advance financing and Turner was to furnish the equipment. It was also agreed that after delivery of one-third of the crops, all net proceeds and losses</p>	<p><b>Forbes: Five clauses every partnership agreement needs</b>  <a href="http://www.forbes.com/forbes/welcome/?toURL=http://www.forbes.com/sites/amandaneville/2013/06/07/five-clauses-every-partnership-agreement-needs/&amp;refURL=https://www.google.com/&amp;referrer=https://www.google.com/">http://www.forbes.com/forbes/welcome/?toURL=http://www.forbes.com/sites/amandaneville/2013/06/07/five-clauses-every-partnership-agreement-needs/&amp;refURL=https://www.google.com/&amp;referrer=https://www.google.com/</a></p>

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			<p>were to be shared equally. The contract specifically states that Les ad Turner were not partners, but landlord and tenant. Are Les and Turner partners? Why are why not?</p> <p><b>Cases regarding the duties and powers of partners</b></p> <p>Pursuant to an oral agreement, Andy and Jeff formed a partnership to do kitchen remodeling. It was agreed that Andy was to invest \$10,000 and manage the business affairs. Jeff who would invest \$1,000 was to work as job superintendent and manage the work. Profits were to be split fifty-fifty.,</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			but possible losses were not discussed. The business proved unprofitable, and Andy brought action against Jeff for one half of the losses. To what extent is Jeff liable?	
<p>Uncover the nature of corporations including their financial and operational features</p> <p><b>NJSLS:</b> 9.1.12.A.4, 9.1.12.A.5</p> <p><b>CCTC:</b> FN.04, AR-TEL.3.2</p> <p><b>CCSS:</b> RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6;</p>	<p>Is there a set procedure for incorporating a business?</p> <p>Who bears the greatest risk when a business voluntarily dissolves</p> <p>Who bears the greatest risk when a business involuntarily dissolves?</p>	<p>Explain the procedure for incorporation</p> <p>Examine the process required for consolidations, mergers and acquisitions</p> <p>Explore the financial and operational aspects of a corporation</p>	<p><b>Mini cases on the Nature of Corporations</b></p> <p>David formed a corporation for tax purposes. No director’s meetings were held. David retained total control of the corporation’s operations, and he took money from the corporate account for personal purchases. Creditors sought to pierce the corporate veil. Should they succeed? Explain.</p> <p><b>Mini cases on Financial</b></p>	<p><b>Business Law 4e by James F. Morgan Ch 30 - 31</b></p> <p><b>Boundless - Characteristics of a Corporation</b></p> <p><a href="https://www.boundless.com/accounting/textbooks/boundless-accounting-textbook/reporting-of-stockholders-equity-12/understanding-the-corporation-76/characteristics-of-a-corporation-347-10577/">https://www.boundless.com/accounting/textbooks/boundless-accounting-textbook/reporting-of-stockholders-equity-12/understanding-the-corporation-76/characteristics-of-a-corporation-347-10577/</a></p>

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W.11-12.10			<p><b>Features of a corporation</b></p> <p>A corporation decided to repurchase stock of a shareholder who recently died. The corporation was in existence for three years and had lost \$50,000 during this period, The original shareholders had invested \$25,0000 in the business, of which the deceased had invested \$5,000. How much may the corporation pay for the stock of the deceased? Explain.</p> <p><b>Mini cases Operational features of a corporation</b></p> <p>A corporation board</p>	<p><b>Financial and Operational Features of Corporations</b></p> <p><a href="chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalcvie/ws/app.html">chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalcvie/ws/app.html</a></p>

