

Legal Environment of Business

COURSE SYLLABUS



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Instructional Focus: Every Wednesday Tutorial Days and Times: Tuesdays: 2:30 p.m. – 3:30 p.m. *Except on faculty meeting days *Other days available by appointment.	
Pre-requisites: Advisor Approval	Entrepreneurship and Human Resources Management Pathway <ul style="list-style-type: none">● Introduction to Business and Technology● Legal Environment of Business● Entrepreneurship

3DE Program at
School of Liberal Studies at Savannah High School

Course Description (adapted from GeorgiaStandards.org):

Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large.

Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.

Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are expanded in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout this course to demonstrate skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills and content standards of this course.

Legal Environment of Business is the second course in the Entrepreneurship and Human Resources Management pathway in the Business Management & Administration Cluster. Students enrolled in this course should have successfully completed the first course in the pathway Introduction to Business & Technology. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential NOCTI. The prerequisite for this course is advisor approval.

Career Opportunities

The Entrepreneurship Career Pathway prepares students for every occupation. Specific relevant careers include the support service industry which include but not limited to:

• Managers	• Administrators
• Accountants	• XAnalysts
• Economists	• Owners

3DE Program

3DE aims to accelerate students' social and academic outcomes through learning that builds the knowledge, skills and confidence to thrive. 3DE is dedicated to applying solutions to real world problems and instilling a mindset of greatness in our Blue Jacket community.

Throughout the 3DE program, students will have different case challenges/studies in which they will be challenged to solve a real-world problem using case methodology. The case challenge will be incorporated into the Intro to Business & Technology curriculum, and students will receive a grade for each 3DE Case Challenge.

Materials:

- 3-ring binder with dividers (optional, to stay organized and store notes)
- Notebook paper (to take notes)
- Pencils, Black or Blue Pen (to take notes)

Legal Environment of Business Standards

Topic	Standard
Employability Skills	BMA-LEB-1
Compare and contrast the relationship between ethics and law for business	BMA-LEB-2
Explain and illustrate through simulation the process by which a legal dispute is resolved for a business and personal issue.	BMA-LEB-3
Investigate major crimes affecting business and the impact on a business.	BMA-LEB-4
Evaluate the use of tort law in a business setting.	BMA-LEB-5
Demonstrate an understanding of contractual relationships	BMA-LEB-6
Categorize, evaluate, and assess specific statutory/regulatory schemes impact on a business.	BMA-LEB-7
Illustrate and defend the challenges of applying existing law to e-commerce.	BMA-LEB-8
Research and summarize the influence of diverse cultures and customs on business practices while detailing awareness in business operations	BMA-LEB-9
FBLA	BMA-LEB-10

3DE Themes and Competencies:

Theme	Competency
Collaboration and Building Teams	Collaboration
Making Effective Decisions	Critical & Analytical Thinking
Creating Customer Experience	Cultural Agility
Effective Communication	Communication
Identifying Opportunities to Fill a Need	Creativity & Innovation
Setting Goals	Self-Direction

Course Goals

At the end of this course students will be able to:

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
2. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.
3. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.
4. Apply technology as a tool to increase productivity to create, edit, and publish industry appropriate documents.
5. Manage and master word processing software

Evaluation

Grading:

1. 40% Class work, sponge activities, individual participation, group participation.
2. 60% Major tests, Major Projects/Research, quizzes, 3DE Case Challenges.

Grade Scale

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-0 = F

If a student is not making the required daily academic progress, the student's teacher will contact the parent via phone, email, or mail to request a conference or discuss intervention strategies.

Make-up Work and Re-Test Policy

Students are responsible for any work missed due to absences from school. If you miss a scheduled exam and/or class assignment during your absence, it is your responsibility to request a retest and/or the class assignments within a week of your return.

Academic Integrity

Each student is expected to demonstrate respect, responsibility and integrity in his/her academic work. Academic misconduct is a denial of these three principles.

The following misconduct is prohibited:

- Cheating: copying work or homework or lending the same to another student to be copied.
- Communicating in any way with other students during a test, midterm or final exam.
- Plagiarism: taking ideas or writings knowingly from another person or source (including the work of other students) and presenting those ideas or writings as one's own original work.

