

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.

Course Name

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

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.

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>What is the best recourse for a creditor when a debtor does not respect the judgement of the court and fail to follow its direction?</p>	<p>of judgements and decrees</p>	<p>not paid for repairs previously made on the same car. Does the dealer have a lien on her car so Mary cannot regain possession of it? Why or why not?</p> <p>Mini cases on suretyship and the relationship between debtors and creditors</p> <p>Sam wrote a letter of guaranty to Carl on behalf of Rex, a retailer. The letter stated that Sam “does guarantee payment of ant credit granted by not to exceed ten thousand dollars. Rex was involved in a series of individual transactions with Carl, of which none exceeded \$10,000 Rex failed to pay, but Sam contended that his total liability is</p>	<p>Rights, Responsibilities and Remedies</p> <p>https://quizlet.com/120571895/chapter-29-creditors-rights-and-remedies-flash-cards/</p>

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			<p>limited to one transaction. Is Sam correct? Why or why not?</p> <p>Remedy Enforcement</p> <p>List and explain three methods used to enforce a judgement</p>	
<p>Explain the types of proceedings and procedural steps related to bankruptcy</p> <p>NJSLS: 9.1.12.A.4, 9.1.12.A.5</p> <p>CCTC: FN.04, AR-TEL.3.2</p> <p>CCSS: 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>What finite measure determines if a person can pay off their debt vs. declare bankruptcy?</p> <p>Is it fair to creditors to allow consumers and businesses to declare bankruptcy?</p> <p>Is there a negative connotation associated with those filing for bankruptcy?</p>	<p>Examine the types of proceedings available to business and consumers in filing bankruptcy</p> <p>Review the procedural steps involved in initiating bankruptcy including voluntary and involuntary commencement</p> <p>Understand the options available to creditors during bankruptcy proceedings</p>	<p>Mini cases on personal bankruptcy</p> <p>Pauline lives in a state that exempts \$800 for an automobile owned by a debtor in bankruptcy proceedings. Pauline’s car was worth more than \$800, so she sought to recover \$800 of the sale price when the court sold the car to satisfy her debts. Her creditors contend that she is not entitled to any exemption for a car worth more than</p>	<p>Business Law 4e by James F. Morgan Ch 40</p> <p>United States Courts: Bankruptcy</p> <p>http://www.uscourts.gov/services-forms/bankruptcy</p> <p>Debt.org: Bankruptcy https://www.debt.org/bankruptcy/</p>

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<p>L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10</p>			<p>\$800. Who is correct? Explain.</p> <p>Mini cases on Liquidation Proceedings</p> <p>Despite financial difficulties, Barney bought two suits for \$500. When he received a bill for the suits, two weeks later, he was insolvent; however, he fully paid this bill in cash. One month later her filed a petition in bankruptcy. The appointed trustee sued to recover the \$500 paid, contending that the payment was a preferential transfer. Was the trustee correct? Why?</p> <p>Mini cases on company reorganization</p>	

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			<p>After filing for Chapter 11 reorganization, an employer continued to pay wages to its employees and to withhold the required amounts of FICA and income taxes from their paychecks. However, it did not pay the withheld amount to the IRS. Subsequently, the bankruptcy court appointed a trustee to supervise the liquidation of the estate. The government filed a claim for the taxes due from the reorganization period. Which priority claim does the government have? Explain.</p>	
<p>Discuss the principal functions associated with an administrative agency</p> <p>NJSLS: 9.1.12.B.1,</p>	<p>Can we do without some administrative agencies?</p>	<p>Understand the nature of administrative agencies</p> <p>Examine the rule making</p>	<p>Purpose and Operations of Agencies</p> <p>What purpose do administrative agencies</p>	<p>Business Law 4e by James F. Morgan Ch 41</p> <p>Federal Registry of Administrative</p>

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<p>9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9</p> <p>CCTC: AR-TEL3.2</p> <p>CCSS: 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>	<p>How do I find out all the administrative agencies in my state?</p> <p>Is the best split of administrative agencies rule making, enforcement and adjudicatory?</p>	<p>and enforcement function of administrative agencies</p> <p>Review the adjudicatory function and judicial review of agency actions</p>	<p>serve? Describe the three functions of an administrative agency. How do these compare with the three branches of government</p> <p>Mini cases on adjudicatory agencies</p> <p>The Federal Bureau of Investigation is investigating Mary Magillicutty. The FBI has contacts Mary’s bank, the First Bank of Desilu, requesting that the bank turn over Mary’s bank records. The bank discloses to the FBI. Mary sues the Bank, claiming that the Privacy Act of 1974 applies. Does the Privacy Act apply to the bank?</p> <p>Mini cases on Rule Making Agencies</p>	<p>Agencies</p> <p>https://www.federalregister.gov/agencies</p> <p>New Jersey Departments and Administrative Agencies</p> <p>http://www.nj.gov/nj/gov/deptserv/</p>