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			<p>authorizes a director, Wilson, to negotiate the purchase of some land. Instead, Wilson secretly bought the land himself and sold it to the corporation at a profit. After learning of the deceit, the corporation failed to act. Do the minority shareholders have any remedy? Explain.</p>	
<p>Discuss business organizations specifically limited liability &amp; securities regulation</p> <p><b>NJSLS:</b> 9.1.12.B.1, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9</p> <p><b>CCTC:</b> AR-TEL3.2</p> <p><b>CCSS:</b> RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7,</p>	<p>Is the Limited Liability Company the optimal business structure?</p> <p>Would the securities market fail without government regulation?</p> <p>Does securities regulation provide enough freedom for businesses to be profitable?</p>	<p>Review the business structure of Limited Liability Companies and Partnerships</p> <p>Understand the pillars of Securities Regulation</p> <p>Explore Insider Trading or Fraud Liability.</p>	<p><b>Mini Cases on Limited Liability companies and related forms</b></p> <p>Sam, Jan and Pam are interested in forming a limited liability company. What advice would you give them regarding the process that must be followed to form a limited liability company?</p> <p><b>Review Securities and Exchange Act</b></p>	<p><b>Business Law 4e by James F. Morgan Ch 32 - 33</b></p> <p><b>Investopedia - Top 4 Most Scandalous Insider Trading Debacles</b>  <a href="http://www.investopedia.com/articles/stocks/09/insider-trading.asp">http://www.investopedia.com/articles/stocks/09/insider-trading.asp</a></p> <p><b>CNNMoney - Five famous Insider Trading Cases</b></p>