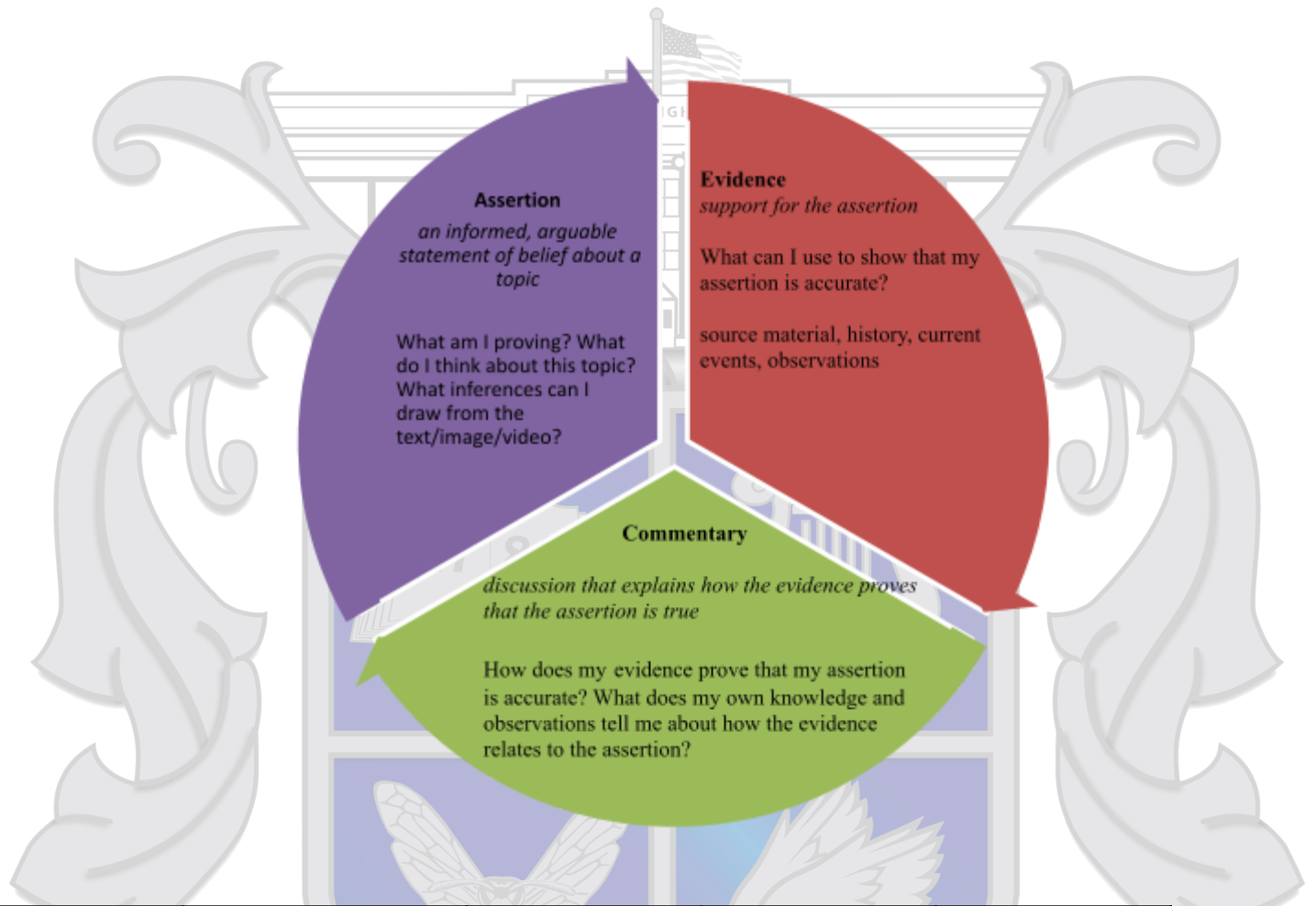
A breach in academic integrity may result in the following possible consequences: receiving a zero on the assignment, opportunity to resubmit the assignment, parental notification, parent/student/teacher conference, referral to counselors, referral to administrators.

KEEP IN TOUCH WITH CLASS DETAILS:

REQUEST YOUR LOGIN FOR POWERSCHOOL

***Important note: PowerSchool's *Parent Access* provides parents or guardians round-the-clock access to real-time information about their child's attendance and grades. Please contact the Information Specialist for an access ID, password, and other account information.