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			<p>The Securities and Exchange Commission is contemplating issuing a set of rule dealing with the back dating of securities for sale. Would the SEC prefer to proceed through formal or informal rule making. Why?</p>	
<p>Understand the purpose of antitrust laws and their efforts to prevent monopolies trade restrictions</p> <p>NJSLS: 9.1.12.B.1, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.C.9</p> <p>CCTC: AR-TEL3.2</p> <p>CCSS: 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;</p>	<p>What industries are not in need of antitrust laws?</p> <p>Who are better protected by antitrust laws competitors or consumers?</p> <p>How do antitrust laws regulate businesses internationally?</p>	<p>Explain the group of acts that collectively make up the antitrust laws</p> <p>Examine the laws related to preventing monopolies</p> <p>Analyze antitrust laws that are prevent competitors from restraining trade</p>	<p>Mini cases regarding the Clayton Act</p> <p>Microsoft Corporation includes its internet-browsing software (Internet Explorer) as part of the Windows operating system at no extra cost. In order to sell the operating system, original equipment manufacturers were prohibited from disassembling the package. Is this</p>	<p>Business Law 4e by James F. Morgan Ch 42</p> <p>SlideShare - Types of Negotiable Instruments http://www.slideshare.net/piyushdobariya338/type-s-of-the-negotiable-instruments</p> <p>NOLO - UCC and Negotiable Instruments http://www.nolo.com/legal-encyclopedia/the-ucc-negotiable-instruments-part-1-2.html</p>

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<p>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>Determine how antitrust laws work in relation to international business</p>	<p>arrangement legal? Why?</p> <p>Mini cases regarding the Robinson-Patman Act</p> <p>Fall City Brewery sells its beer to a variety of distributors located throughout the mid-western portion of the United States. Fall City prices its beers based on each state, recognizing that competitors in the market change from state to state. An Indiana distributor who sells in Evansville must pay a higher price than a Kentucky distributor who sells beer in the town of Dawson. What defense might Fall City raise? Why</p>	

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			<p>Mini cases governed by the Sherman Act</p> <p>Von's Grocery Company is the third largest grocery chain in the Los Angeles market with 4.7percent of sales. It wishes to merge with the sixth largest firm, which has 2.8 percent of sales. Is this legal? Why?</p>	
<p>Understand the holders to due course requirements and defenses as well as the liability of parties to negotiable instruments</p> <p>NJSLS: 9.1.12.A.4, 9.1.12.A.5, 9.1.12.E.9,</p>	<p>Can negotiable instruments be transferred to any third party?</p> <p>How has technology changed the commercial paper typical defenses?</p>	<p>Assess the requirements for 'holder in due course"</p> <p>Understand Personal and Real Defenses for not honoring a contract</p>	<p>Mini Cases on legitimacy of holder in due course</p> <p>Siegman, a diamond merchant issued a note for diamonds purchased. The seller indorsed the note to a bank "as</p>	<p>Business Law 4e by James F. Morgan Ch 36 - 37</p> <p>Safe Checks - Holders in Due Course and check fraud. http://www.safechecks.com/articles/files/holder-in-due-course-and-check-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.1.12.E.10</p> <p>CCTC: FN.08.6, FN.09.1</p> <p>CCSS: 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>	<p>Can a person be held liable for payment of a commercial paper on which their signature in not affixed?</p>	<p>Review Liability of commercial papers based on signatures?</p> <p>Determine the Liability of Secondary Parties</p>	<p>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>Mini Cases on Personal and Real Defenses</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>Mini cases on the Liabilities of parties to negotiated instruments</p>	<p>fraud.html</p> <p>Understanding Signature Liability before signing http://business.laws.com/negotiable-instruments/liability/signature-liability</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Lee executed and delivered a promissory note due November 1, 2007 to the plaintiff bank. The note was a consolidation of previous 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>	
<p>Analyze secured transactions</p> <p>NJSLS: 9.1.12.A.4, 9.1.12.A.5, 9.1.12.E.9, 9.1.12.E.10</p> <p>CCTC: FN.08.6,</p>	<p>Are secured creditors more successful?</p> <p>Is it a good policy to not do business with companies not secured</p>	<p>Review the creation of Security Interest</p> <p>Determine the requirements to perfect a Security Interest</p>	<p>Classification of Collateral</p> <p>Burns Rentals leases and sells TV sets and cars. Burns obtains financing from City Ban, enabling him to buy</p>	<p>Business Law 4e by James F. Morgan Chapter 38</p> <p>NOLO - How to attach and perfect your security interest in collateral https://www.nolo.com/leg</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>FN.09.1</p> <p>CCSS: 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>	<p>by a bank?</p> <p>What other measures do creditors use to validate debtors?</p>	<p>Analyze the law as it pertains to ownership of collateral and its use to secure transactions</p>	<p>twenty-five cars and one hundred TV sets. What type of collateral is this? Explain.</p> <p>Mini cases on how to use Secured Transactions</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>Mini cases on Secured Transactions</p> <p>A furniture manufacturer, secured by a security agreement, sold furniture</p>	<p>al-encyclopedia/overview-the-ucc-secured-transactions.html</p> <p>Secured Transactions: Examples and Explanations</p> <p>https://www.nolo.com/legal-encyclopedia/overview-the-ucc-secured-transactions.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>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 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 4 Vocabulary

Liquidation
 Reorganization
 Claim
 Discharge
 Order of relief
 Meeting of creditors
 Voidable preference
 Right of setoff
 Debtor
 Trustee
 Voluntary Commencement
 Involuntary Commencement
 Automatic Stay
 Freedom of Information Act
 Enabling Statute
 Exhaustion of administrative remedies
 Formal Rulemaking

Artisan's Lien
 Garnishment
 Indemnity
 Subrogation
 Uncompensated surety
 Reservations of rights
 Reimbursement
 Contribution
 Surety
 Execution
 Subpoena
 Administrative Procedure Act
 Informal Rule Making
 Government in the Sunshine Act
 Administrative Act
 Standing

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
Facebook: <http://facebook.com/njsbdc.rutgersnewark>
Twitter: <https://twitter.com/rnsbdc>
SKYPE: rnsbdc

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

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100 Hamilton Plaza, Suite 1201
Paterson, NJ 07505
Main Phone: 973-881-7300
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