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RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10			<p>Based on the materials dealing with the 1933 Act, create a definition of a security</p> <p><b>Mini cases on Securities Insider Trading</b></p> <p>Spyropoulos and Courtois worked for two different New York investment-banking firms, in both the respective merge and acquisitions department of both firms. Newman was a close friend of both Spyropoulos and Courtois and received numerous tips of impending mergers and acquisitions from the</p>	<p><a href="http://www.investopedia.com/articles/stocks/09/insider-trading.asp">http://www.investopedia.com/articles/stocks/09/insider-trading.asp</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			investment banking employees. Newman not only traded on the tips, but also passes along the tips to two more of his friends, Antoniu and Carniol. Newman, Antoniu, and Carniol have made money based on the tips. Are all three tippees liable? Why?	
<p>Review negotiable instruments including their creation and negotiation</p> <p><b>NJSLS:</b> 9.1.12.B.1, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9</p> <p><b>CCTC:</b> AR-TEL3.2</p> <p><b>CCSS:</b> RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7,</p>	<p>Are checks an outdated negotiable financial instrument?</p> <p>Are all business transactions negotiable?</p> <p>Has technology changed the nature of negotiations?</p>	<p>Explore the many kinds of Commercial Papers</p> <p>Understand the Bank Deposit and Collections process</p> <p>Determine the steps required for the transfer of Commercial Paper</p>	<p><b>Samples to identify types of Commercial Papers</b></p> <p>Provide images of several forms. Name the type of forms /commercial papers and the parties to the form.</p> <p><b>Mini Cases on the Bank's deposit and collection process</b></p>	<p><b>Business Law 4e by James F. Morgan Ch 34 - 35</b></p> <p><b>SlideShare - Types of Negotiable Instruments</b>  <a href="http://www.slideshare.net/piyushdobariya338/types-of-the-negotiable-instruments">http://www.slideshare.net/piyushdobariya338/types-of-the-negotiable-instruments</a></p> <p><b>NOLO - UCC and Negotiable Instruments</b>  <a href="http://www.nolo.com/lega">http://www.nolo.com/lega</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>RI.11-12.10, SL.11-12.1;                      SL.11-12.2; SL.11-12.5;                      SL.11-12.6; L.11-12.4;                      L.11-12.5; L.11-12.6;                      W.11-12.4; W.11-12.6;                      W.11-12.10</p>			<p>Men’s Wear drew a check payable to Zino &amp; Co. When Zino did not receive it in the mail, Men’s Wear placed a stop payment order in writing with Drawee Bank. Approximately one year later, Drawee Bank paid on the check to a collecting bank and charged Men’s Wear’s account. Men’s Wear had not renewed its stop payment order. Is Drawee Bank liable to Men’s Wear for failing to honor the stop payment order? Why or why not?</p> <p><b>Mini Cases on Commercial Paper Transfers</b>                      Casey held a negotiable instrument payable to his order. He transferred the</p>	<p><a href="http://l-encyclopedia/the-ucc-negotiable-instruments-part-1-2.html">l-encyclopedia/the-ucc-negotiable-instruments-part-1-2.html</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			instrument to Dale for value. At the time of the transfer, Casey failed to indorse his name on the back of the instrument, and Dale accepted the instrument as given to him. What rights does Dale have on the instrument?	
<p>Understand the holders to due course requirements and defenses as well as the liability of parties to negotiable instruments</p> <p><b>NJSLS:</b> 9.1.12.A.4, 9.1.12.A.5, 9.1.12.E.9, 9.1.12.E.10</p> <p><b>CCTC:</b> FN.08.6, FN.09.1</p> <p><b>CCSS:</b> RI.11-12.1, RI.11-12.4, RI.11-12.5,</p>	<p>Can negotiable instruments be transferred to any third party?</p> <p>How has technology changed the commercial paper typical defenses?</p> <p>Can a person be held liable for payment of a commercial paper on which their signature in not affixed?</p>	<p>Assess the requirements for ‘holder in due course”</p> <p>Understand Personal and Real Defenses for not honoring a contract</p> <p>Review Liability of commercial papers based on signatures?</p>	<p><b>Mini Cases on legitimacy of holder in due course</b></p> <p>Siegmán, a diamond merchant issued a note for diamonds purchased. The seller indorsed the note to a bank “as collateral for his pre-existing obligations to the banks as collateral for the diamonds shipped to defendants.” Did the bank give value so as to qualify as a holder in due course? Explain</p>	<p><b>Business Law 4e by James F. Morgan Ch 36 - 37</b></p> <p><b>Safe Checks - Holders in Due Course and check fraud.</b>  <a href="http://www.safechecks.com/articles/files/holder-in-due-course-and-check-fraud.html">http://www.safechecks.com/articles/files/holder-in-due-course-and-check-fraud.html</a></p> <p><b>Understanding Signature Liability before signing</b>  <a href="http://business.laws.com/negotiable-instruments/liability/signa">http://business.laws.com/negotiable-instruments/liability/signa</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10		Determine the Liability of Secondary Parties	<p><b>Mini Cases on Personal and Real Defenses</b></p> <p>Nevers executed a note payable to the order of Young due on January 1, 2006. On March 1, 2006, Young negotiated the note to Glassen. Will Glassen be subject to persona; defense of Nevers? Why?</p> <p><b>Mini cases on the Liabilities of parties to negotiated instruments</b></p> <p>Lee executed and delivered a promissory note due November 1, 2007 to the plaintiff bank. The note was a consolidation of previous</p>	<p><a href="#">ture-liability</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			loans, which were in default, made to Village Homes Inc. Lee signed the note personally. "Village Homes Inc." does not appear anywhere on the note. Is Lee personally liable on the note? Why or why not?	
<p>Analyze secured transactions</p> <p><b>NJSLS:</b> 9.1.12.A.4, 9.1.12.A.5, 9.1.12.E.9, 9.1.12.E.10</p> <p><b>CCTC:</b> FN.08.6, FN.09.1</p> <p><b>CCSS:</b> RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4;</p>	<p>Are secured creditors more successful?</p> <p>Is it a good policy to not do business with companies not secured by a bank?</p> <p>What other measures do creditors use to validate debtors?</p>	<p>Review the creation of Security Interest</p> <p>Determine the requirements to perfect a Security Interest</p> <p>Analyze the law as it pertains to ownership of collateral and its use to secure transactions</p>	<p><b>Classification of Collateral</b></p> <p>Burns Rentals leases and sells TV sets and cars. Burns obtains financing from City Ban, enabling him to buy twenty-five cars and one hundred TV sets. What type of collateral is this? Explain.</p> <p><b>Mini cases on how to use Secured</b></p>	<p><b>Business Law 4e by James F. Morgan Chapter 38</b></p> <p><b>NOLO - How to attach and perfect your security interest in collateral</b>  <a href="https://www.nolo.com/legal-encyclopedia/an-overview-the-ucc-secured-transactions.html">https://www.nolo.com/legal-encyclopedia/an-overview-the-ucc-secured-transactions.html</a></p> <p><b>Secured Transactions: Examples and Explanations</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>L.11-12.5; L.11-12.6;                      W.11-12.4; W.11-12.6;                      W.11-12.10</p>			<p><b>Transactions</b></p> <p>Assume you are a retailer with a large amount of outstanding accounts receivables and you are in need of cash to pay expenses. How might you raise the necessary cash?</p> <p><b>Mini cases on Secured Transactions</b></p> <p>A furniture manufacturer, secured by a security agreement, sold furniture to Daniel on credit. When Daniel did not pay as agreed, the creditor repossessed the furniture. This creditor approached one possible buyer for the items but failed to sell them. The</p>	<p><a href="https://www.nolo.com/legal-encyclopedia/overview-the-ucc-secured-transactions.html">https://www.nolo.com/legal-encyclopedia/overview-the-ucc-secured-transactions.html</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>creditor then bought the collateral at a private sale and sued Daniel for a deficiency of \$7,000. Daniel contends that he is entitled to credit for the full value of the repossessed goods because the private sale was improper. Is Daniel correct? Why or why not?</p>	