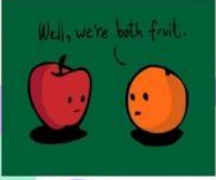
AEC Chart & Rubric









	Distinguished	Proficient	Developing	Beginning
Assertion	Assertion directly addresses the prompt, is arguable, clearly and compellingly communicates writer's position, and is thoughtfully constructed.	Assertion clearly states writer's position, is arguable, and directly addresses the prompt.	Assertion is attempted but may be incomplete or unclear.	Assertion is missing or does not effectively address the prompt.
Evidence	Evidence is well chosen, seamlessly incorporated, relevant, specific, and correctly cited if needed.	Evidence is relevant but could be more specific in places. Evidence is generally correctly cited if needed.	Evidence is present but may not adequately relate to the assertion.	Evidence is missing or irrelevant.
Commentary	Commentary is insightful and effectively demonstrates how the evidence supports the assertion.	Commentary explains how the evidence supports the assertion.	Commentary is attempted, but writer sometimes substitutes summary for commentary. Some commentary may not directly connect evidence to assertion.	Commentary is missing, entirely summary, or unrelated to assertion and evidence.
Conventions	Writing has virtually no errors in conventions.	Writing has 1 or 2 errors in conventions that do not detract from quality or effectiveness.	Writing has several errors that may detract from quality or effectiveness.	Writing has significant errors that are distracting and that detract from

				quality and understanding.
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Literacy Skills Grid

<p>Write Valid Assertions</p> 	<p>Cite Relevant Evidence</p> 	<p>Write Meaningful Extended Commentary</p> 	<p>Analyze Problems and Solutions</p> 
<p>Make Inferences</p> 	<p>Find Facts and Supporting Details</p> 	<p>Make Connections</p> 	<p>Recognize Cause and Effect</p> 
<p>Identify the Author's Purpose</p> 	<p>Visualize/Create Imagery</p> 	<p>Use Background Knowledge</p> 	<p>Compare and Contrast</p> 
<p>Identify Main Idea/Central Message</p>	<p>Distinguish Between Fact and Opinion</p>	<p>Ask Questions</p> 	<p>Summarize</p> <p>Somebody... Who are the main characters?</p> <p>Wanted... What did they hope to do?</p> <p>But... What stood in their way?</p> <p>Then... How did they solve this issue?</p> <p>So... How did the story end?</p>

			
<p style="text-align: center;">Reread for Clarity</p> 	<p style="text-align: center;">Annotate</p> 	<p style="text-align: center;">Close Reading</p> 	<p style="text-align: center;">Make Predictions</p> 

Classroom Policies/Procedures

Class/Virtual Rules:

1. Respect yourself and others at all times on all virtual platforms.
2. Be present to the virtual classroom format on time.
3. To obtain full credit, complete all virtual assignments on or before the scheduled due date.
4. Create a workspace without disruptions. Included but not limited to, muting device microphone, limiting cell phone usage, and monitoring background noise.
5. Ask for help when you don't understand.

Consequences:

1. Verbal Warning and documentation
 2. Parent contact and documentation
 3. Parent conference and documentation
 4. Parent conference with administration
- *Severe behavior will result in an immediate referral to principal

Netiquette and Internet Safety Guidelines

As a student in this course, you are also expected to follow the rules of Internet etiquette or “netiquette” and Internet Safety Guidelines.

To follow netiquette and Internet safety guidelines, the following behaviors are prohibited:

- Use of obscene, degrading, or profane language.
- Bullying, including cyberbullying
- Disruptive behavior.
- Insults or attacks of any kind against another person.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
- Posting personal information about yourself or other persons outside of the Savannah-Chatham County Public School system. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of SCCPSS.

***Remember That Nothing Is Private Online**

Failure to follow netiquette guidelines will result in consequences outlined above.

**Face-to-Face Policy (Hybrid Students):
Cell phone/Electronics Use Policy**

According to school policy, students are **NOT** allowed to use their cellphone or electronic device in the classroom unless given permission by school personnel. All cellphones will be collected and securely stored by the teacher upon arrival in the classroom. Violation or refusal to follow this policy will result in administrative referral or consequence.

Vision- We Educate, We Elevate, We Graduate

Mission- SOLS staff will remain unwaveringly focused on providing our scholars with rigorous academics and relevant life experiences in a caring and supportive environment that prepares them to graduate.



Please complete the following below to confirm that you and your child have read and understand the course curriculum and all the expectations of the Business Communication course. This sheet must be returned with signatures.

https://docs.google.com/forms/d/e/1FAIpQLSdi3tvpge1O15k2NXHq3YyIRMXXECrpAZQ_sZbw1G0K1Zr23w/viewform?usp=sf_link