## Unit 3 Vocabulary

Proprietorships  
 General Partnerships  
 Joint Ventures  
 Limited Partnership  
 Implied Partnerships  
 Partnership by Estopped  
 Firm Name Provision  
 Capital Provisions  
 Property Provisions  
 Profit-and-Loss Provisions  
 Goodwill Provisions  
 Buy and Sell Provisions  
 Solvent Partners  
 Marshaling of Assets  
 Articles of Partnership  
 Watered Stock  
 Treasury Stock  
 Cumulative Voting  
 Preemptive Right  
 Derivative suit  
 Quorum  
 Proxy  
 Ex-divided date  
 Stock Split  
 Business judgement rule  
 Shelter Provision  
 Fraud in the Execution  
 Holder in due course

Limited Liability Partnership  
 Certificate of limited partnership  
 Fiduciary duty  
 Limited Liability company  
 Member-managed LLC  
 Pass through concept  
 Right of first refusal  
 Limited Partnership  
 Manager-managed LLC  
 Articles of Organization  
 1933 Securities and Exchange Act  
 Scierter  
 Proxy  
 Prospectus  
 Disgorgement  
 Insider trading  
 Initial Public Offering  
 1934 Act of the Securities and Exchange Act  
 Short-swing transaction  
 Blue sky law  
 Depository Bank  
 Personal Defense  
 Midnight Deadline  
 Presenting Bank  
 Wrongful Dishonor  
 Writing Signed by maker or drawer  
 Necessity of a Promise or Order  
 Unconditional Promise or Order

<p>Presentment  Dishonored checks  Notice of dishonor  Accommodation party  Protest  Primary party  Acceptor  Unconditional Liability  Conditional liability  Indorser  Unsecured Creditors  Secured Debt  Classification of Collateral  The Security Agreement  Debtor's Right in Collateral  Creditor's Value</p>	<p>The Particular Fund Concept  Order Paper  Bearer Paper  Incomplete Instruments  Ambiguous Terms and Rules of Construction  Transfer by Negotiation  Blank Endorsements  Special Endorsements  Restrictive Endorsements  Perfection by Filing  Perfection by Possession  Perfection by Attachment  Redemption  Strict Foreclosure  Chattel Paper  Foreclosure  Floating Lien</p>
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## **Suggested Unit Projects**

*Choose At Least One*

### **Personal Bankruptcy Increase**

Research personal bankruptcy increase in the US. What is the cause of this increase? Who is affected the most? What is the government doing about it? Write a 2-page paper with your team discussing what you find out. Consider the role technology and identity theft has played.

### **Federal Trade Commission (FTC) and Consumer Protection**

The main mission of the FTC is to promote consumer protection and the elimination and prevention of anti-competitive business practices. Explore the FTC's website. What major topics are found on consumer protection? Write a one to two-page report summarizing your findings. Then, give a brief presentation to the class.

### **Career as Credit Counselor**

Research the career of a credit counselor. Find out what the job entails, the skill and formal education credit counselors should have, and the salary range for an entry level counselor. Investigate the certification offered by the National Foundation for Credit Counseling. Prepare a presentation with findings and share with the class.

## Suggested Structured Learning Experiences

Rutgers-Newark (SBDC) Small Business Development Center  
25 James St.  
Newark NJ, 07102  
Phone: 973-353-5950  
Fax: 973-353-5978  
Email: [rnsbdc@business.rutgers.edu](mailto:rnsbdc@business.rutgers.edu)  
Facebook: <http://facebook.com/njsbdc.rutgersnewark>  
Twitter: <https://twitter.com/rnsbdc>  
SKYPE: rnsbdc

<http://www.business.rutgers.edu/rnsbdc>

Greater Paterson Chamber of Commerce  
100 Hamilton Plaza, Suite 1201  
Paterson, NJ 07505  
Main Phone: 973-881-7300  
Fax: 973-881-8233